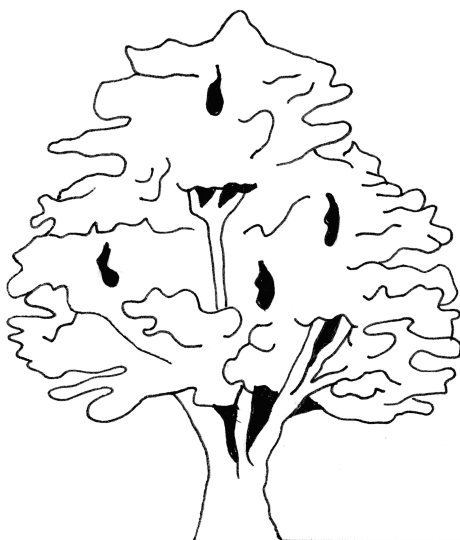


# 2022 Annual Report

## Chillingham Public School



*Success through teamwork*

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## Introduction

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

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## School vision

Our vision at Chillingham Public School is to create an inclusive learning community with shared high expectations, supporting our students, teachers and parents on their learning journeys. We deliver quality programs designed to meet the individual learning goals and wellbeing needs of each student. Working collaboratively towards continual improvement in a safe, respectful, engaging environment, empowers each student, each teacher and each parent to build self-direction, achieving personal growth leading to success.

## School context

Chillingham Public School is a small rural school, located in the picturesque Numinbah Valley just 10 kilometres from the Queensland border, with an enrolment of 35 students. Our students are nurtured in a safe and supportive learning environment, epitomising our school motto: 'Success through Teamwork'. Central to the local community over successive generations, the school has a strong family-orientated atmosphere and engagement with the community.

Using CESE (What Works Best 2020 Update) will guide timely, authentic feedback; student-student, teacher-student and teacher-teacher personalising learning sequences. Students learn best when they are invested in their growth, their learning, and their achievement. We want students to articulate what they know they must work on next; the evidence that tells them this and how they will know when they get there - thus becoming leaders of their own learning. A highly motivated and experienced staff maintain high expectations of our students and ourselves, rewarding effort and achievements, as we work collaboratively towards this goal.

Through our situational analysis we have identified two main areas for focus. Firstly, continuing to embed high impact teaching practices, supported as 'best practice' by current research, across all Key Learning Areas. Staff identified maintaining professional learning, both individually and collectively, as a priority to achieving success in this area. Secondly, participation in the Maths Action Research Project (MARP), the Writing Community of Practice with other schools in our network and the Early Action for Success initiative, will support Literacy and Numeracy, with the addition of ongoing professional development in the other Key Learning Areas.

Collaboration with support staff ie speech pathologists, case coordinators and the COVID initiative program teacher, enriches teachers' understanding of our students with additional needs; planning and delivering quality differentiated learning experiences across the classroom and home; helping each student realise their potential - 'Success through Teamwork'.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise learning outcomes for each student in reading and numeracy and to build a strong foundation for academic success across all key learning areas, we will deepen students' ownership of their learning. This will be supported by data driven teaching practices responding to individual student need.

### 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.

- Personalised Learning
- Data Driven Practices

### Resources allocated to this strategic direction

**Integration funding support:** \$41,490.00

**Aboriginal background:** \$3,398.00

**Low level adjustment for disability:** \$5,700.00

**Professional learning:** \$3,000.00

**AP Curriculum & Instruction:** \$10,000.00

### Summary of progress

The school maintained flexible staffing structures above establishment to target personalised learning and data driven practices. This structure enabled small classes and targeted focus groups, both extending and supporting students in accordance with the individual needs of all learners K-6.

A demonstrated commitment from staff to individualise learning through effective use of data across the school in all KLAS has been demonstrated. The school collects data in a number of ways through analysis of Check-in Assessment, NAPLAN, NEALES, SENA, diagnostic maths assessments, benchmarking, phonic assessment and writing samples. Staff work collaboratively, using this data, to identify student needs and then use appropriate teaching and learning sequences to address these needs. There are structures within the school that support the analysis of this data which is then communicated to all stakeholders. As a result of these structures, we have seen positive results in K-6, especially in the area of reading.

As a self-selector for the new syllabi, professional learning has focused on a deeper understanding of the syllabi, outcomes and assessment strategies. Staff have trialled the resources included in this curriculum and work within the literacy and numeracy hub to support the effective use of data to support internal analysis. To further strengthen structures for 2023, the school will realign the way we use the Strategic Improvement Plan and the implementation and progress monitoring structure. We will now align our school scope and sequence with the new K-2 syllabi. The progressions are embedded in the new curriculum and remain an area for ongoing collegial review.

The Assistant Principal Curriculum and Instruction (APCI) will continue to focus on leading and embedding literacy and numeracy professional learning within the school. The APCIs and their staff from our networks, are developing a resource 'bank' of shared, streamlined unit programs for both K-2 English and Mathematics for use in the Tweed-Wollumbin schools. In relation to the school's external assessment (NAPLAN and Online Check-In assessment), we had positive results for 2022. There is a strong focus on explicit learning goals, success criteria and personalised plans to accommodate differentiation as required.

