

2022 Annual Report

Barmedman Public School



Introduction

The Annual Report for 2022 is provided to the community of Barmedman 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.

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School vision

At Barmedman Public School every student is known, valued and cared for. We inspire every student in their learning and wellbeing, so that they may grow in to confident, capable and resilient citizens that are inquisitive about the world around them. Through personalised learning, every student will grow and improve their understanding of literacy and numeracy to make sense of their world.

School context

Barmedman Public School was established in 1883. It is situated on the lands of the Wiradjuri people, in the Riverina just west of Temora. Most students that attend the school are from the village of Barmedman, which has recently shifted from a more transient population to a stable community. Barmedman is a village with affordable housing and some job opportunities. The school has excellent facilities, comprising large spacious classrooms, performing arts room, library, large shaded COLA, separate shaded equipment, synthetic basketball court and a well-equipped kitchen all located on well-maintained 5-acre grounds.

The staff at Barmedman Public School are passionate about education and are committed to creating safe, happy and academically challenging environments for all children. A strong and genuine bond between the staff and students ensures our school maintains a positive, nurturing environment where the learning, social and emotional growth of every child is the focus. Effective support programs are developed for children identified with additional learning needs which are frequently evaluated by an experienced, caring teaching and learning support team.

Barmedman Public school is well resourced with computers, iPads and smartboards in every classroom and attracts significant funding to support the learning and wellbeing of students. School funding is used primarily to employ a 2nd teacher for five days per week and an Student Learning Support Officer for five days per week. In addition to our curriculum learning, the school incorporates a range of activities to compliment our classroom learning through the wellbeing programs, tennis coaching, scripture and gardening.

The school is an active member of the Rural Innovative Educator's Network, a small schools' collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher quality, and outcomes for all our students. A range of extracurricular activities are offered to students through alliances with other local schools, including sport, public speaking, debating, curriculum focus days and excursions.

Through our situational analysis, high level areas for improvement or further development were identified as: enhancing formative and summative assessment practices and regularly analysing this data to inform teaching practices; high expectations for learning and wellbeing will continue to be a focus area, ensuring all staff are trained in evidence-based practices. In addition to this, strengthening meaningful and collaborative partnerships within our community.

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards 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 achieve student growth and attainment in reading and numeracy we will use student progress and achievement data, with evidence based practice to identify and support where to next in learning.

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.

- Knowing our students and where to next

Resources allocated to this strategic direction

Socio-economic background: \$2,086.00

Location: \$7,572.00

AP Curriculum & Instruction: \$30,114.00

Per capita: \$2,526.80

Professional learning: \$3,895.00

Low level adjustment for disability: \$15,779.29

QTSS release: \$1,723.82

Summary of progress

In 2022, Barmedman Public School implemented Initialit as a key evidence-based Literacy learning program with the MacqLit and MiniLit programs being introduced during semester two. Student assessments in these programs were regularly undertaken to identify and monitor students' learning needs.

The Assistant Principal, Curriculum and Instruction, alongside the teaching principal and staff, analysed the data informing learning needs of students. It was noted that student learning interventions were more consistently developed and monitored for all students. The Assistant Principal, Curriculum and Instruction enabled a cohesive whole school mathematics scope and sequence to be developed and implemented. Professional learning sessions facilitated discussions and decision-making based on student learning data and evidence informed research.

In 2023, evidenced-based literacy programs will continue with an opportunity to review these programs in the context of holistic assessment scheduling particularly with the focused implementation of the new Kindergarten to Year 2 English Syllabus and support resources. In addition to this Barmedman Public School will develop Literacy and Numeracy enhanced assessment schedules using external and internal data sources.

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 <i>(This is a network target)</i> Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top two bands in NAPLAN to be at least above the system negotiated target of 35% in Reading.	In 2022, the West Wyalong small cohort network lower bound Primary Reading target of 35% was not achieved, falling short of the baseline of 28.5% by 2.5%. Due to the small cohort size, actual percentages for individual schools cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Numeracy <i>(This is a network target)</i> Improvement in the percentage of	In 2022, the West Wyalong small cohort network lower bound Primary Numeracy target of 30% was not achieved, falling short of the baseline of 24.5% by 3.5%. Due to the small cohort size, actual percentages for individual schools cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.

students in the West Wyalong network small cohorts' group achieving in the top two bands in NAPLAN to be at least above the system negotiated target of 30% in Numeracy.	
School Excellence Framework judgement in the element of 'Data Skills and Use' indicates delivering.	School Excellence Framework judgement in the element of 'Data Skills and Use' is working towards delivering.

Strategic Direction 2: High impact teaching practice

Purpose

In order to ensure students are achieving at or above expected growth, staff will learn and apply evidence-based teaching practice in a collaborative approach.

