

# 2022 Annual Report

## Barnsley Public School



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## Introduction

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

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## School vision

Develop our teachers and leaders in education by building their capacity to deliver student growth and attainment across all areas to reach their full potential academically, socially and emotionally.

We will innovate and undertake continual improvement to respond to the changing needs of our students through setting and maintaining high expectations for all ensuring everyone has the opportunity to participate as creative, critical thinkers.

## School context

Barnsley Public School is situated in Lake Macquarie North, with an enrolment of 295 students in 2022. Our policies and procedures are based on strong values and beliefs. Wellbeing strategies based on the core values of: Learning, Respect and Responsibility are embedded across all aspects of school life. Barnsley Public School has an Aboriginal population of 14% with a FOEI of 118.

Barnsley Public School provides innovative, relevant and engaging learning experiences, which challenge students in a safe, inclusive and supportive learning environment. Teachers, students and the community work collaboratively to enhance the culture of high expectations in all aspects of teaching and learning.

Positive links and strong partnerships exist with the Community of Schools (SCOS) to build the capacity of staff and deliver the highest quality teaching and learning programs. Our parent community aspirations have supported our directions. A rich data analysis school and community wide drives the shared commitment to improving student achievement, developing leadership capacity and authentic connections. In 2020 we undertook a deep situation analysis which has led to the following strategic directions.

1. Student growth and attainment: Areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - additive and multiplicative strategies. Our whole school focus to improve student growth and maintain student achievement in literacy and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. Focusing on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs embedding evidence-informed teaching strategies. Intervention to support students will be responsive and closely monitored.

2. Student wellbeing - The Wellbeing Hub framework provided the initial area of development for Barnsley Public School. Our school environment is pivotal to the growth and development of our children where they strive for excellence in learning, connecting on many levels and building trust and respectful relationships enabling our students to succeed.

3. Future Focused Practices: The High Potential and Gifted Education program engages and sets challenges for students across intellectual, creative, social-emotional and physical domains by supporting every student to achieve their educational potential, through talent development opportunities and differentiated teaching and learning practices ensuring that their specific learning and cultural needs are met. Bulowara Ngaraliko: Listening and Believing 2 Ways - A collaborative Aboriginal Literacy and Numeracy Initiative in conjunction with the Aboriginal Cultural Education Mentor and under the Walking together - Working together guidelines from the AECG. We have extensive initiative and programs to develop our students into resilient and responsible future citizens. These include: Aboriginal dance groups, drumming group, Art shows, Oz Harvest project, advanced technology. Barnsley Public is developing a strong student voice to engage in learning, sharing of ideas and building distributive leadership across the 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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To deliver a learning environment of high expectations that is built around the fundamentals of quality curriculum and innovative opportunities that provide collaborative, connected and self-directed learning experiences where students of a wide range of ability levels develop a growth mindset.

### 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.

- Targeted Literacy and Numeracy
- Professional Learning Teams

### Resources allocated to this strategic direction

**Professional learning:** \$21,609.07

**Aboriginal background:** \$10,000.00

**Low level adjustment for disability:** \$85,542.63

**Per capita:** \$30,426.25

**Socio-economic background:** \$226,501.90

**AP Curriculum & Instruction:** \$180,685.20

**QTSS release:** \$24,930.36

### Summary of progress

Our focus for 2022 was on the use of highly effective teaching practices to improve comprehension across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. Professional dialogue on comprehension teaching strategies drawn from the evidence base was a focus in Professional Learning Teams and Executive Teams. Teachers used student data to plan and embed quality practices into their everyday teaching and as a result, adapted teaching and learning programs to enhance impact. Differentiated support across all stages of faculties, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for consistent implementation of evidence-based practices K-6 is required. Student learning outcomes have been consistently tracked K-6 through the collection and analysis of assessment data indicating positive growth in Reading and Numeracy. In 2023 we will establish processes to develop staff capacity around feedback on the implementation of their teaching and learning program supporting teaching practices K-6.

