

# 2022 Annual Report

## Binda Public School



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# Introduction

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

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## School vision

At Binda Public School we seek to put our students on a path of lifelong learning academically, socially and emotionally. Our vision is to work in a partnership with families, teachers and the students to empower them to become confident, resilient, motivated and successful learners. We strive to promote an environment where every student is known, valued and cared for.

## School context

Binda Public School is a rural school located in the Southern Tablelands, 20km west of Crookwell. We have a student population of 12 students. In our school community there is a shared sense of belonging, purpose and a desire for the vision of the school to be fulfilled. No-one is working for themselves, no-one is left out. We understand that there is always capacity and room for improvement and we strive to achieve this for our staff and students. A growth mind-set is adopted by all and as such, mistakes are not seen as failure, but as a source of learning and growth. Achievements whether big or small are appreciated and celebrated. Our school is like a family where everyone is able to be themselves.

Our school offers extra curricular activities in the area of science, the arts, sport with other small schools in our learning community, excursions, camps, partnerships with STEM specialists in schools and various other activities. As a small school there are many opportunities that are offered to students that are not possible in a larger environment. We are able to provide individualised learning programs that cater for students personal interests and their specific learning needs. Because of this our students display a high level of engagement in learning.

At Binda we have a significant school improvement focus on numeracy and literacy and all staff are trained in the most current evidence based programs that run daily to support student growth. We are also intent on making connections into our local community so that our school may become a place where people feel welcome to visit.

The school has excellent resources available for our students. These include modern furniture and equipment, digital technology, a large range of curriculum materials and any other resources needed to support teaching and learning.

We have a highly experienced teaching staff with specialties in the areas of special needs and technology. The School Administration Manager works three days per week with SLSO positions filled on a part-time basis, providing extra support in the classroom.

Binda Public School works in collaboration with various schools within our small schools community and we have shared learning days three times a term for students and staff to be able to collaborate.

The high level areas for improvement for our school, as identified through a consultative situational analysis are student growth and attainment, social and emotional learning and educational leadership. These priorities will be supported through a range of equity funding sources including socio- economic background, aboriginal background, low level adjustment for disability, professional learning, literacy and numeracy and Quality Teaching Successful Students.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Every student, every teacher, every leader and the school improves every year.

Every student is engaged and challenged to continue to learn.

Every student has a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn.

### Initiatives

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

- Effective Classroom Practice

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$15,776.23

**AP Curriculum & Instruction:** \$30,114.20

**Socio-economic background:** \$5,067.41

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

**Professional learning:** \$3,658.01

### Summary of progress

At Binda public school we focused on improving classroom practice in literacy and numeracy K-6. Over the course of the year our staff engaged in Professional Learning in the teaching of vocabulary and writing. Teaching staff became familiar with the new K-2 English and Mathematics. We evaluated and improved on our reading program and ensured that all students had access to appropriate reading material. We further improved our systems for collection of student data in order to monitor and analysis it so that we are meeting students at their point of need. As a result our students have become more self aware of their achievements and have been able to identify learning goals for the following year.

In 2023 our focus will be to:

- \* Implement and embed the new K-2 English and Mathematics Syllabus

### 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 percentage of students achieving in the top 2 bands to be above the Network lower bound target 47.3% Reading. Maintain 2022 top two bands results in reading and sustain ongoing upward trend (2023+ System Negotiated Target).	<p>The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Consistent and valid teacher judgement about data is evidenced across the school.</p> <p>Through the use of NSW Department of Education Check in assessments - Years 3-6 Essential Assessment and school internal assessment have supported teachers to extend students to reach the lower bound network target in reading and numeracy. Assessment data is collected in literacy on a regular and planned basis. Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.. Consistent and valid teacher judgements about data is evidenced across the school.</p>
Improvement in the percentage of students achieving in the top 2 bands to be above the Network lower bound target Numeracy 34.6%..	<p>The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Consistent and valid teacher judgement about data is evidenced across the school.</p>

Improvement in the percentage of students achieving in the top 2 bands to be above the Network lower bound target Numeracy 34.6%..	Through the use of NSW Department of Education Check in assessments - Years 3-6 Essential Assessment and school internal assessment have supported teachers to extend students to reach the lower bound network target in numeracy. Assessment data is collected in numeracy on a regular and planned basis. Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice. Consistent and valid teacher judgements about data is evidenced across the school.
NAPLAN was not conducted in 2020 so no expected growth data.	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.
NAPLAN was not conducted in 2020 so no expected growth data.	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.



## Strategic Direction 2: Social and Emotional Learning

### Purpose

Every student is known, valued and cared for at Binda Public School.

The school culture is strongly focussed on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. There is a strategic and planned approach to whole school wellbeing processes to support the wellbeing of all students so that they can connect, succeed, thrive and learn.

