

2022 Annual Report

Cobar Public School



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Introduction

The Annual Report for 2022 is provided to the community of Cobar 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.

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School vision

We will build a school culture of responsible, respectful learners and provide educational experiences, opportunities and environments that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.

School context

Cobar Public School is a remote, isolated school with a current population of 210 students. Approximately 41% of the school population identify as having Aboriginal or Torres Strait Islander heritage. The school also has students from seven other cultural backgrounds and in some years offers English as an Additional Language / or Dialect.

The executive structure of the school comprises one non-teaching Principal and three teaching Assistant Principals as well as one full-time Assistant Principal Curriculum and Instruction and a second Assistant Principal Curriculum and Instruction one day per week. There are twelve permanent teachers. The school will continue to use funding allocations to reduce the teaching load of the executive to FTE 0.5. This is to allow the executive to focus on instructional leadership in their stage teams.

The school experiences a constant level of student mobility which in some years can reach 20% turnover of students. The school enjoys strong parental support through an active Parents and Citizens Association. The school has nine staff members who are employed on temporary contracts.

The school promotes citizenship and taking responsibility for one's own actions through the Positive Behaviour for Learning (PBL) program, with the school mission statement "We are a school community of responsible, respectful learners".

Following a thorough analysis of school data we have determined that the focus areas for our Strategic Improvement Plan are:

- Literacy focus for K-6 will be Phonic Knowledge and Understanding Texts
- Numeracy focus for K-6 will be Quantifying Number
- Staff use of data to ensure that data collected is efficiently and effectively used to plan for teaching and assess student growth. Development of collaborative practices to embed consistency of approach and judgement, and building evaluative practices across the school to support continuous school improvement.
- Decreasing the number of partial attendances as well as increasing the % of students attending 90% or greater.

All staff, teaching and non-teaching, together with our school community have had opportunities to contribute to the development of this strategic improvement plan.

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

Improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice.

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.

- Quality teaching practices in Literacy and Numeracy
- High expectations and engagement

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$135,513.90

Low level adjustment for disability: \$154,626.27

Per capita: \$57,327.96

Professional learning: \$35,130.36

QTSS release: \$44,819.19

Location: \$73,192.60

Integration funding support: \$48,633.00

Summary of progress

2022 saw lower than expected results in the areas of reading levels and growth with only 55% of mainstream students achieving their expected reading level by the end of the year. This year has been our final year of having benchmarking for reading using PMs as we move toward an evidence based assessment (Dibels) in 2023 which will provide us with more information. The absence of NAPLAN expected growth targets has meant that a triangulation of data with external measures was more difficult this year. Overall, for student growth and attainment our results were not at the expected or desired levels. Impacting these results was the decline in attendance (34% of the school population attending school 90% or more) and a decrease of 23.93% from 2021. Moving forward for 2023, we will be undertaking a shift in pedagogy with the uptake of Science of Reading and more targeted resources for attendance.

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 Year 3 & Year 5 students achieving in the top 2 bands of NAPLAN (Reading) by 7.15%.	Year 3 had a decrease of 0.84% of students in top 2 bands (2021=22.58%, 2022=21.74%) Year 5 had a decrease of 9.42% of students in top 2 bands (2021=26.09%, 2022=16.67%)
Increase the percentage of students who achieve expected growth in NAPLAN by 6% to work towards the lower bound target.	Student growth reports for the 2022 cohort are unavailable due to the absence of 2020 NAPLAN results
50% of K-6 reading level results in mainstream classes fall in line with the PM Regional Benchmark	55% of the Mainstream student population fall in line with the PM Regional Benchmark Percentage of students reaching benchmark for year groups are as follows: 39% of Kindergarten 32% of Year 1 students 51% of Year 2 students 52% of Year 3 students 71% of Year 4 students 55% of Year 5 students 78% of Year 6 students

