

2022 Annual Report

Cawdor Public School



1537

Introduction

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

Cawdor Public School

865 Cawdor Rd

Camden, 2570

<https://cawdor-p.schools.nsw.gov.au>

cawdor-p.school@det.nsw.edu.au

4636 6133



Students collaboratively engaging in creative and critical thinking learning task.

School vision

At Cawdor Public School we strive for academic excellence where every student is supported to achieve their best. Respectful partnerships with our wider community and our nurturing support of students has facilitated high student engagement with skills for life-long learning. Our school improvement focus will continue to strengthen school leadership and will enable students to prepare as active citizens of the future.

School context

Cawdor Public School is a small school, situated in a beautiful semi-rural setting close to Camden. Established in 1858, the school has a rich history and has been a focal point in the area for over 160 years. The school is appreciated for its caring family atmosphere and high levels of community involvement.

The community at Cawdor is highly committed to providing a nurturing and innovative learning environment in which each student is encouraged to become an informed and responsible citizen. The wellbeing of every student is a high priority and the learning programs focus on the individual needs of each child.

Student leadership is strongly promoted in the school. There are many opportunities for students to take on leadership roles. Students attend leadership workshops throughout the year and the older students take an active role in the care and education of the younger students.

Cawdor is part of a small schools' network. The schools in the community have formed strong links to provide professional learning opportunities for the teachers and for sporting events, excursions and learning opportunities. The school is actively involved in an effective high school links program with the Camden Community of Schools.

The school has excellent facilities; grounds and classrooms are well-maintained and offer an inviting place to learn. Play areas are well resourced and offer the students a wide variety of play environments. All classrooms have interactive whiteboards and our technology is well maintained and updated.

Cawdor PS currently has 10 teachers and 5 non teaching staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students. We have a total enrolment of 83 students; 8 students identify as Aboriginal.

From our Situational analysis we have identified these areas of growth:

- Explicit teaching practices to maximise student outcomes in Literacy and Numeracy
- The improved use of data to inform teaching
- Differentiation of the curriculum to ensure that all students' needs and levels are being addressed and that they have access to the curriculum
- A school-wide format of data collection
- Wellbeing



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy through explicit, evidence informed teaching practice and refined data analysis skills to support a differentiated curriculum.

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.

- Differentiation
- Data informed practices

Resources allocated to this strategic direction

Professional learning: \$4,590.00

AP Curriculum & Instruction: \$5,114.20

Low level adjustment for disability: \$34,874.00

Integration funding support: \$130,444.00

Literacy and numeracy: \$14,676.00

QTSS release: \$16,750.00

Summary of progress

The school focus for 2022 was to continue the use of data informed practices to improve differentiation of the curriculum to be more responsive to the needs of individual students. High impact professional learning was used to develop teacher's skills in the consistent analysis, interpretation and use of student progress and achievement data. A whole school assessment policy was established. Teachers use student assessment and data to plan and embed quality teaching practices into everyday teaching and learning programs, identifying the point of need with student learning and achievement, making appropriate adjustments to support learning or increase challenge.

Differentiated mentoring support for all staff is now a feature of school practice through data talks and using Planning Literacy and Numeracy (PLAN 2) data to assess student's progress in the focus areas of creating texts and Quantifying number. Also, as a 2022 Accelerated Adopter school the Assistant Principal Curriculum and Instruction (APC&I) was involved with demonstration and team teaching of the English K-2 unit within the Stage 1 classroom. Student learning outcomes have been tracked through the collection of Progressive Achievement Test data, (PAT) check in assessments and teacher observations. The analysis of this school wide assessment data, with 87% of students making gains in reading and mathematics as detailed in PAT data. This has been shared with all stakeholders.

In 2023, more collaboration opportunities such as team teaching, utilising staff professional learning meetings to become an avenue of robust discussion involving fluency and how to make consistent teacher judgement so that assessment of such is consistent across the school. Sustainability of practices and developing deep understanding of the research behind the new syllabus will enable teachers to enact the K-2 curriculum in 2023 and provide a strong foundation with which to unpack the 3-6 syllabus ready for 2024. Professional learning will be built around gaining deep knowledge about fluency to improve reading comprehension and Number and Place Value to improve numeracy.

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
NAPLAN numeracy expected growth is unable to be reported due to the cancellation of the National Assessment Program in 2020.	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 reading expected growth is unable to be reported due to the cancellation of the National Assessment Program in 2020.	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.

65% of students achieving expected growth in each school year demonstrates an upward trend when mapped against progressions through PLAN2 data collection and analysis.	Incomplete data sets due to delay in implementation of some initiatives during the year means this progress measure has not been captured.
The proportion of Year 3 and Year 5 students achieving the top two bands in reading increases by 8.5% to reach the lower bound system negotiated target.	A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target, however, focus on this target has resulted in 67% of Years 3 and 5 students achieving in to top 3 bands. Cohort size does not allow the publication of percentages, however individual student progress is reported directly to parents and carers throughout the year.
The proportion of Year 3 and Year 5 students achieving the top two bands in numeracy increases by 10.5% to reach the lower bound system negotiated target.	An increased percentage of students achieved in the top two skill bands for numeracy indicating the school met the system negotiated target. Cohort size does not allow the publication of percentages, however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: A Culture of Growth

Purpose

To create a culture of high expectations for learning where all students are challenged, engaged and resilient through explicit teaching and enhanced individual supports.