### 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.

- Connect, Succeed and Thrive

### Resources allocated to this strategic direction

**Professional learning:** \$100.00

**Socio-economic background:** \$17,000.00

**Per capita:** \$2,021.44

**Aboriginal background:** \$10,114.51

**Location:** \$8,141.56

### Summary of progress

In 2022 staff and students at Binda Public School were supported socially and emotionally and the school engaged authentically with the whole school community. We did this by:

- Conducting staff, student and family surveys.
- encouraging community members to become involved within the school for activities such as reading groups, P&C meetings.
- Researched and implemented evidence based meditation program developed by psychologists and educators to help bring mindfulness into the lives of our school community.
- Subsidised the cost of extra-curricular activities and excursions to ensure whole school engagement.
- Started a Sensory Garden Project to be worked on by students, staff and community members.
- Finalised a playground upgrade and Cubby house to encourage social interaction and physical activity.
- Provided physical activity programs focusing on movement, wellbeing, social skills and self defense.

As a result of these activities our students have identified a sense of positive wellbeing at school, our staff feel valued and the school has been able to engage with the whole school community through school and P&C activities.

Our focus in 2023 will be to:

- Maintain a high level of student positive wellbeing.
- Increase student attendance to the system negotiated target.
- Continue to strengthen family and community engagement.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
increase the % of students demonstrating positive wellbeing (sense of belonging, expectations for success, advocacy at school) to a minimum of 65%.	Students were surveyed in term 2 and 4 to determine their sense of feeling safe at school, teacher expectation that they will do their best and having someone to go to at school if they needed help. By the end of the year 100% of students demonstrated positive wellbeing in the identified areas.
Improvement in percentage of students attending 95% of time to the lower bound of the system negotiated target	For 2022 the attendance rate of 87.7% The complexities of the COVID-19 pandemic continued to impact on the overall attendance rate at our school this year. During term one and four our school had a major infection of

(70%)	COVID, which meant that many of our families were required to adhere to the mandatory stay-at-home orders. As a result, our attendance rate was below norm.
The school will move from <b>developing descriptors to building descriptors</b> in all dimensions of the Strengthening Family and Community Engagement Matrix.	The school demonstrates effective two-way communication between families and school using a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices and community initiatives. The school is moving towards sustaining descriptors in all dimensions of the Strengthening Family and Community Engagement Matrix.



## Strategic Direction 3: Educational Leadership

### Purpose

The team of Binda PS model instructional leadership and supports a culture of high expectations resulting in sustained and measurable whole school improvement.

### 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.

- Professional Standards and practices

### Resources allocated to this strategic direction

**Professional learning:** \$1,000.00

**QTSS release:** \$1,723.82

### Summary of progress

As a Professional Learning Community there is a focus on distributed instructional leadership collective efficacy, consistent teacher judgement to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning. The Quality Teacher Framework is incorporated in all teaching and learning programs to ensure that quality education is being provided throughout the school and as a means of providing staff with a platform for critical reflection and analysis of current teaching practice and used to guide planning of classroom and assessment. Research by CESE has shown the direct connection between school leadership, teacher professional learning and improved student outcomes.

### 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 PLC will move from developing practice in the key Practices for Instructional Collaboration Maxtrix.	Teachers are working collaboratively at building their collective efficacy. The PLC are collecting data that identifies student progress. We have been working with our Literacy and Numeracy Strategy Advisor. Completed PL in the use of plotting students in PLAN2 for the allocation of COVID ILSP. We have aligned school plans. Across the network and within our PLC there has been a combined focus on developing teachers classroom strategies in vocabulary towards meeting the network target in reading.
The school (as a member of the PLC) will demonstrate emerging descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.	Teachers collect and use assessment data that monitors achievement and identifies gaps in learning to inform planning for particular student groups and individual students. There is shared responsibility for ongoing professional learning and growth in teaching practice. The school collects and analyses student progress and achievement data to identify areas for further development.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$22,067.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Binda 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>• Effective Classroom Practice</li> <li>• Connect, Succeed and Thrive</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 Seven Steps writing program to support student learning</li> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Contributed to the progress measure of students showing growth in literacy and numeracy as we were able to identify two areas for improvement within our school and develop systems to track progress in these areas. All students showed growth in internal and external testing. Students also increased in a sense of belonging. This funding directly supported students with economic support and educational opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide families with needs with economic support, educational materials and opportunities.</p>
<p>Aboriginal background</p> <p>\$20,114.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Binda 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>• Effective Classroom Practice</li> <li>• Connect, Succeed and Thrive</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>• employment of specialist additional staff (SLSO) to support Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The cultural program was hugely successful and we have given our Aboriginal students an opportunity to connect with their cultural background. Our staff nurture professional relationships which are safe, supportive and help students reach their full potential.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Build capacity in our staff so that all staff are culturally competent and the school is culturally responsive, also to seek out connections in the local community to broaden cultural identity in our students.</p>
<p>Low level adjustment for disability</p> <p>\$15,776.23</p>	<p>Low level adjustment for disability equity loading provides support for students at Binda Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$15,776.23</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>• Effective Classroom Practice</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 to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has been able to continue to have a consistent approach to students who have additional learning and support needs in a mainstream schools. As a result all students meeting this criteria have shown personal growth academically, socially and emotionally.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to meet the needs of our students through the implementation of collaborative learning support provided by school staff and external providers.</p>
<p>Location</p> <p>\$8,141.56</p>	<p>The location funding allocation is provided to Binda Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connect, Succeed and Thrive</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$4,758.01</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 Binda 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>• Effective Classroom Practice</li> <li>• Connect, Succeed and Thrive</li> <li>• Professional Standards and 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> Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p>

