

2022 Annual Report

Canobolas Public School



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Introduction

The Annual Report for 2022 is provided to the community of Canobolas 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

Canobolas Public School

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School vision

Within our rural setting, students are actively encouraged to aim high, learn from mistakes, be lifelong learners and engaged members of the community. Teachers are committed to providing an environment where all students are challenged, connected, creative and confident.

School context

Canobolas Public School was established in 1864 in an orchard area six kilometres south west of Orange. It is a rural school with 132 students; while some students come from nearby orchards and properties, many also come from town each day. 5% of the student population is Aboriginal. There are both experienced and early career teachers on staff who are all dedicated to the students and the school community.

The school aims to engage students with innovative, evidence based teaching programs involving technology and effective pedagogy. Creative arts are highly valued with Canobolas PS offering an outstanding concert band program, string ensemble, ukuleles, singing, drama and dancing. There is a yearly whole-school concert which highlights these activities. Each class attends specialist visual arts lessons as well.

The Canobolas school community is a very supportive one. There are many opportunities where parents are welcomed into the school as participants; as classroom helpers, as members of the P&C, participating in fundraising events/activities and as learners. Strong ties with the community are vital to success.

Canobolas Public School belongs to the Orange Small Schools Association (OSSA). Students participate in a wide range of curriculum opportunities created by this organisation including swimming and athletics carnivals, team sports and curriculum days.

Staff are committed to deepening their knowledge and making improvements to student outcomes. Following the recent situational analysis, a whole school approach to reading, writing and numeracy will be embedded. As a result the school will implement high-impact, explicit teaching strategies and refine data and assessment analysis to improve student learning outcomes. Student wellbeing and attendance are additional focus areas for engagement and success.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student, all staff will develop deep knowledge and best practice around their teaching of reading, writing and numeracy based on current research.

Students become self directed learners who are aware of their own progress and feel confident working with teachers to help direct future learning.

Initiatives

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

- READING
- NUMERACY
- WRITING

Resources allocated to this strategic direction

Professional learning: \$12,300.35

Literacy and numeracy: \$13,221.46

Low level adjustment for disability: \$22,984.20

Summary of progress

In 2022, focus was on developing **explicit teaching** and **using to data to inform teaching** in the areas of Reading, Writing and Numeracy. Contextualised professional learning guided Stage 2 and 3 teachers through the process of developing consistent evidence-informed practices in these activities. In Early Stage 1 and Stage 1, teachers were supported in the implementation of both the K-2 English and K-2 Maths syllabus by the curriculum reform consultant to develop successful practice.

Reading Developing *Reading Fluency* and *Close Reading* strategies was a focus for the Stage 2 and 3 team. Teacher's planning was structured around embedding quality practice and a consistent approach to reading unfamiliar texts, with an understanding that all students experience explicit reading instruction everyday. Small group development, teacher mentoring and a prescribed planning proforma provided staff with the confidence and scaffold to implement *Close Reading* in the Stage 2 and 3 classrooms. *Reading Fluency* graduated from being small-group work activity in 2021, to being a regular classroom activity. Next year focus will shift to include **vocabulary**, **feedback** and **Think Alouds** into our reading instruction. This will further support improvement in high quality teaching practice in reading.

Writing A K-6 focus on using quality texts as a model for writing, in combination with explicit teaching and visible learning strategies, was a focus throughout the school. Quality texts were explicitly annotated to be used as models for student writing. Students used these scaffolds when producing their own texts. This ensured quality in student writing. Going forward, teachers will continue to improve their practice of giving **feedback** in regards to success criteria, choosing **rich text models** and sharing their quality practice with each other.

Numeracy Developing student's understanding of place value and whole number as a foundation for all mathematical learning was the focus for Stages 2 and 3. Teacher planning was structured around creating a scope and sequence that was implemented using explicit teaching and focusing on mastery of mathematical concepts. Teacher collaboration and additional classroom teacher support were provided to promote consistency in teaching pedagogy. Next year, teachers will be developing a sound foundation of **maths fluency** in all stages, and collectively planning using a **connectionist scope and sequence** to enhance teaching practice and increase impact.