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.

- Highly Effective Teaching Practices
- Enhanced individual supports

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$25,000.00

Professional learning: \$3,920.00

Socio-economic background: \$36,135.00

Low level adjustment for disability: \$1,000.00

Aboriginal background: \$9,754.00

Summary of progress

In 2022, implementing Highly Effective Teaching Practices of explicit teaching and effective feedback was the focus and promoted across the whole school to increase student engagement. Teachers have initiated the process of sharing criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

A professional learning schedule was established and opportunities to collaborate, such as the creation of targeted student focus groups, the implementation of data talks including teaching and learning cycles on which to report student progress in PLAN2. Ensuring regular data entering to monitor student learning and identifying where to next was enacted to guide teachers on future teaching and learning cycles. School Learning Support Officer (SLSO) timetables were arranged to accommodate those students with the most needs and provide targeted support for literacy and numeracy. Learning and Support teacher and COVID intensive support teacher targeted students to uplift their results to be on track for achieving grade appropriate outcomes mapped to learning progressions in areas of literacy and/or numeracy.

To improve attendance a centralised system was implemented using Sentral. Class dojo was consistently used to follow up unexplained absences and system generated absence letters were sent home. We have seen an increase of explained student absences by our community as a result. Communication through fortnightly newsletters to promote the importance of regular school attendance and progress towards our attendance target has been a key initiative to improve daily attendance at school. In 2023 we plan to trial the parent portal in Sentral for attendance.

Wellbeing was addressed with all staff undertaking professional learning on Trauma Informed Practices. SLSO staff incorporated social skills within structured lunchtime games and activities. There was also the implementation of sensory play for a targeted group of students each Friday. The school has engaged in the extended hour pilot program providing extracurricular activities and breakfast club program resulting in positive feedback on student wellbeing outcomes. Within the classroom, two teachers have trialled Zones of Regulation to assist students with tools for self-regulation and awareness of emotions. K-6 students have participated in a weekly art therapy program over a term where students are involved in art making, sound and music, and physical activities. The result was that students were engaged in regular physical, creative, social and emotional activities.

In 2023, we will continue to implement whole school wellbeing programs for all students and strategies to improve student's attendance above 90% of the time. We will drive collaborative practices for improvement within our school through targeted professional learning, curriculum implementation and community of school initiatives.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>System Negotiated Attendance Target</p> <p>An uplift in the percentage of students attending greater than 90% of the time to be above the 2021 attendance rate.</p>	<p>The number of students attending school 90% of the time or more has decreased, however this figure was significantly affected by the public health orders and cessation of operations due to local flooding events.</p>
<p>System Negotiated Wellbeing Target</p> <p>A demonstrated increase in the percentage of students reporting positive responses related to the categories of Advocacy at School, Expectation of Success and Sense of Belonging in the Tell Them From Me Survey to be above the reported level in 2021.</p>	<p>Students reporting positive wellbeing outcomes has increased by 6.13% across the positive wellbeing measures.</p>
<p>Internal data indicates that teachers are sharing criteria for assessment with students.</p>	<p>There has been an increase of 75% of classroom teachers accessing the PLAN 2 data platform to initiate the writing of learning goals and 25% of staff implementing learning intentions and success criteria regularly to provide explicit feedback to improve student's writing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$130,444.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cawdor 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"> • Differentiation <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSP) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSP were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP review meetings to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$36,135.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cawdor 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"> • Enhanced individual supports <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of a teacher to work as a literacy and numeracy mentor with students performing below the expected stage level • employment of SLSO 2 days per week to work with in class supporting identified students who have additional learning requirements <p>The allocation of this funding has resulted in the following impact: The majority of identified students achieved their literacy and numeracy personalised learning goal through the implementation of literacy and numeracy mentor program.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage the literacy and numeracy small group instruction to support student achievement in both reading and numeracy. This should see trajectory towards achieving system negotiated targets.</p>
<p>Aboriginal background</p> <p>\$9,754.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cawdor 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>Aboriginal background</p> <p>\$9,754.00</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"> • Enhanced individual supports <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 • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal families engaging in the Personalised Learning Pathways process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. 100% of Aboriginal students met or achieved their Personalised Learning Pathway goals due to the employment of an additional learning support teacher one day per week to implement additional individualised support.</p> <p>After evaluation, the next steps to support our students will be: Engaging School Learning Support Officer to deliver differentiated and personalised literacy and numeracy support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$35,874.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cawdor 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"> • Differentiation • Enhanced individual supports <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities, resulting in increased student growth in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained intervention teacher, SLSO's and Occupational Therapist.</p>
<p>Professional learning</p> <p>\$8,510.00</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 Cawdor 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"> • Differentiation • Highly Effective Teaching Practices