Professional learning \$4,758.01	<p><b>After evaluation, the next steps to support our students will be:</b> Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
QTSS release \$1,723.82	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Binda 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>• Professional Standards and 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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Regular professional discussion around the School Excellence Framework elements and themes. It has also allowed the Professional Learning Community to work collaboratively to analyse and reflect on school data and to discuss consistent delivery of curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To provide teacher release for our part time staff to support curriculum implementation and to establish collaborative teaching practices, allowing teachers to work together and learn from each other through observation and discussion.</p>
Integration funding support \$39,049.00	<p>Integration funding support (IFS) allocations support eligible students at Binda 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>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our eligible students demonstrating progress towards their personalised learning goals. All PLPs were regularly updated and responsive to student learning needs and progress ensuring our student received personalised learning and support within his own classrooms. The funding also allowed us to support our student during his transition to high school into a Multi Categorical Class.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Binda Public School will no longer receive this funding to support our targeted student as he will be transitioning to high school in 2023.</p>
COVID ILSP \$8,970.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>COVID ILSP</p> <p>\$8,970.00</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>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  the majority of the students in the program achieving significant progress towards their personal learning goals  86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2  82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	5	5	6	8
Girls	3	5	2	4

### Student attendance profile

School				
Year	2019	2020	2021	2022
K		99.2	95.4	78.6
1			85.5	93.6
2	95.3			89.1
3		92.6	95.7	94.7
4	80.2		86.0	
5	89.7	85.1		82.6
6		90.9	88.2	78.1
All Years	89.9	91.5	90.5	87.3
State DoE				
Year	2019	2020	2021	2022
K		92.4	92.8	87.9
1			92.7	87.4
2	93.0			87.8
3		92.1	92.7	87.6
4	92.9		92.5	
5	92.8	92.0		87.2
6		91.8	91.5	86.3
All Years	92.9	92.1	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)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.98

\*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>	69,199
<b>Revenue</b>	504,677
Appropriation	499,089
Grants and contributions	5,202
Investment income	386
<b>Expenses</b>	-536,335
Employee related	-443,624
Operating expenses	-92,712
<b>Surplus / deficit for the year</b>	-31,658
<b>Closing Balance</b>	37,540

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>	39,049
<b>Equity Total</b>	57,958
Equity - Aboriginal	20,115
Equity - Socio-economic	22,067
Equity - Language	0
Equity - Disability	15,776
<b>Base Total</b>	322,211
Base - Per Capita	2,021
Base - Location	8,142
Base - Other	312,048
<b>Other Total</b>	55,901
<b>Grand Total</b>	475,119

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.

The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.

Our progress in relation to School growth in Reading (and / or Numeracy) has been supported by literacy and numeracy teaching and learning experiences that are targeted, individualised and specific to the needs and ability of our students. Evidenced-informed, researched based and collaborative developed programs across the Professional Learning Community (Taralga, Laggan, Binda and Bigga Public School) are embedded K-6. and measured by internal data and Check-In Assessments.

## Parent/caregiver, student, teacher satisfaction

In 2023 the school sought the opinion of parents, students and teachers about the school. The results of the survey showed that:

Students rated highly in the areas of feeling safe at school, teacher expectation that they will do their best and having someone to go to at school if they needed help. The exceptions were four new students to our school. They were surveyed again later in the year and had identified that they felt safe and cared for and had someone to go to if they need help.

All staff felt they were valued at school by the students and other staff and valued by parents. All felt that what they do contributes to student success and felt that they are part of the school team.

All our families were surveyed and 100% gave the school a positive rating in the areas of knowing and caring for students, communication, safety and school resources. When asked for further comments parents said they were very happy with the school and it's staff, it is a wonderful place, it is like a family and very happy their child could attend this school.

# 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.