Increase the percentage of Year 3 & Year 5 students achieving in the top 2 bands of NAPLAN (Numeracy) by 3.18% and growing toward a total of 21%	<p>Year 3 had an increase of 5.47% of students in the top 2 bands (2021=3.23%, 2022=8.70%)</p> <p>Year 5 had a decrease of 2.93% of students in the top 2 bands (2021=13.64%, 2022=10.71%)</p>
Increase the percentage of students that achieve expected growth in NAPLAN by 6.9% to be working towards the lower bound target of 58.4%	Student growth reports for the 2022 cohort are unavailable due to the absence of 2020 NAPLAN results
50% of all students' progress in TEN falls in line with TEN Program achievement levels for all mainstream classes K-6	<p>78% of the Mainstream student population fall in line with the TEN Program achievement levels</p> <p>Percentage of students reaching achievement levels for year groups are as follows:</p> <p>89% of Kindergarten</p> <p>77% of Year 1 students</p> <p>89% of Year 2 students</p> <p>50% of Year 3 students</p> <p>76% of Year 4 students</p> <p>77% of Year 5 students</p> <p>86% of Year 6 students</p>
Increase the percentage of students who attend school 90% of the time or more by 11.07% working toward a goal of 69%	34% of the school population attend school 90% or more of the time. This is a decrease of 23.93% from previous years data which could be largely based on COVID Isolation rules. This target is yet to be achieved.
Unexplained partial absences will decrease by 50% from the baseline of 704 in 2020	475 unexplained partial absences were recorded this year. A total of 213 of these absences are contributed by 2 chronically late families. By removing these partial absences, that brings the school total to 262 which has decreased further than 50%.

Strategic Direction 2: Evaluative Practice

Purpose

Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching

Whole school improvement will be supported by consistent, school-wide assessment and practices that are monitored regularly to inform next steps

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.

- Use of data to inform practice
- Student assessment and intervention practices
- Individualised learning for staff and students

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$45,171.30

Socio-economic background: \$273,432.06

Aboriginal background: \$143,159.53

Location: \$73,192.61

Summary of progress

The process of reflecting and evaluating has become more ingrained as 'business as usual' with our staff. We have reflected on the data we do collect, why and how. This has seen a shift in the amount of data we will collect in 2023. We have identified that we need to lessen the amount of data, but sharpen the quality of it for it to be meaningful and drive change. This has begun with the implementation of the Science of Reading and will continue into 2023 as we continue our journey into best practice.

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
By end of 2022, APCI have developed writing rubrics for K-2 which mirror the new curriculum, and 3-6 based on the draft syllabus to implement for consistent teacher judgement in assessment.	With the implementation of the new syllabus in 2023, APCI have drafted a rubric for use with writing to be implemented in 2023. The draft will be taken to staff in Term 1 2023, and adjusted where necessary
All units for even years show general differentiation for each lesson for students who are working above and beyond	All unit feedback was given and units showed class level of differentiation for students working above and below the expected stage outcomes
All staff are supported in progressing and improving their skills through collaborative discussion and SMART goal setting in PDPs. Staff are supported with targeted PL relating to their goal and provided Support Sessions to assist with goal attainment	All staff engaged in support sessions and complete professional learning in line with their PDP goals. Feedback from support sessions showed that 100% of teachers felt that they benefited from the session and that it assisted them in achieving their goals

