

2022 Annual Report

Clovelly Public School



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Introduction

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

Clovelly Public School

Arden St

Waverley, 2024

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

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

9665 6710

School vision

At Clovelly Public School, we partner with our community to promote an inclusive and engaging learning environment. Our highly dedicated teachers encourage students' individual development as creative, confident and resilient learners.

School context

Clovelly Public School is a large primary school situated in Sydney's Eastern Suburbs with an enrolment of 515 students across 21 classes.

The traditional custodians of the land are the Bidjigal people of the Eora Nation.

Clovelly Public School offers an enriching curriculum to expand our students' interests and enhance their knowledge of the world around them.

Developing strong foundations in literacy and numeracy is at the forefront of our teaching and learning. With these skills, our students are empowered to make meaning, think critically and creatively, and confidently apply their skills across a broad range of contexts.

Our wellbeing programs provide a common language and practice to build respectful relationships, enhance social-emotional skills, and foster effective communication with students, staff, parents and the wider community. Our core values of Respect, Responsibility and Learning underpin our teaching and learning programs.

We have an active community that passionately advocates for our students, using their knowledge and skills to support student academic learning as well as their social and emotional wellbeing.

Clovelly Public School has a highly motivated and hard-working team of teaching and non-teaching staff who offer a diversity of knowledge and expertise ensuring that our students can 'Aim High' through challenge and opportunity as our school logo and motto state. We put all students at the centre of the decisions we make, and the actions we take as educators are based on the individual needs of the students in our care.

We are proud of our students, their achievements, their high standards for learning and success and are committed to preparing all students to be lifelong learners and responsible global citizens.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
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

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further refine our evidence-based programs and data-driven teaching practices that are responsive to the learning needs of individual students.

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.

- Evidence Based Programs
- Data Driven Practices

Resources allocated to this strategic direction

QTSS release: \$110,554.00

Professional learning: \$21,004.00

Literacy and numeracy: \$34,943.69

Literacy and numeracy intervention: \$48,266.82

English language proficiency: \$15,591.00

Summary of progress

The Instructional Leader developed teacher capacity and supported student learning through professional learning, team teaching and mentoring. By embedding differentiation and formative assessment strategies consistently throughout the school, teachers were better equipped to meet the diverse needs of students and provide targeted programs to address learning. The consistent use of Learning Intentions and Success Criteria supported students in understanding what they are learning, why they are learning it, and what success looks like.

In 2023 the school will support teachers in implementing the new syllabus and evidence-based programs, along with the necessary resources and training such as workshops and professional development sessions. A range of enrichment opportunities for high-performing students will be investigated and implemented, allowing students to extend themselves academically and intellectually.

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 achieving the top 2 bands in NAPLAN Reading to 72.5%.	NAPLAN 2022 data indicates 67% of students achieved the top two bands in NAPLAN reading which is above the target baseline of 64%.
Increase the percentage of students achieving expected growth in NAPLAN Reading to be trending upwards towards the lower bound target of 73%.	Data is unable to be provided as there were no NAPLAN assessments in 2020 due to COVID-19.
Increase percentage of students achieving expected growth in NAPLAN Writing to match SSSG.	Data is unable to be provided as there were no NAPLAN assessments in 2020 due to COVID-19.
Increase the percentage of students achieving the top 2 bands in NAPLAN Numeracy to the lower bound target of 65%.	NAPLAN 2022 data indicates 59% of students achieved the top 2 bands of NAPLAN which is above the baseline target of 56.4%.
Increase the percentage of students achieving expected growth in NAPLAN	Data is unable to be provided as there were no NAPLAN assessments in 2020 due to COVID-19.

Numeracy to be trending upwards towards the lower bound target of 62.3%.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To strengthen learning we will promote wellbeing and engagement by embedding programs that foster a sense of belonging and connectedness, explicitly set high expectations and strengthen social and emotional skills.

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.

- Positive Wellbeing
- Intellectual Engagement

Resources allocated to this strategic direction

Integration funding support: \$67,878.00

Low level adjustment for disability: \$57,527.05

Summary of progress

At Clovelly Public School, student attendance is higher than the Department of Education (DoE) average and on par with the Statistically Similar School Group (SSSG) average. However, the percentage of students reporting a positive sense of wellbeing is lower than the lower band target of 90%. Additionally, student interest and motivation to learn is considerably lower than the NSW Govt Norm. Despite these challenges, employee engagement at Clovelly PS is higher than both the public sector.