Initiatives

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

- High impact professional learning for student growth

Resources allocated to this strategic direction

6100 Unassigned Operational Funds: \$22,948.00

Socio-economic background: \$24,060.00

Summary of progress

In 2022, teaching staff continued to undertake professional learning Clarity Learning Suite - Lyn Sharratt. A timeline of learning was developed for the modules over the year. This timeline was beneficial to allow teachers to undertake scheduled learning and process learnt concepts and information. This enabled collaborative sharing of ideas and further unpacking of identified areas for future development. As a result, learning intentions were implemented into daily routines as a part of their intentional teacher instruction. The professional learning module, knowing the faces of learners, through understanding their personalised data improved teaching practices in using dialogue such as specific questioning. Due to staff changes in semester two, the implementation of Clarity Learning Suite was temporarily paused.

Teachers participated in professional learning focused on the new syllabus for Kindergarten to Year 2 Mathematics and English. The Assistant Principal, Curriculum and Instruction and teaching Principal collaboratively developed plans to implement syllabus requirements. Further to this, Barmedman Public School will plan for literacy-focused professional learning such as developing teacher understandings of the Scarborough's Reading Rope to inform enhancements of explicit teaching and learning for all students. This professional learning will provide staff with research-based information on which to strengthen explicit reading instruction for individual students depending on their identified learning needs in reading.

In 2023, staff will continue their professional learning with Clarity Learning Suite in a revised timeline. Opportunities for collaboration and self reflection will be scheduled as well as learning walks in peer classrooms to implement the strategies learnt. Adjustments will continue to be made throughout the year as new learning arises and areas of need are identified. Teaching staff will deliver the teaching and learning units and will schedule sessions to continue the professional learning for syllabus implementation.

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
Improvement in the number of students achieving at or above expected growth in NAPLAN reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Improvement in the number of students achieving at or above expected growth in NAPLAN numeracy	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
School Excellence Framework judgement progressing towards Sustaining and Growing in the teaching element of 'Learning and Development.'	School Excellence Framework judgement in the element of 'Learning and Development' is delivering.

Strategic Direction 3: High expectations culture in learning and wellbeing

Purpose

In order to further develop a highly aspirational school culture that values all voices - students, parents and staff collaborate to meet individual learning needs.

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.

- Partnerships for success

Resources allocated to this strategic direction

School support allocation (principal support): \$13,945.00

Socio-economic background: \$3,746.00

Aboriginal background: \$5,293.00

Summary of progress

In 2022, Barmedman Public School focused work on reviewing and enhancing the regular and ongoing whole school planning, monitoring and evaluation processes for student attendance. The whole staff collaborated and adjusted to new practices within the school around attendance. Professional learning focused on Every Day Counts, a resource to enhance regular attendance.

This resource assisted staff to identify school needs and to plan forward. Staff also completed training on best practice to record attendance. A centralised program - Sentral was purchased and a new attendance system was established. Sentral is an online student and school management tool to record student data. Regular and visual communication with parents identifying the importance of daily attendance was prioritised.

In 2023, as a result the analysis and reflection of practices on attendance further areas of need were identified. Utilising the functions in Sentral, modules for wellbeing and student reporting will be established and so that full implementation of these Sentral modules supports the school to monitor attendance, wellbeing and student reporting to promote high expectations in learning and wellbeing.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance Increase the percentage of students attending school more than 90% of the time to be at least at the school's negotiated lower bound target of 70%.	The percentage of students attending school 90% of the time or more was close to the lower bound target. Small cohort numbers preclude the release of this rate being captured in the annual report.
The school will maintain or improve positive levels of well being based on the three domains of the Tell Them From Me survey.	An internal school survey based on the three wellbeing areas of sense of belonging, high expectations and advocacy indicated a 100% response rate. Positive levels of well being in the three domains have improved to 100%.
Maintain a judgement of sustaining and growing in the School Excellence Framework element of Learning Culture.	The school maintained a School Excellence Framework judgement of Sustaining and Growing for the element of 'Learning Culture'.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$69,803.05</p>	<p>Integration funding support (IFS) allocations support eligible students at Barmedman 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employed School Learning Support Officers to provide learning and well being support to identified students. <p>The allocation of this funding has resulted in the following impact: Student learning outcomes improved with a focus on reading outcomes as identified as a need from student assessment data.</p> <p>After evaluation, the next steps to support our students will be: To analyse individual Literacy and Numeracy assessment data to ascertain student need and to develop and deliver learning interventions.</p>
<p>Professional learning</p> <p>\$3,895.00</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 Barmedman 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"> • Knowing our students and where to next <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchase of the training and resources for implementation of the MacqLit program. • School based training for teachers and School Learning and Support staff. <p>The allocation of this funding has resulted in the following impact: Teachers and School Learning Support Officers confident and capable of delivering new literacy focused programs for explicit teaching and learning interventions.</p> <p>After evaluation, the next steps to support our students will be: Further analysis of external and internal student learning assessment data to ascertain specific professional learning opportunities for staff.</p>
<p>Socio-economic background</p> <p>\$29,892.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Barmedman 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"> • Knowing our students and where to next • High impact professional learning for student growth • Partnerships for success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional part time teacher to support student learning and well being. • professional development of staff through literacy programs to support student learning.

