

2022 Annual Report

Bellata Public School



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Introduction

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

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School vision

Our school is place of inclusion, belonging and learning, where all learners are equipped for life as confident, creative and resilient global citizens.

School context

Bellata Public School is a small rural school with an emphasis on personalised learning designed to meet the needs of all students in a supportive, safe and happy environment. Our students come from both rural and urban settings with a diverse range of learning experiences. The school community works collaboratively to ensure opportunities are made available for all students so they can each achieve their personal best. Students are caring, supportive and considerate of others, with a strong sense of belonging. Staff at Bellata Public School set high expectations for themselves and all students. They are committed to differentiated teaching and learning programs to ensure success for all. Staff acknowledge that the quality of teaching that occurs each and every day is the single most important influence on student performance. Teacher professional learning is focused on continually strengthening teaching skills to improve student outcomes. Classrooms are vibrant, flexible, fun and well-resourced to engage every learner. Modern technology is available in all areas of the school and students are encouraged to use it to aid their learning.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To support the individual learning needs of students, teachers will use, evaluate and refine data to drive quality differentiated teaching practices that are responsive to individual learning needs. Students become active participants who are aware of their own progress and feel confident working with teachers to help direct future learning in reading and numeracy and to build strong foundations for academic success in all key learning areas.

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.

- Explicit Teaching and Curriculum Differentiation
- Data Driven Practices

Resources allocated to this strategic direction

English language proficiency: \$2,400.00
Low level adjustment for disability: \$30,945.00
QTSS release: \$2,873.00
AP Curriculum & Instruction: \$30,114.00
Integration funding support: \$18,649.00
Socio-economic background: \$7,955.00
Aboriginal background: \$10,881.00

Summary of progress

Explicit Teaching and Curriculum Differentiation

Progress/enablers - All students have Personalised Learning Plans (PLP) which were reviewed over the course of the year and were adjusted to meet the individual learning needs of students.

100% of students have a PLP which was reviewed and updated throughout the year.

Barriers - Term 4 reviews were not completed due to staff absences.

Next Steps - Assistant Principal Curriculum Instruction (APCI) to support the ongoing development of explicit teaching of spelling and phonics along with K-2 new curriculum implementation and further professional development delivered to support the uplift in literacy.

Data Driven Practices

Progress/enablers-Data was used to inform planned weekly differentiated teaching and learning activities enabling data to be regularly updated to reflect student learning.

Teaching staff are regularly using ALAN to inform teaching and learning having moved to a 5 weekly cycle of ensuring data has been updated. SLSO is building confidence to use check-in assessments with students and report results to teacher. Teachers and students are building rapport with SLSO who is learning how to best support teachers and students during point of need.

Barriers - Not all staff received adequate training in PLAN 2.

Next Steps - APCI to support the ongoing implementation of data driven practices using department assessments, tracking on PLAN 3 for all students and ongoing professional learning in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

Data over a three year average indicates more than 42.8% of students perform in the top two NAPLAN bands in reading (system negotiated target).	The school has exceeded its target in Reading.
Data over a three year average indicates more than 42.8% of students perform in the top two NAPLAN bands in numeracy (system negotiated target).	The school has exceeded its target in Numeracy.
PLPs are regularly reviewed by stakeholders, learning goals are linked to Learning Progressions and updated every five weeks.	100% of students have a Personalised Learning Pathway.
Increase the percentage of students attending < 90% of the time to be at or above the 95% attendance (system-negotiated target 70 - 100%)	In 2022, 16.75% of students were attending >90% of the time. The school has not met its target.
<p>School assessment in the School Excellence Framework (SEF) shows Sustaining and Growing in the following themes:</p> <ul style="list-style-type: none"> • Individual Learning Needs • Teaching and Learning Programs • Data Skills and Use • Literacy and Numeracy Focus • Performance Management and Development • School Plan 	<p>The school has assessed itself against the School Excellence Framework in 2022, at:</p> <ul style="list-style-type: none"> • Individual Learning Needs - Sustaining and Growing • Teaching and Learning Programs - Sustaining and Growing • Data Skills and Use - Delivering • Literacy and Numeracy Focus - Sustaining and Growing • Performance Management and Development - Delivering • School Plan - Delivering

Strategic Direction 2: Quality Teaching

Purpose

To ensure every student is highly engaged and shows strong growth in their learning through explicit, research informed teaching. Staff will evaluate their effectiveness and reflectively adopt quality teaching practices through high impact professional learning, and use of student assessment data, to inform teaching.

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.