### 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
<b>System Negotiated Target</b> <ul style="list-style-type: none"><li>• Increase the proportion of students achieving an uplift in the top two NAPLAN reading bands by minimum of 6.3% from baseline data to reach the lower band target by 2022.</li></ul>	The data indicates that the school did not achieve the system-negotiated target, however, progressed beyond the target baseline by 2.78 %.
<b>System Negotiated Target</b> <ul style="list-style-type: none"><li>• Increased the proportion of students achieving an uplift in the top two NAPLAN numeracy bands by minimum of 8.1% from baseline data to reach the lower band target by 2022.</li></ul>	The data indicates that the school did not achieve the system-negotiated target. The data has increased by 1.16% from 2021.
<b>System Negotiated Target</b> <ul style="list-style-type: none"><li>• To be above the base line of 57.3%</li></ul>	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on

with expected growth NAPLAN reading with an upward trajectory towards the lower bound target of 63.0% by 2023 with a further minimum 4% uplift.	this target has enabled an upward lift in internal assessments (Progressive Achievement Tests).
<b>System Negotiated Target</b> <ul style="list-style-type: none"> <li>• To be above the base line of 54.9% with expected growth NAPLAN numeracy with an upward trajectory towards the lower bound target of 60.7% by 2023 with a further minimum 3% uplift.</li> </ul>	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, focus on this target has enabled an upward lift in internal assessments (Progressive Achievement Tests).
<b>School System Target</b> <ul style="list-style-type: none"> <li>• The school self-assessment of the School Excellence Framework (SEF) in the element 'Data Skills and Use' indicates improvement from Sustaining and Growing' towards Excelling.</li> </ul>	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing towards excelling in the element of data skills. Data literacy and data use in teaching have had a positive uplift and impact on student results.

## Strategic Direction 2: Wellbeing

### Purpose

Enhancing improved outcomes through delivery of wellbeing programs for students, staff and families by developing positive relationships where all stakeholders feel connected.

### 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 Practices
- Wellbeing -Teacher Development

### Resources allocated to this strategic direction

**Aboriginal background:** \$26,464.29

**Socio-economic background:** \$1,000.00

**Low level adjustment for disability:** \$25,444.70

**Per capita:** \$15,000.00

**Professional learning:** \$5,000.00

### Summary of progress

The activities that the school undertook in this strategic direction were designed to holistically address student wellbeing. The basis of this initiative was the school's engagement with social and emotional learning programs, including trauma informed practices (Berry St model). To support this, the school implemented various mentoring, leadership and support strategies for students. During the first semester of 2022, these initiatives were well implemented. The student body elected a Student Representative Council and The Peer Support Program was established where all classes engaged in the practices. Internal qualitative data and Tell Them from Me data shows that the school is indicating an upward trend in student wellbeing. In 2023 we will establish processes to develop qualitative surveys of students, parents and staff correlate the impact that the school's strategies are having on students with particular reference to the wellbeing initiatives. The school will continue to engage the school community across these initiatives.

### 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
<b>System Negotiated Targets</b> <ul style="list-style-type: none"><li>• Percentage of students attending 90% of the time is trending towards the 2022 lower bound measure of 78.3% with a minimum uplift of 6.4% from baseline of 69.4%.</li></ul>	45.42% of students achieved attendance above 90% in 2022. The school did not achieve the annual progress measure.
Demonstrating an upward trajectory of parents completing TTFM survey from a baseline of 3.8%.	Increase of 9% of parents responded to survey.
Increase the proportion of students reporting Expectation for Success, Advocacy and Sense of Belonging at school with a minimum uplift of 5.4% from the baseline to reach the lower bound target by 2022.	The expected uplift has been achieved for 2022 (actual size 88.89%).

### Strategic Direction 3: Refined practice and collaboration

#### Purpose

To promote a culture of excellence ensuring staff engage in High Impact Professional Learning with students demonstrating growth in their learning and engagement through evidence based practices.

#### Initiatives

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

- High Impact Professional Learning
- Collaboration

#### Resources allocated to this strategic direction

**QTSS release:** \$40,000.00

**Low level adjustment for disability:** \$5,000.00

**Aboriginal background:** \$15,000.00

**Per capita:** \$36,345.85

#### Summary of progress

Our focus for 2022 was on refining practices and collaboration to develop evidence-based processes that extend and enable, which led to further enhancement of the High Potential Gifted Education Program. The use of highly effective teaching practices was used to develop talent within the 4 domains (academic, physical, creative, and leadership), focusing on engagement with a variety of interactive learning spaces across the school (Sensory Room, Musical Garden, Nubaliba), resulting in high levels of student engagement and learning. In addition, professional learning and collaboration opportunities were regularly provided, where teams were guided through the process of developing consistent evidence-informed practices across the school, as well as the development of short formative assessments to identify the point of need with student learning. Teachers used the School Improvement Cycle to assess, plan, implement and embed quality practices. Differentiated coaching and mentoring support has been provided across stages, however further support for consistent implementation across K-6 is needed. Student learning outcomes have been consistently tracked K-6 through the collection and analysis of assessment data, indicating positive growth in curriculum areas.