Curriculum Reform All teachers in Early Stage 1 and Stage 1 embraced the accelerated adopter units of work from the new syllabus documents under the guidance of the Curriculum Reform Consultant. They were guided through each unit, developing their practice, familiarising themselves with new curriculum ideas and sharing their feedback. They shared their new knowledge and experience of the new curriculum with all teachers. Next year, teachers will continue to enhance their practice by implementing the next units of work developed from the new 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
No growth data available for NAPLAN due to Covid	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
No growth data available for NAPLAN due to Covid	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated lower bound target of 60.5% and trending towards the system-negotiated upper bound target of 65.5%.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 73% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated lower bound target of 47.6% and trending upwards towards the system-negotiated upper bound target of 52.6%	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 50% of students in the top two skill bands for numeracy indicating school did not achieve the system negotiated target, however progressed beyond the target baseline by 9%.
To increase the percentage of students measuring 1 year's growth for 1 year's learning in reading to 70% according to PAT data	<ul style="list-style-type: none"> • PAT Reading data indicates 70% of students (3-6) have achieved one year's growth for one year's learning in reading.
To increase the percentage of students measuring 1 year's growth for 1 year's learning in numeracy to 65% according to PAT data	<ul style="list-style-type: none"> • PAT Numeracy data indicates 71% of students (3-6) have achieved one year's growth for one year's learning in numeracy.
Increase the percentage of students scoring in the 80th percentile or above in reading comprehension to 60% according to PAT data.	<ul style="list-style-type: none"> • PAT Reading data indicates 65% of students (3-6) scored in the 80th percentile or above for reading.
Increase the percentage of students scoring in the 80th percentile or above in numeracy to 50% according to PAT data.	<ul style="list-style-type: none"> • PAT Reading data indicates 41% of students (3-6) scored in the 80th percentile or above for numeracy.

Strategic Direction 2: Connect, Succeed, Thrive

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be planned, whole-school processes that support and measure high levels of wellbeing and engagement.

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.

- ATTENDANCE
- WELLBEING

Resources allocated to this strategic direction

Per capita: \$2,738.00

Summary of progress

In 2022, Strategic Direction 2 focused on improving student wellbeing and increasing school attendance.

Attendance Focus was on improving systems and processes to encourage students to attend school for more than 90% of the time. Communication between school and home promoted greater awareness of the implications of low school attendance. Teachers and office staff made efforts to call families more regularly to check on students. Events and a shift in timetabling to hold events on Fridays, incentivised students to come to school regularly. Following the guidance of the Attendance Matters document teachers created an open dialogue to ask parents how they could assist in reducing unjustified absences. Next year we will continue to **reflect and refine on the current processes**.

Wellbeing A school-wide approach using practices of 'gratitude', 'empathy' and 'mindfulness' was developed to foster a positive and growth mindset and increase wellbeing throughout the school. Students developed resilience and a sense of perspective in their everyday lives. Check-in wellbeing surveys were regularly used by Stage 2 and 3 classroom teachers to get a pulse-check of wellbeing levels. These were very effective and efficient in gathering wellbeing information and then acting on it. Next year we will **continue to develop these practices**.

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 percentage of students attending school >90% of the time to be trending towards the upper bound system negotiated target of 96.7%	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 26% to 59.4%.
Increase the percentage of students in the TTFM areas of 'Positive sense of belonging', 'Advocacy at school' and 'Expectations for success' to >86%.	<ul style="list-style-type: none">• 87% of students indicated high advocacy at school• 82% of students indicated high sense of belonging at school• 86% of students indicated high expectations at school

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$61,559.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Canobolas Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: An SLSO was employed to work in the classroom and to supervise on the playground. This includes personalised support for students with disabilities to self-regulate and attempt work independently. Personal learning goals are the main focus of this support. Students have achieved pleasing results in standardised assessments as well as in their personal goals.</p> <p>After evaluation, the next steps to support our students will be: To continue this support as it has had positive impact for targeted students. It has provided a layer of help for these students to interact, learn and succeed alongside their peers. This same model will be put in place in 2023.</p>
<p>Socio-economic background</p> <p>\$8,106.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Canobolas 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: An SLSO was employed to work in classrooms to provide individualised support for students with learning difficulties. Personal learning goals were the main focus of this support. With the help of the SLSO, students have achieved very pleasing results in their personal goals.</p> <p>After evaluation, the next steps to support our students will be: Funding will be used in the same way in 2023 to support students with high learning needs.</p>
<p>Aboriginal background</p> <p>\$7,105.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Canobolas 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans and cultural activities

<p>Aboriginal background</p> <p>\$7,105.61</p>	<ul style="list-style-type: none"> • employment of additional staff (LaST) to support Aboriginal students in literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Employment of two additional SLSO staff (LaST) to support Aboriginal students in their classrooms. Personal learning goals were the main focus of this support. With the help of the SLSOs, students achieved very pleasing results in their personal goals. Aboriginal students benefited from personal attention in the classrooms allowing for greater integration of PLPs.</p> <p>After evaluation, the next steps to support our students will be: To continue this support as it has made positive impact for Aboriginal students. It has provided a layer of help for those students to interact, learn and succeed alongside their peers. This same model will be put in place in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$32,849.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Canobolas 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"> • READING • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an SLSO to support classroom teachers to build capability in meeting the literacy needs of identified students • employment of LaST and interventionist teacher to increase learning outcomes of identified students <p>The allocation of this funding has resulted in the following impact: An SLSO was employed to work in classrooms to provide support for students with learning difficulties. Personal learning goals were the main focus of this support. With the help of the SLSO, students have achieved pleasing results in their personal goals. A Learning Support teacher (LaST) was employed to implement intervention programs such as Minilit to support targeted students in Years 1 and 2. All students made positive progress in this program.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide this support to targeted students.</p>
<p>Location</p> <p>\$1,270.32</p>	<p>The location funding allocation is provided to Canobolas 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • providing transport for excursions <p>The allocation of this funding has resulted in the following impact: All students being able to participate in excursions and incursions.</p> <p>After evaluation, the next steps to support our students will be: To continue with this strategy so that excursions and learning opportunities are available to all students.</p>
<p>Professional learning</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</p>