- Assessment and Feedback

Resources allocated to this strategic direction

Professional learning: \$7,982.00

Location: \$9,306.00

Summary of progress

Assessment and Feedback

Progress/enablers - Embedding Formative Assessment Professional Learning is in progress and yet to be completed.

Teaching and learning programs have been adjusted to support formative assessment strategies.

Barriers - Teaching observations have been difficult to manage due to staff shortages and illnesses as a result team switched from observations of each other, to providing detailed reports on their own experiences. Identifying what they did well and what challenges they encountered.

Next Steps - Staff to complete the Embedding Formative Assessment professional learning and strategies continued to be implemented in teaching and learning programs. Professional learning to be reviewed and realigned to support the implementation of the new K-2 and 3-6 curriculum.

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
70 - 100% of staff have undertaken the first year of training in Embedding Formative Assessment (EFA). 100% of staff regularly attempted to address the five AFL strategies.. 100% of staff trained in EFA have engaged in peer lesson observations. All teachers collaboratively develop teaching and learning programs incorporating formative assessment strategies. EFA personal action plans demonstrates staff are trialing a variety of EFA techniques and strategies.	The annual progress measures indicate that staff have not completed the training in Embedding Formative Assessment. Some teachers have developed teaching and learning programs to incorporate formative assessment strategies.
<i>School assessment in the School Excellence Framework (SEF) shows</i>	The school has assessed itself against the School Excellence Framework in 2022, at:

Sustaining and Growing in the following themes:

- *Formative Assessment*
- *Feedback*
- *Explicit Teaching*
- *Lesson Planning*
- *High Expectations Culture*

- Formative Assessment - Sustaining and Growing
- Feedback - Sustaining and Growing
- Explicit Teaching - Delivering
- Lesson Planning - Delivering
- High Expectations Culture - Delivering

Strategic Direction 3: Quality Partnerships

Purpose

Teachers will effectively collaborate with all sectors of the school community to establish a positive, high expectations, purposeful and professional learning community that is focussed on student learning and achievement.

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.

- Quality Partnerships

Resources allocated to this strategic direction

Summary of progress

Quality Partnerships

Progress/enablers - Quality Partnerships relate to the Barwon Community of Schools and the School Community. There were opportunities to undertake professional learning and review scope and sequence. School community relationships, parents participated in PLP meetings and school event days e.g Grandparents Day and Cross Country.

Barriers - Parent satisfaction survey's were completed with limited responses received.

Next Steps - Staff involvement in the Barwon Community of Schools and Professional Learning across the Barwon Network. Formal and informal measures being introduced to enhance community relationships. FaceBook posts showcasing Bellata Public School, greater parent input into school direction and decision making.

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
100% of staff engage in TTFM Teacher surveys, 2022 data shows improvement on 2021 data.	TTFM teacher survey was not completed in 2022.
70% of teaching staff have joined at least one PLC within the Barwon COS.	This was not achieved in 2022.
60% of families respond to internal surveys to measure community engagement and satisfaction. Levels of engagement and satisfaction have improved on 2021 data.	This was not achieved in 2022.
Transition programs are underpinned by documented processes to support key transition points, including Pre-school to Kindergarten, Year 2 to Year 3, Year 6 to Year 7.	Kindergarten transition occurred during Term 4.
School assessment in the School Excellence Framework (SEF) shows Sustaining and Growing in the following themes: <ul style="list-style-type: none">• Curriculum Provision• Collaborative Practice and feedback• High Expectations Culture• Continuous Improvement	The school has assessed itself against the School Excellence Framework in 2022, at: <ul style="list-style-type: none">• Curriculum Provision - Sustaining and Growing• Collaborative Practice and feedback - Delivering• High Expectations Culture - Delivering• Continuous Improvement - Delivering

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$18,649.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bellata 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Increase in the literacy results of students who are supported in small group tuition and individualised instruction for literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Increased evaluation of individual support of students targeted to their individualised learning needs.</p>
<p>Socio-economic background</p> <p>\$7,955.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellata 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional classroom teacher to support stage related class structures <p>The allocation of this funding has resulted in the following impact: Collaboration between classroom teachers to build capability in meeting the literacy needs of students, learning goals being achieved and PLAN 2 being regularly updated.</p> <p>After evaluation, the next steps to support our students will be: To continue to split classes, within the K-2 and 3-6 range, to continue to support the development of literacy and numeracy skills.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bellata 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"> • Explicit Teaching and Curriculum Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: All students have a Personalised Learning Pathway aligned to focus area in numeracy.</p> <p>After evaluation, the next steps to support our students will be: Additional teacher time to provide targeted support for EAL/D students and for development of programs across all Key Learning Areas.</p>