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$48,633.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cobar 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"> • High expectations and engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Staffing release for targeted instructional leadership around differentiation • Cross-Stage observations and transition activities to support students • Program checks to ensure quality adjustments are made <p>The allocation of this funding has resulted in the following impact: Differentiation and program quality has improved greatly. The resubmissions for staff programs were based on missing parts of administration items, not for program quality. Assessments have also been adjusted to cater for more learning styles. Cross stage observations were useful and were reported by staff as a great way to ease both student and staff anxiety around moving into other stages.</p> <p>After evaluation, the next steps to support our students will be: Focus on differentiating even more for students working beyond their stage level</p>
<p>Socio-economic background</p> <p>\$273,432.06</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cobar 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"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through The SIP via APCI and with Maree Angus to support domains in the SEF where we can continue to support these students <p>The allocation of this funding has resulted in the following impact: The process of reflecting and evaluating has become more ingrained as 'business as usual' with our staff. We have reflected on the data we do collect, why and how. This has seen a shift in the amount of data we will collect in 2023. We have identified that we need to lessen the amount of data, but sharpen the quality of it for it to be meaningful and drive change. In addition, the exposure to the SIP has not been as frequent as we would have liked due to staffing and increasing loads. Knowledge of the SIP and SEF will assist staff in being able to cater more for our cohorts as they will have a better understanding of the goals of our school</p> <p>After evaluation, the next steps to support our students will be: The sharpened data will continue to guide us in supporting students with additional needs in mainstream classes. We have new support within the Department with a newly appointed PSL. 2023 will see us work with her to continue to strive for excellence within the domains of the SEF. More exposure will allow staff to feel part of the SIP and actively be able to collect evidence which we can reflect on to continue to support students</p>
<p>Aboriginal background</p> <p>\$143,159.53</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cobar 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</p>

<p>Aboriginal background</p> <p>\$143,159.53</p>	<p>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"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Without a functioning AECG, the activities have had to be modified over time. We have worked within the departmental resources to embed Aboriginal perspectives, improve attendance and work towards excellence in the areas of the SEF to further improve the outcomes of our students</p> <p>After evaluation, the next steps to support our students will be: We have new support within the Department with a newly appointed PSL. 2023 will see us work with her to continue to strive for excellence within the domains of the SEF. With new executive staff, we will require a substantial amount of support with this</p>
<p>Low level adjustment for disability</p> <p>\$154,626.27</p>	<p>Low level adjustment for disability equity loading provides support for students at Cobar 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"> • Quality teaching practices in Literacy and Numeracy • High expectations and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging APCI to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 Heggerty's, InitiLit and Bridge the Gap to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Once we employed the SLSO to take over the intervention model (as using a teacher was not sustainable in the staff shortages) we saw a great improvement as the programs were able to run with less interruption. 100% of students working on the InitiLit program with SLSO improved their initial testing scores. 89% of students achieved a 30% increase in their initial testing results and 44% of students increasing their results by 44%. Term 4 saw more interruptions with end of year presentations, graduations and events and this impacted results. During this term, 45% of students increased their WARN results by an average of 4.4 marks. 57% of students increase their WARL results by an average of 10 marks.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise SLSO to run intervention and not use a teaching staff member into 2023. SLSO allocation makes running regular intervention groups possible</p>
<p>Location</p> <p>\$146,385.21</p>	<p>The location funding allocation is provided to Cobar Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Location</p> <p>\$146,385.21</p>	<p>including:</p> <ul style="list-style-type: none"> • Quality teaching practices in Literacy and Numeracy • Use of data to inform practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • APCI utilised to provide training in phonics instruction and data collection • APCI utilised to provide one on one support sessions for every teacher • APCI and Assistant Principals working together to provide feedback to staff around data and next steps <p>The allocation of this funding has resulted in the following impact: All teaching staff were able to receive phonics training at SDD. 100% staff reported finding this training helpful and could identify changes they could make in their programming to apply more evidence based principles targeting phonics</p> <p>After evaluation, the next steps to support our students will be: Continue using the PDA to collect Phonics data, and use PLAN2 as the data point. Teachers will do this as per the assessment schedule into 2023. Executive will review again into 2023 to see if the data is being used efficiently</p>
<p>Professional learning</p> <p>\$35,130.36</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 Cobar 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"> • Quality teaching practices in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • APCI utilised to provide training in phonics instruction and data collection • APCI utilised to provide one on one support sessions for every teacher • APCI and Assistant Principals working together to provide feedback to staff around data and next steps <p>The allocation of this funding has resulted in the following impact: All teaching staff were able to receive phonics training at SDD. 100% staff reported finding this training helpful and could identify changes they could make in their programming to apply more evidence based principles targeting phonics</p> <p>After evaluation, the next steps to support our students will be: Continue using the PDA to collect Phonics data, and use PLAN2 as the data point. Teachers will do this as per the assessment schedule into 2023. Executive will review again into 2023 to see if the data is being used efficiently</p>
<p>QTSS release</p> <p>\$44,819.19</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cobar 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"> • Quality teaching practices in Literacy and Numeracy • High expectations and engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • APCI providing feedback and assistance to teachers via support sessions • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$44,819.19</p>	<p>The allocation of this funding has resulted in the following impact: Assistant Principals have been able to continue with the model of week on week off which has allowed them to continue to support their staff with feedback, observations, program checks and instructional leadership</p> <p>After evaluation, the next steps to support our students will be: 2023 will see a change of executive structure with the inclusion of two new executive staff, and the departure of two experienced executives. The new executives will require support in mentoring and upskilling them to be able to carry on the model we have seen this year</p>
<p>COVID ILSP</p> <p>\$126,653.00</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 (particularly targeting phonic knowledge and word recognition) <p>The allocation of this funding has resulted in the following impact: 100% of students working on the InitialLit program with SLSO improved their initial testing scores. 89% of students achieved a 30% increase in their initial testing results and 44% of students increasing their results by 44%. Term 4 saw more interruptions with end of year presentations, graduations and events and this impacted results. During this term, 45% of students increased their WARN results by an average of 4.4 marks. 57% of students increase their WARL results by an average of 10 marks.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise SLSO to run intervention program and not use a teaching staff during 2023. SLSO allocation makes running regular intervention groups possible. We will be seeking to utilise more teaching staff in this area.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	107	101	102	100
Girls	126	116	118	118