In 2023 We will relaunch the Positive Behaviour for Learning and Grow Your Mind programs, with a focus on helping students develop important social-emotional skills such as resilience, empathy and self-regulation which can positively impact their academic success and overall well-being. We will monitor and analyse student attendance data to ensure students are able to fully participate in their education. We will identify patterns in attendance and work with families who may be struggling to meet attendance expectations and remove barriers to learning and support students in achieving their full potential.

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 student attendance to the lower bound target of 94%.	Clovelly PS had an attendance average of 89.1%, in comparison to the DoE rate of 85.2% and SSSG average rate of 89.5%.
Increase the percentage of students reporting positive wellbeing to match the lower band target of 90%.	At Clovelly PS 70% of students reported a positive sense of wellbeing.
Increase the percentage of students reporting an interest and motivation to learn to match the NSW Govt norm of 78% in the Tell Them From Me survey (TTFM).	The percentage of students reporting an interest and motivation to learn is 44% compared to the NSW Govt Norm of 78%.
Increase the percentage of staff reporting positive employee engagement to be above the Public Sector percentage in the People Matters survey.	At Clovelly PS 69.2% of staff reported positive employee engagement which is above the Public Sector percentage of 61.62% and our local network which is 53.68%.

Strategic Direction 3: Connecting Communities

Purpose

To enrich and extend learning opportunities, we will develop teacher expertise while fostering innovation and collaboration by engaging in new and strengthening existing partnerships with broader educational settings and the local community.

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.

- Expertise and innovation
- Community Partnerships

Resources allocated to this strategic direction

Summary of progress

Clovelly Public School has demonstrated a strong commitment to connecting with its surrounding communities. Through partnerships with organisations such as the University of New South Wales (UNSW) and CoSIES, the school has engaged in a range of collaborative projects and professional learning opportunities. Additionally, Clovelly Public School has established close ties with the local Aboriginal community, demonstrating a deep respect for the culture and history of the land. Working closely with the school's P&C, the executive identified and implemented targeted extra-curricular activities that support students and their diverse interests. These efforts showcase Clovelly Public School's dedication to fostering a strong sense of community and providing students with opportunities to thrive both academically and socially.

In 2023 teachers will be attending the COSIES conference which will provide an opportunity for staff to connect with peers from other schools who share a similar demographic which will be valuable for them to share best practices and collaborate with others who are facing similar challenges. We will continue working with the P&C in identifying appropriate extra-curricular activities that provide a wide and varying range of options.

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
Engage with professional learning networks and Communities of Practice (CoP).	School connected with CoSIES and Instructional Leader was an active participant in the APCI network.
Expand upon established co- and extra-curricula activity programs.	The school worked with the P&C to target specific extra-curricular activities to support students in their interests.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$67,878.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Clovelly 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"> • Intellectual Engagement <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Students who require support due to additional needs are supported in the classroom to access a differentiated curriculum as well as participating in additional programs such as MiniLit and MacqLit, allowing them to experience success and improvement.</p> <p>After evaluation, the next steps to support our students will be: To continue providing a similar level of support to students with additional needs.</p>
<p>Socio-economic background</p> <p>\$5,744.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Clovelly 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"> • Socio-economic background equity loading is used to meet the additional learning needs of students at Clovelly Public School who may be experiencing educational disadvantage as a result of their socio-economic background. <p>The allocation of this funding has resulted in the following impact: No child was disadvantaged due to socio-economic hardship.</p> <p>After evaluation, the next steps to support our students will be: Continue to support all children.</p>
<p>Aboriginal background</p> <p>\$5,251.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Clovelly 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"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$5,251.40</p>	<p>Personalised Learning Plans</p> <ul style="list-style-type: none"> • Partnership with UNSW and local Aboriginal community to employ Aboriginal Elder to work with students and teachers. • Introduction of Darawal language into the Kindergarten classrooms. <p>The allocation of this funding has resulted in the following impact: Students are connected to the local Aboriginal community through authentic engagement. The implementation of the Darawal language was introduced into Kindergarten classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continue connections with local Aboriginal community and extend Darawal language into Yr 1 as well as Kindergarten classes.</p>
<p>English language proficiency</p> <p>\$15,591.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Clovelly 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"> • Evidence Based Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students with low English proficiency are supported to learn English and to access the NSW curriculum.</p> <p>After evaluation, the next steps to support our students will be: To provide this level of ongoing support to students with low English proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$115,054.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Clovelly 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"> • Intellectual Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit and MacqLit to increase learning outcomes • 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 <p>The allocation of this funding has resulted in the following impact: An increase in engagement for all students through support in the classroom and in small withdrawal groups. Support was also provided on the playground for students with physical disabilities.</p> <p>After evaluation, the next steps to support our students will be: Continue supporting students through the employment of additional staff.</p>