The focus in 2023 will be to support the introduction of the new syllabi in Stages 2 and 3. The flexible staffing structure continues to provide the optimal progress for each student.

### 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 in	In 2022, 60% of students were placed in the top two skill bands in NAPLAN for reading, indicating that the network target was exceeded.

NAPLAN to be at or above the school's Network-negotiated target in reading of 36%.	
Improvement in the percentage of students achieving in the top 2 bands in NAPLAN to be at or above the school's Network-negotiated target in numeracy of 36%.	In 2022, 20% of students were placed in the top two skill bands in NAPLAN for numeracy, indicating that the network target has not been achieved.
Increase the percentage of students achieving expected growth in NAPLAN reading, working towards the network-negotiated target of 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, internal assessment (Neales Reading Analysis) indicates 80% of students have maintained excellent growth with reading comprehension ages exceeding 12.6 years (the upper limit of the test). Also using Neale's Reading Analysis, 66% of Year 3 students have comprehension ages 12 months or greater than their age.
Increase the percentage of students achieving expected growth in NAPLAN numeracy, working towards the network-negotiated target of 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Maths Plus diagnostic assessments each term indicate that 100% of students are working at or exceeding expected outcomes.

## Strategic Direction 2: Leaders of our learning

### Purpose

To build a culture of collaboration where students take ownership of their learning. Students, teachers and parents work in partnership to promote a positive learning mindset where students 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.

- A Culture of Self-Directed Learning
- A Culture of Collaboration

### Resources allocated to this strategic direction

**Socio-economic background:** \$22,700.00

**Low level adjustment for disability:** \$22,980.00

**QTSS release:** \$6,320.00

**AP Curriculum & Instruction:** \$20,000.00

**Professional learning:** \$3,400.00

**Location:** \$1,600.00

### Summary of progress

As reported in 2021, staff have continued to work collaboratively with all students to develop a goal-setting mindset responding to formative and summative assessments. The staff volunteered to trial the new K-2 Mathematics and English syllabi, as it further supported the activities in Strategic Direction 2. It became a significant focus in K-2, the subject of professional learning and collegial discourse, grappling with the new content and teaching strategies. All staff gained an understanding of the shift in pedagogy, which is expected to continue into the 3-6 syllabus in 2023. In practice it was daunting and eventuated in staff changes to the class structure, team teaching the K/1/2 class. The new syllabi have embedded learning intentions, success criteria and assessment tasks, with appropriate differentiation, which is the core of the activities in this Strategic Direction.

The principles of the Wellbeing Framework have continued to support students moving towards more self-directed learning. The systems established, to support teachers' consistent, evidence-based judgement and moderation have proven valuable and were further refined in 2022. Students have grown in confidence when discussing feedback and demonstrated an understanding of their next goals. Targeted professional development on the new syllabi has been the focus during 2022. The newly appointed APCI also participated in the extensive professional learning underpinning the role which supported the trial of the new syllabi.

The unprecedented flooding and staff absences due to COVID during Term 1, when new systems are being established did significantly impact on the plan for 2022; in particular on the parents; many of whom suffered some trauma from this event. Following 2021, when parents were stopped from participating in our school events, as they had done for many generations, the disruption in Term 1 compounded the challenges to reach the targeted parent/community participation rate. Coincidentally, a number of active parents returned to the workforce, which depleted the consistent parent leadership through the P&C.

### 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 more than 90% of the time to achieve a minimum of the system-negotiated lower bound target.	The percentage of students attending more than 90% of the time was 50%. This is a decrease of 9% from the previous reporting period. This is due, in part, to the impact of the significant flood event.
Increase the level of student engagement (connect, succeed, thrive) above the 2021 baseline.	The level of student engagement remains a focus for 2023.

Increase the engagement of parents as partners in their children's learning by 20% from 2021 baseline.

Due to the significant flood event in Term 1 2022 many of our families have experienced hardship/trauma, hence we have not reached this target.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$41,490.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chillingham 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>• Personalised Learning</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 targeted professional learning</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrated progress towards their personalised learning goals. Student PLSPs 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><b>After evaluation, the next steps to support our students will be:</b> 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 reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Aboriginal background</p> <p>\$3,398.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chillingham 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>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> It has helped meet the specific learning needs of Aboriginal students at Chillingham Public School, and ensured that the performance of Aboriginal students match or better those of the broader student population, while maintaining cultural identity</p> <p><b>After evaluation, the next steps to support our students will be:</b> To maximize learning opportunities for students from Aboriginal and Torres Strait Islander backgrounds, through utilising knowledge of departmental policies and educational action plans.</p>
<p>Low level adjustment for disability</p> <p>\$28,680.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Chillingham 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>\$28,680.00</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>• Personalised Learning</li> <li>• A Culture of Self-Directed Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The provision of additional support for students at Chillingham Public School in mainstream classes who have a disability by making adjustments to their learning when appropriate</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the learning support team, the school will maintain this structured support for identified students.</p>
<p>Location</p> <p>\$1,600.00</p>	<p>The location funding allocation is provided to Chillingham 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>• A Culture of Collaboration</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>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> It has increased learning opportunities, inclusive of all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> For staff to engage in PL with a focus on future focused directions that enable effective planning of engaging, responsive and explicit teaching and learning programs. This integration of Information and Communications Technology into authentic learning experiences will inspire and engage students from our remote location.</p>
<p>Professional learning</p> <p>\$6,400.00</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 Chillingham 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>• Data Driven Practices</li> <li>• A Culture of Self-Directed Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging mentors to assist with the implementation of the new Mathematics and English syllabi by further developing the delivery of digitally based lessons and assessments</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increasing the capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p>