<p>\$12,300.35</p>	<p>Professional Learning for Teachers and School Staff Policy at Canobolas 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"> • READING <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning to unpack evidence-based approaches to teaching reading and maths, and to explore the elements of quality instruction in these areas <p>The allocation of this funding has resulted in the following impact: Contextualised professional learning has led to collective teacher efficacy in the teaching practice of reading. The strength of this shared research-based approach has led to strong and sustained growth in reading in all classes.</p> <p>After evaluation, the next steps to support our students will be: To continue work done with reading, and to create a roadmap to develop maths and numeracy in the same way.</p>
<p>Literacy and numeracy</p> <p>\$13,221.46</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Canobolas Public School from Kindergarten to Year 6.</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"> • READING <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher to increase learning outcomes of identified students <p>The allocation of this funding has resulted in the following impact: A Learning Support teacher (LaST) was employed to implement intervention programs such as Minilit to support targeted students in Years 1 and 2. All students made positive progress in this program.</p> <p>After evaluation, the next steps to support our students will be: Evaluate student data to select next students to benefit from these programs.</p>
<p>QTSS release</p> <p>\$25,167.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Canobolas 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Principal release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The principal has developed professional learning which has led to a collaborative approach to the teaching and learning of reading in all classrooms. Professional learning, driven by the School Improvement Plan, has ensured a collective approach based on research from the Reading Guides K-2 and 3-8. Strong achievement and sustained growth has happened as a result of this collective efficacy among staff.</p>

<p>QTSS release</p> <p>\$25,167.70</p>	<p>After evaluation, the next steps to support our students will be: Funding will be used for the same purpose. In 2023, Numeracy will be the target area. A roadmap for the development of Numeracy will be developed by using the Numeracy Guides.</p>
<p>COVID ILSP</p> <p>\$32,253.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition in close reading, numeracy, fluency and minilit. <p>The allocation of this funding has resulted in the following impact: 44 students have benefitted from regular small group instruction in 2022 in the areas of close reading, numeracy, reading fluency and Minilit. All students showed growth.</p> <p>After evaluation, the next steps to support our students will be: Targeted students will receive similar support in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	63	60	62	68
Girls	63	73	71	66

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	95.4	94.2	91.8
1	95.2	96.9	94.7	89.4
2	93.7	95.4	96.0	91.0
3	92.9	95.9	94.5	93.6
4	93.8	95.2	93.0	90.1
5	96.2	95.9	93.1	90.5
6	95.9	96.1	93.3	90.1
All Years	94.8	95.9	94.2	91.0
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)	1
Classroom Teacher(s)	4.77
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.74

*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	83,755
Revenue	1,435,184
Appropriation	1,383,760
Grants and contributions	50,907
Investment income	517
Expenses	-1,432,035
Employee related	-1,288,846
Operating expenses	-143,189
Surplus / deficit for the year	3,150
Closing Balance	86,905

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	61,559
Equity Total	48,062
Equity - Aboriginal	7,106
Equity - Socio-economic	8,107
Equity - Language	0
Equity - Disability	32,850
Base Total	1,186,399
Base - Per Capita	33,606
Base - Location	1,270
Base - Other	1,151,522
Other Total	43,006
Grand Total	1,339,026

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

Information about parent, student and teacher satisfaction was sought throughout the year with a range of surveys.

Students in Years 3-6 completed the 'Tell Them From Me' Survey. 96% of students reported that there were high expectations for success at school and 86% of students said that there were trusted adults at school who they could turn to for support. Improving our students positive sense of belonging was a focus in 2022. 82% of students reported a sense of belonging, which was up from 56% in 2021.

Parents were surveyed on a range of school aspects throughout the year in short newsletter polls. Parents were asked their opinions and to give feedback about school communication, homework, learning culture and expectations. All surveys showed positive feedback as well as ideas and suggestions to improve. This gave us avenues to explore as we moved forward through the year. The executive welcome parent feedback for this reason. The school received many emails and messages of appreciation throughout the year.

Teachers indicate that they feel supported and challenged in their workplace. Staff retention is high and this workforce stability is an asset to the school.

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.