<p>Professional learning</p> <p>\$8,510.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching quality texts to explore modelled, interactive, guided and independent writing. • evidence-based approaches to explicitly plan, teach and assess students learning aligned to K-2 syllabus English and Mathematics <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing through quality texts resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$14,676.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cawdor 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"> • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: An increase in the average Year 1 benchmark level in reading and phonics. A 20% increase in Stage 1 students participating weekly in home reading program.</p> <p>After evaluation, the next steps to support our students will be: Teacher release to present literacy and numeracy workshops for Early Stage 1 and Stage 1 parents to increase participation in the home reading program and mathematics games for homework revision. Purchase of decodable texts to support home reading program.</p>
<p>QTSS release</p> <p>\$16,750.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cawdor 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 informed 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 • additional teaching staff to implement quality teaching initiatives • staffing 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: Improved staff confidence and teaching practice. and embedding evidence-based, high impact teaching strategies within their classroom practice. Teachers reported lessons differentiated according to students' needs.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>QTSS release</p> <p>\$16,750.00</p>	<p>Employing a specialist to lead improvement in an area where teachers need support with analysing assessment data to improve literacy for all students.</p>
<p>COVID ILSP</p> <p>\$53,600.00</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 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy - comprehension, number sense, reading fluency <p>The allocation of this funding has resulted in the following impact: The majority of students in the program achieved significant progress towards their personal learning goals</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. 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 identified students to continue to meet their personalised learning goals will also be a priority.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	45	46	42	49
Girls	39	39	42	30

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	98.1	95.0	89.0
1	95.4	95.0	95.5	86.5
2	92.0	95.5	93.1	91.2
3	91.6	92.9	94.4	88.4
4	89.9	92.3	90.8	92.4
5	93.1	94.3	90.4	88.5
6	92.8	93.0	89.9	86.1
All Years	92.6	94.0	92.5	88.5
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)	3.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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	174,218
Revenue	1,294,717
Appropriation	1,257,617
Sale of Goods and Services	10,696
Grants and contributions	25,698
Investment income	706
Expenses	-1,251,695
Employee related	-1,153,906
Operating expenses	-97,789
Surplus / deficit for the year	43,022
Closing Balance	217,240

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	130,444
Equity Total	81,772
Equity - Aboriginal	9,755
Equity - Socio-economic	36,135
Equity - Language	0
Equity - Disability	35,882
Base Total	845,309
Base - Per Capita	21,225
Base - Location	0
Base - Other	824,083
Other Total	74,440
Grand Total	1,131,964

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

Parent/carer, student and teacher feedback was sort through the Tell Them From Me Survey and focus groups.

Student

66% of students in Years 4-6 feel proud of their school.

75% of students in Years 4-6 stated they are treated with fairness and respect by teachers in regards to their cultural background.

Students stated that there is positive behaviour at school with 82% of Year 4-6 students not being in trouble at school compared to NSW Govt mean of 83%

Majority of students in Year 4 to 6 stated that they have someone at school who consistently provides encouragement and they can turn to for advice. (School mean was 7.0 compared to NSW Govt. norm of 7..7)

In 2023, we will continue to enhance a positive school learning climate by having clear rules and expectations for behaviour for all students.

Parent/Caregiver

Parents/Caregivers indicated they feel welcome at school and are well informed of school activities (School mean was 7.6 compared to NSW Govt. Norm of 7.4)

Parents/Caregivers state that they support their child's learning at home by regularly discussing school work and homework with their child and encouraging their child to do well at school. (School mean was 8.4 compared to NSW Govt. Norm of 6.3)

Parents/Caregivers indicate they feel teachers provide an inclusive school environment by including all students in activities and helping them develop positive friendships. (School mean was 6.6 compared to NSW Govt. Norm of 6.7)

80% of Parents/Caregivers agree that the school is a culturally safe place for all students.

In 2023, we will work to improving two way communication and reporting processes to inform parents and carers about their child's progress in school subjects, student behaviour (positive and negative) and social and emotional development.

Teacher

Teachers stated they are using data informed practices to set challenging goals and meet the needs of their students. (School mean was 8.1 compared to NSW Govt. Norm of 7.8)

Teachers indicated that school leaders helped them establish challenging and visible learning goals and improve their teaching practice.(School mean was 8.5 compared to NSW Govt. Norm of 7.1)

Teachers fell they understand the learning needs of their students and set clear school expectations for behaviour. (School mean was 8.3 compared to NSW Govt. Norm of 8.2)

In 2023, we will work towards further supporting classroom teachers to work collaboratively to develop quality teaching programs, share resources and develop a range of cross curricular learning opportunities.

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.