#### 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
The school self-assessment of the School Excellence Framework (SEF) in the element 'Learning and Development' indicates that this is maintained as Sustaining and Growing across the school.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing towards excelling in the element of Learning and Development. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.
The school self-assessment of the School Excellence Framework (SEF) in the element 'Educational Leadership' indicates that this is maintained as Sustaining and Growing across the school	Self-assessment against the School Excellence framework shows the school currently performing at Delivering towards Sustaining and Growing in Educational Leadership. The team develops processes to collaboratively review teaching practices to affirm quality instruction.
The school self-assessment of the School Excellence Framework (SEF) in the element 'Effective Classroom Practice' indicates that this is maintained as Sustaining and Growing across the school.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing towards excelling in the element of Effective Classroom Practice. Implementing a whole school approach to ensure effective evidence-based teaching practices are implemented to optimise learning and progress for all students.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$205,654.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Barnsley Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has significantly increased the ability for students to access the curriculum, with attainment of student learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staffing to assist students with additional learning needs</p>
<p>Socio-economic background</p> <p>\$227,501.90</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Barnsley 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>• Targeted Literacy and Numeracy</li> <li>• Professional Learning Teams</li> <li>• Wellbeing Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through 7 Steps to Writing to support student learning</li> <li>• employment of additional staff to support 7 Steps to Writing program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student performance increased within the Literacy progressions in Writing. Staff built their skills and understanding in best practice for teaching Writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with the consistent application of the 7 Steps to Writing program.</p>
<p>Aboriginal background</p> <p>\$51,464.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Barnsley 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><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>• Targeted Literacy and Numeracy</li> <li>• Wellbeing Practices</li> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Aboriginal background</p> <p>\$51,464.29</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students increased their Literacy and Numeracy skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of additional staff to deliver personalised support for Aboriginal students</p>
<p>Low level adjustment for disability</p> <p>\$115,987.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Barnsley 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>• Targeted Literacy and Numeracy</li> <li>• Wellbeing Practices</li> <li>• Wellbeing -Teacher Development</li> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implementation of Social and Emotional Learning (SEL) programs has reduced the negative incidents in the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to work on SEL programs to increase time on task and promote self-regulation.</p>
<p>Professional learning</p> <p>\$26,609.07</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 Barnsley 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>• Targeted Literacy and Numeracy</li> <li>• Wellbeing Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student performance increased within the Literacy progressions in Writing. Staff built their skills and understanding in best practice for teaching Writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with the consistent application of the 7 Steps to Writing program.</p>
<p>QTSS release</p> <p>\$64,930.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Barnsley Public School.</p>

<p>QTSS release</p> <p>\$64,930.36</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>• Targeted Literacy and Numeracy</li> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students developed talent in the 4 domains of the High Potential Gifted Education (HPGE) Policy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to expand HPGE processes to include a wider range of students.</p>
<p>COVID ILSP</p> <p>\$151,503.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Positive growth in Literacy and Numeracy by students who participated in the ILSP program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Small group instruction was highly effective in student growth. Make provisions for this model of intervention to continue.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	156	154	162	161
Girls	163	146	147	134

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.2	93.9	92.8	90.1
1	93.6	93.6	93.1	86.7
2	91.4	93.5	91.0	90.1
3	93.0	91.8	92.8	86.1
4	92.0	95.0	88.4	86.5
5	92.3	91.1	92.7	85.6
6	92.5	88.9	87.8	86.9
All Years	92.7	92.6	91.4	87.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	11.82
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	5.92
Other Positions	1

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	359,000
<b>Revenue</b>	4,265,422
Appropriation	4,163,759
Sale of Goods and Services	3,732
Grants and contributions	94,106
Investment income	3,477
Other revenue	348
<b>Expenses</b>	-4,319,659
Employee related	-3,828,935
Operating expenses	-490,725
<b>Surplus / deficit for the year</b>	-54,237
<b>Closing Balance</b>	304,763

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>	205,654
<b>Equity Total</b>	394,954
Equity - Aboriginal	51,464
Equity - Socio-economic	227,502
Equity - Language	0
Equity - Disability	115,987
<b>Base Total</b>	2,831,711
Base - Per Capita	81,772
Base - Location	0
Base - Other	2,749,939
<b>Other Total</b>	476,573
<b>Grand Total</b>	3,908,892

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

Tell Them From Me reports indicate that students feel socially engaged and are actively involved in the life of the school. Feedback also indicates that students are clear about the rules for school behaviour. Parents conveyed the level of support during learning from home was high and that school staff take an active role in making sure all students are included in school activities. Feedback from teachers indicated appreciation for wellbeing initiatives. 2023 will give priority to an enhanced model for professional learning.

# 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.