<p>Low level adjustment for disability</p> <p>\$30,945.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellata 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"> • Explicit Teaching and Curriculum Differentiation • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in their Personalised Learning Pathway to achieve in the numeracy focus area. <p>The allocation of this funding has resulted in the following impact: Supporting the employment of additional teaching staff to support the differentiation of curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of classroom teachers to use differentiated teaching and learning practices. Provide support to identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$9,306.00</p>	<p>The location funding allocation is provided to Bellata 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"> • Assessment and Feedback <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Funds were used to ensure all students were able to access extra curricular activities in line with their peers. Principal was able to be off class to drive and lead change within the school.</p> <p>After evaluation, the next steps to support our students will be: Funds will continue to be used to fund additional teaching staff to support teaching & learning in our school. Any remaining funds will be used to support student access to extra curricular programs the school runs.</p>
<p>Professional learning</p> <p>\$7,982.00</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 Bellata 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"> • Assessment and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Accessing professional learning in Embedding Formative Assessment and support new curriculum implementation.

Professional learning \$7,982.00	<p>The allocation of this funding has resulted in the following impact: Staff have participated in Embedding Formative Assessment topics and professional learning supporting the implementation of the new curriculum.</p> <p>After evaluation, the next steps to support our students will be: Staff will now concentrate in the new curriculum implementation and contextualisation to our school setting for full use K-2 in 2023 and 3-6 in 2024.</p>
QTSS release \$2,873.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bellata 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"> • Data Driven Practices <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: additional staff to support the collaboration and delivery of high-quality, differentiated, curriculum delivery.</p> <p>After evaluation, the next steps to support our students will be: the engagement of additional teaching staff to support curriculum implementation</p>
COVID ILSP \$11,800.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in numeracy - Quantifying Numbers <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress in developing their understanding in Quantifying Numbers.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
AP Curriculum & Instruction \$30,114.00	<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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APCI position was unable to be filled.

<p>AP Curriculum & Instruction</p> <p>\$30,114.00</p>	<p>The allocation of this funding has resulted in the following impact: despite a lack of ACPI in the school we had an increase in literacy and numeracy results across the school.</p> <p>After evaluation, the next steps to support our students will be: employ and ACPI or engage with a virtual ACPI.</p>
<p>Aboriginal background</p> <p>\$10,881.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellata Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: K-2 and 3-6 specific learning in literacy and numeracy and programs tailored to specific ability levels. Students results in reading and numeracy show growth. 100% of Aboriginal and Torres Strait Islander families engaged in the PLP process.</p> <p>After evaluation, the next steps to support our students will be: Focusing on Numeracy and Literacy data to identify areas for improvement. Teachers engaging in professional learning focusing on phonological knowledge, spelling strategies and whole number.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	11	11	6	8
Girls	13	7	6	7

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.7	92.3	88.7	86.0
1	88.5	88.2	91.9	87.0
2	91.6	82.1	87.9	89.4
3	90.8	77.8	82.3	89.6
4	94.9	83.5	85.5	86.7
5	96.6	85.9	91.0	76.7
6	93.2	86.7	86.8	82.2
All Years	93.8	86.6	87.8	86.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.87
Learning and Support Teacher(s)	0.2
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 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	99,530
Revenue	738,385
Appropriation	735,330
Sale of Goods and Services	-36
Grants and contributions	2,394
Investment income	696
Expenses	-538,262
Employee related	-455,763
Operating expenses	-82,500
Surplus / deficit for the year	200,122
Closing Balance	299,652

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	18,649
Equity Total	52,181
Equity - Aboriginal	10,881
Equity - Socio-economic	7,955
Equity - Language	2,400
Equity - Disability	30,946
Base Total	569,339
Base - Per Capita	3,032
Base - Location	9,306
Base - Other	557,002
Other Total	59,181
Grand Total	699,350

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

Parents engaged with the school regularly through planned celebrations such as Cross Country, Easter Hat Parade and Presentation Day. Parents/caregivers, students and teachers joined together throughout the year to complete Personalised Learning Pathways (PLP's). In 2023 the Relieving Principal undertook informal surveys as an opportunity to engage community effectively. Results from these surveys are;

Parents and Community want to see a more cohesive school that works with the community for the benefit of the students. This includes genuine input and in being partners in the education of their children.

Staff want to ensure collaboration is embedded practice.

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.