Student attendance profile

School				
Year	2019	2020	2021	2022
K	83.9	88.3	87.5	80.7
1	87.2	83.8	87.9	83.2
2	89.3	88.3	83.0	82.2
3	88.9	86.0	85.9	78.8
4	89.5	87.7	86.5	80.5
5	87.6	88.6	87.9	81.4
6	90.5	90.7	85.4	80.7
All Years	88.3	87.6	86.2	81.1
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)	4.2
Classroom Teacher(s)	10.38
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	4.54

*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	1,016,641
Revenue	4,239,085
Appropriation	4,187,993
Sale of Goods and Services	18,501
Grants and contributions	24,326
Investment income	5,366
Other revenue	2,900
Expenses	-4,283,726
Employee related	-3,357,981
Operating expenses	-925,745
Surplus / deficit for the year	-44,642
Closing Balance	971,999

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	48,633
Equity Total	571,218
Equity - Aboriginal	143,160
Equity - Socio-economic	273,432
Equity - Language	0
Equity - Disability	154,626
Base Total	2,544,024
Base - Per Capita	57,328
Base - Location	146,385
Base - Other	2,340,311
Other Total	392,598
Grand Total	3,556,473

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

2022 Parent Survey report unavailable through the Tell Them From Me site.

2022 Teacher Survey not undertaken.

2022 Student Survey results:

- Students with a positive sense of belonging: Yr 4 54%, Yr 5 43%, Yr 6 60%.
- Students with positive relationships: Yr 4 68%, Yr 5 70%, Yr 6 67%.
- Students that (sic) value schooling outcomes: Yr 4 86%, Yr 5 94%, Yr 6 86%.
- Students with positive behavior at school: Yr 4 81%, Yr 5 76%, Yr 6 60%.
- Students who are interested and motivated: Yr 4 57%, Yr 5 57%, Yr 6 76%.
- Student effort: Yr 4 78%, Yr 5 83%, Yr 6 90%.

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.