<p>Professional learning</p> <p>\$21,004.00</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 Clovelly 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"> • Evidence Based Programs <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 writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Support was provided to teachers in the implementation of targeted programs.</p> <p>After evaluation, the next steps to support our students will be: Utilising centrally funded APCI position to support teachers.</p>
<p>Literacy and numeracy</p> <p>\$34,943.69</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Clovelly 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"> • Evidence Based Programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in [program name] <p>The allocation of this funding has resulted in the following impact: Consistency across the school in delivering targeted programs.</p> <p>After evaluation, the next steps to support our students will be: Continue supporting teachers in implementing targeted programs.</p>
<p>QTSS release</p> <p>\$110,554.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clovelly 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"> • Evidence Based Programs <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: Targeted programs were supported through professional development opportunities provided by the Instructional Leader.</p>

<p>QTSS release</p> <p>\$110,554.00</p>	<p>After evaluation, the next steps to support our students will be: Utilisation of the APCI to support teacher implementing whole school programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Clovelly Public School who may be at risk of not meeting minimum standards.</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"> • Evidence Based Programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: Data shows improvement for all targeted students.</p> <p>After evaluation, the next steps to support our students will be: Continue supporting students requiring additional support through intervention programs.</p>
<p>COVID ILSP</p> <p>\$15,340.00</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 • providing targeted, explicit instruction for student groups in literacy. • providing intensive small group tuition for identified students who were performing below the 25 percentile in MultiLit Assessment. <p>The allocation of this funding has resulted in the following impact: Students supported through intensive small group withdrawal activities.</p> <p>After evaluation, the next steps to support our students will be: Continue identifying students who need additional support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	286	290	271	238
Girls	313	312	285	256

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	95.9	95.8	88.4
1	94.6	96.2	94.5	88.8
2	93.9	95.7	96.1	89.9
3	94.9	95.3	95.2	90.6
4	93.9	96.0	95.0	88.4
5	94.1	94.9	94.8	89.1
6	92.2	96.0	93.3	84.7
All Years	94.2	95.7	95.0	88.7
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.6
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*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	391,122
Revenue	5,117,952
Appropriation	4,613,347
Sale of Goods and Services	53,549
Grants and contributions	448,802
Investment income	1,854
Other revenue	400
Expenses	-5,127,149
Employee related	-4,111,165
Operating expenses	-1,015,984
Surplus / deficit for the year	-9,197
Closing Balance	381,925

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	67,878
Equity Total	130,702
Equity - Aboriginal	5,251
Equity - Socio-economic	5,744
Equity - Language	15,591
Equity - Disability	104,115
Base Total	3,851,667
Base - Per Capita	140,490
Base - Location	0
Base - Other	3,711,177
Other Total	423,147
Grand Total	4,473,394

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

In 2022, the school sought the opinions of parents, students and teachers about the school through surveys. Information and satisfaction data in regards to community engagement, wellbeing and teaching practices was gathered.

Parents/carers were offered the opportunity to participate in the Tell Them From Me Parent Survey. 26 parents completed the survey which is less than previous years. Parents/carers reported that they feel welcome when they visit the school. Most respondents indicated that they can easily speak with their child's teacher or the principal, the administrative staff are helpful when they have a question or problem, and they are well informed about school activities. Most respondents reported they were kept informed of their child's learning progress and behaviour.

166 Students in Years 4, 5 and 6 participated in the Tell Them From Me Student Survey where average school results were comparable to the NSW Government Norm in most areas, including relevance (students find classroom instruction relevant to their everyday lives) and expectations for success (school staff emphasise academic skills and hold high expectations for all students to succeed). 59% of students indicated they participated in extra-curricular activities compared to the NSW Government Norm of 55%. 94% of students indicated they have friends at school they can trust and who encourage them to make positive choices compared to the NSW Government Norm of 85%.

24 Staff members participated in the Tell Them From Me survey where 88% of teachers indicated they either agreed or strongly agreed that school leaders within their school are leading improvement and change. 100% of teachers reported the school was a culturally safe place for all students.

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.