<p>Socio-economic background</p> <p>\$29,892.00</p>	<ul style="list-style-type: none"> • professional development of staff through Clarity Learning Suite to support student learning. <p>The allocation of this funding has resulted in the following impact: Strengthened collaborative practices promoting the sharing of ideas and resources and planning for next steps in professional learning. Teacher observations have shown professional learning content being applied more consistently in the classrooms with new strategies introduced with a focus on InitialLit. Student phonological awareness data indicated retention of skills learned.</p> <p>After evaluation, the next steps to support our students will be: To widen the student assessment data captured for literacy and numeracy in an improved systematic and regular way and to align student learning needs with staff professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$15,779.29</p>	<p>Low level adjustment for disability equity loading provides support for students at Barmedman 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"> • Knowing our students and where to next <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Continued achievement of progress measures in top 2 skill bands.</p> <p>After evaluation, the next steps to support our students will be: Upskilling staff in data informed practice.</p>
<p>Location</p> <p>\$7,572.00</p>	<p>The location funding allocation is provided to Barmedman 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"> • Knowing our students and where to next <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: The teaching principal utilised the additional release time to establish the Sentral database and management system and ensure consistent practices in recording and utilising data and developing quality methods in reporting to parents.</p> <p>After evaluation, the next steps to support our students will be: Ensuring with changes of staff that quality induction processes exist and include the effective use of the database.</p>
<p>QTSS release</p> <p>\$1,723.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Barmedman 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"> • Knowing our students and where to next

<p>QTSS release</p> <p>\$1,723.82</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Identification of needs of students in literacy. Staff trained in evidence based Multilit programs. Delivery of specific targeted lessons to improve student outcomes.</p> <p>After evaluation, the next steps to support our students will be: InitialLit and MacqLit programs will continue within the school. Any new staff will be trained to ensure the validity of the program is consistent. As an ongoing requirement student achievement will be recorded and monitored to ensure accurate placement in new groups.</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>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 <p>The allocation of this funding has resulted in the following impact: Students were supported in small groups focused on literacy. All students have shown growth towards learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to deliver learning interventions and use data sources to identify specific student needs.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Knowing our students and where to next <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of an Assistant Principal, Curriculum and Instruction for one day per week to support data skills and use and learning and development across the school. <p>The allocation of this funding has resulted in the following impact: Use data informed practice to target student need and inform differentiated teaching and learning programs. This will in turn inform professional learning for teachers.</p> <p>After evaluation, the next steps to support our students will be: To continue to embed data informed practice that informs teaching and learning programs that meet students needs through focus on the high impact professional learning framework.</p>
<p>Aboriginal background</p> <p>\$5,293.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Barmedman 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</p>

<p>Aboriginal background</p> <p>\$5,293.00</p>	<p>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"> • Partnerships for success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Student Learning Support Officer to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Support for students within the classroom focusing on literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued work will support students in achieving goals linked to Personalised Learning Pathways.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	6	3	5	6
Girls	3	4	5	5

Student attendance profile

School				
Year	2019	2020	2021	2022
K	84.9	100.0	89.9	
1	97.3	85.3	94.6	93.3
2	83.5	100.0	83.7	87.4
3	95.8	100.0	95.7	88.2
4	75.5	99.2	91.8	91.6
5	100.0		97.3	89.5
6		100.0	100.0	86.4
All Years	90.2	97.7	92.2	89.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	
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		92.1	87.2
6		91.8	91.5	86.3
All Years	92.9	92.0	92.4	87.3

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.69

*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	146,002
Revenue	544,499
Appropriation	534,230
Grants and contributions	5,995
Investment income	1,050
Other revenue	3,223
Expenses	-579,162
Employee related	-522,826
Operating expenses	-56,336
Surplus / deficit for the year	-34,663
Closing Balance	111,339

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	72,120
Equity Total	51,029
Equity - Aboriginal	5,293
Equity - Socio-economic	29,956
Equity - Language	0
Equity - Disability	15,779
Base Total	321,160
Base - Per Capita	2,527
Base - Location	7,573
Base - Other	311,061
Other Total	42,390
Grand Total	486,698

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

Barmedman Public School surveyed parents, students and staff in the following areas: school culture and sense of belonging.

Parent Satisfaction

Surveys have been conducted via phone calls with all families. Feedback showed that 100% of families are happy with current communication processes, that students talk about their learning in a positive manner, and are content to come to school.

Students

Students have completed surveys and results concluded that students generally like coming to school, have someone at school to go to, know they are cared for, have friends, like learning and feel encouraged.

Staff

From Tell Them From Me survey data, staff indicated that they can mostly complete tasks at work with nothing preventing this. Timely management practices is an area to consider for the future and in describing the school, most staff feel that it is a welcoming and inclusive space.

In 2023, a focus will exist towards systems management and a streamlined approach to school resource management. There will be a school wide focus on building collective efficacy on our school vision of, At Barmedman Public School every student is known, valued and cared for. We inspire every student in their learning and wellbeing, so that they may grow in to confident, capable and resilient citizens that are inquisitive about the world around them. Through personalised learning, every student will grow and improve their understanding of literacy and numeracy to make sense of their world.

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.