Professional learning \$6,400.00	<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 \$6,320.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chillingham 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>• A Culture of Self-Directed Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staff release to align professional learning to the Strategic Improvement Plan and develop staff capacity</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers used learning intentions, success criteria and have had a strong focus on formative assessment. Teachers have embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To provide release for staff to participate in Small Schools Network to lead improvement in an area where teachers need support, such as literacy or numeracy, by collaboratively sharing resources and assessment strategies.</p>
COVID ILSP \$19,667.00	<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> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• leading/providing professional learning for COVID educators</li> <li>• providing intensive small group tuition for identified students who were impacted by the interruption to the first years of school, disadvantaged or affected by the flood event.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program have achieved significant progress towards their personal learning goals</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>
AP Curriculum & Instruction \$30,000.00	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>AP Curriculum &amp; Instruction</p> <p>\$30,000.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• A Culture of Self-Directed Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• commit to professional learning induction modules in order to understand and manage the complexities of the role</li> <li>• maintain wellbeing in order to enhance resilience and manage the complexities of the role</li> <li>• support teachers to establish relevant and contextual goals for their growth and development in literacy and numeracy</li> <li>• work collaboratively with others to ensure the teaching and learning cycle drives professional conversations, evidence-informed teaching strategies and effective assessment practices while trialling the new English and Mathematics syllabi</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The delivery of the new curriculum to K-2 students, as well as having a 0.8 teaching load. The extensive Professional Learning associated with both the new syllabi and the APCI role has been supportive of the SIP activities planned for student progress. It has embedded Learning Intentions, Success Criteria and assessment through PLAN2 links in all lessons, with appropriate differentiation. It has engaged teachers in quality professional discourse around what we teach, how it's delivered and ongoing formative assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to refine the quality delivery of the new English and Mathematics syllabi supporting student growth. Further support colleagues by sharing expertise and resources with other small schools.</p>
<p>Socio-economic background</p> <p>\$22,700.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chillingham 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>• A Culture of Self-Directed Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning of the new English and Mathematics syllabi</li> <li>• employment of additional staff to support class structures for program implementation.</li> <li>• providing students without economic support with educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assisted in meeting the additional learning needs of students who have been experiencing educational disadvantage as a result of their socio-economic background and additional pressures of major flooding in the area.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued engagement with the literacy and numeracy mentors to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. It will remain a focus of ongoing planning.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	18	15	17	18
Girls	16	16	19	17

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.0	88.4	95.9	81.6
1	97.6	91.1	90.8	89.3
2	93.2	90.6	91.5	88.5
3	95.8	95.8	94.2	84.0
4	89.3	82.9	87.9	93.5
5	93.8	91.1	88.6	77.6
6	91.9	85.8	89.9	79.2
All Years	93.7	89.3	91.7	85.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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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)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

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

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <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>	61,965
<b>Revenue</b>	757,172
Appropriation	745,333
Sale of Goods and Services	-169
Grants and contributions	11,836
Investment income	173
<b>Expenses</b>	-734,807
Employee related	-697,597
Operating expenses	-37,210
<b>Surplus / deficit for the year</b>	22,365
<b>Closing Balance</b>	84,330

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>	41,490
<b>Equity Total</b>	54,817
Equity - Aboriginal	3,398
Equity - Socio-economic	22,703
Equity - Language	0
Equity - Disability	28,716
<b>Base Total</b>	504,260
Base - Per Capita	9,096
Base - Location	1,646
Base - Other	493,518
<b>Other Total</b>	52,117
<b>Grand Total</b>	652,685

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

During 2022, we sought the opinions of students, parents/caregivers and teachers about our school, through formal and informal surveys. The comments below are a snapshot of these responses.

### Student feedback:

- I love being at my school with all my friends. We have lots of fun.
- I really loved going to the Circus Arts at Byron Bay. It was more fun than Tallebudgera. I hope we go there again.
- I love my teacher. She explains things to me when I don't understand them.

### Parent feedback:

- I am happy to be able to go back to my small school and join in the interactive days that we missed during COVID.
- The school has been great throughout COVID lockdowns, supporting us and keeping us informed.
- Who doesn't love a small school and all that it offers. Thank you Chillingham.

### Teacher feedback:

- I am indeed fortunate to be able to work with such a professional group of teachers, who have the students first and foremost in everything they do.
- This is where I want to be. Making a difference to the lives of these amazing students and their parents.

# 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.