

# 2022 Annual Report

## Coffee Camp Public School



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# Introduction

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

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## School vision

At Coffee Camp Public School we believe in high quality educational opportunities for each and every student and staff member.

## School context

Coffee Camp Public School is a two teacher school located 11km south of Nimbin. Coffee Camp Public School runs programs that cater for the needs of its students and the school community.

Academic achievement, performing arts, sport, visible learning, student welfare and participation in the middle years learning initiative are strengths and areas of focus. Parents are proud of our established traditions and record of success.

Coffee Camp Public School will continue to view student wellbeing as our "core" business. Practices that promote resilience, successful learners for the 21st century, care and respect for other cultures and our environment will continue to be embedded in our school culture.

Coffee Camp Public School will focus on the implementation of the curriculum, success for aboriginal students, inclusivity for all cultures and staff and students acquiring and demonstrating leadership skills.

Coffee Camp Public School community is a proud member of the "Big Scrub" Community of Schools.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure that every student has strong foundations in **reading**, communication and **numeracy** enabling confidence in their ability to learn and adapt, we will continually challenge them to learn and improve.

### 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 in Reading
- Quality Teaching in Numeracy
- Improvement in Attendance

### Resources allocated to this strategic direction

**Professional learning:** \$1,106.00

**Integration funding support:** \$40,975.39

**Location:** \$4,418.00

**Socio-economic background:** \$13,069.00

**Literacy and numeracy:** \$5,612.00

**Aboriginal background:** \$18,441.00

### Summary of progress

Staff supported students to maximise their individual learning pathways in Reading and Numeracy through the employment of a SLSO for small group intervention, targeted learning and support and individualised programs. Utilising Check-In assessment, NAPLAN data, internal student assessments and work samples student data was assessed to plot students into appropriate intervention groups for literacy and numeracy. The SLSO supported students across the school, providing 1:1 targeted intervention programs. Stage-based numeracy groups were established based on the triangulation of NAPLAN, Check-In and an internal school assessment. Staff completed professional learning linked to the new NSW syllabus documents, allowing them to effectively implement the new K-2 syllabus documents as a self-select school. Staff participated in 5 weekly Learning Sprints to monitor, review, discuss and evaluate how interventions were progressing. All K-2 students have demonstrated individualised growth in subitizing and numeral recognition, as well as continuing to demonstrate growth in letter and sound recognition. 3-6 students have demonstrated growth in PLAN2 data and school-based assessment.

In 2023 staff will need to continue to upskill in the new NSW syllabus documents to ensure quality, differentiated educational practices. An SLSO will continue to be employed (0.8) to provide targeted intervention support across the school. Learning Sprints will remain as a tool to monitor, review, discuss and evaluate student learning data.

In 2022, school staff have focused on increasing the proportion of students attending school more than 90% of the time. Staff have reviewed internal processes ensuring that school practice was in line with system "Attendance Matters" policy. We implemented an individual monitoring process and an extrinsic motivation system to enhance our engagement and upskilled our parent community through a variety of mediums. Overall, we have made a significant impact on the school attendance rate at CCPS this semester with an increase of 31.6% from 44.1% of students attending 90% of the time compared to 12.5% in Semester 1 2022. Overall, our junior class has shown significant (40%) growth in their attendance, while our Senior class has shown 25.9% growth..

Although overall attendance has improved across the school, it is worth noting that in the TTFM survey of students in years 4-6 the overall trends of student wellbeing are down for this group of students, this will need to be a focus in Semester 1 2023, to provide a rich, engaging learning environment as this factor greatly affects students' 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 % of Stage 2 and 3 students in the top 2 bands of Reading	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Reading exceeded the system

to contribute towards the Richmond Network Small Schools shared lower bound target of 46.2% in Reading.	negotiated target and demonstrated an uplift of 6.6% on the network baseline data.
Increase the % of Stage 2 and 3 students in the top 2 bands of Numeracy to contribute towards the Richmond Network Small Schools shared lower bound target of 38.3% in Numeracy.	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Numeracy did not meet the system negotiated target but demonstrated an uplift of 5.7% on the network baseline data.
Increase the percentage of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools beyond the baseline data of 40.2% in Reading and 23.1% in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Year 4,5 and 6 Checkin data indicated that the school did not meet expected growth in numeracy.
Increase the percentage of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools beyond the baseline data of 40.2% in Reading and 23.1% in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Year 4, 5 and 6 Check in data indicated that the school did not meet expected growth in reading.
Increase the % of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools shared lower bound target of 70% of students attending more than 90% of the time.	The % of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 28.34% from 2021 figures, demonstrating that we are not yet progressing towards the lower bound small schools network target.
The school self-assesses at the Delivering level of the Data Skills and Use element of the Teaching Domain of the School Excellence Framework with the data literacy theme assessed as Sustaining and Growing.	The staff self-assessed current practice in the Data Skills and Use element of the School Excellence Framework at the delivering level. No themes were critiqued as Sustaining and Growing.
The school self-assesses at the Delivering level of the Assessment Skills and Use element of the Teaching Domain of the School Excellence Framework with the student engagement theme assessed as Sustaining and Growing.	The staff self-assessed current practice in the Assessment Skills and Use element of the School Excellence Framework at the delivering level. No themes were critiqued as Sustaining and Growing.

## Strategic Direction 2: Leaders of our own learning

### Purpose

To ensure a whole school approach to wellbeing and engagement, where students staff and the community recognise that student wellbeing and engagement are important conditions for learning.

### Initiatives

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

- Evidence Based Wellbeing Practices
- Planning for Learning

### Resources allocated to this strategic direction

**QTSS release:** \$6,090.00

**Low level adjustment for disability:** \$16,450.00

### Summary of progress

School-wide PB4L systems we revitalised to be in line with Inclusive engaging Schools (IER). Class Dojo was established as the method for positive reinforcement for student behaviour. The school-wide Behaviour Consistency Flow Chart was revised with staff and Class Dojo milestones were established to promote positive student behaviour. Weekly assemblies were established to celebrate students' success with PB4L Principal's awards and Class Dojo certificates being distributed. Students' successes were shared with the broader school community through the weekly school newsletter and Facebook pages. In 2023 these practises will continue to promote positive student behaviours across the school.

Staff and students were surveyed to reflect on current school leadership opportunities and practices, results demonstrated that the school-wide Peer Support program needed to be realised to be more engaging and that students wanted further leadership opportunities across the school. Weekly Peer Support lessons commenced and focused on activities from the Yarn Circle cards, this led to greater student participation and engagement in the program. 4 student leaders (2 x captains & 2 x vice-captains) were elected from the student body, tickets were purchased for the National Young Leaders Conference in Brisbane in February 2023. Moving into 2023 year 4 & 5 students should begin to take on leadership roles across the school eg sports captains/PBL group leaders etc in preparation for 2024 leadership roles. The school leadership team will look into community events that students can represent our school in eg ANZAC March etc.

An Aboriginal student group was established and met weekly to support the Individual PLP goals of our Aboriginal students. This group reviewed current resources across the school, submitted proposals to purchase additional resources, identified and selected the weekly focus for the weekly Peer Support lessons and wrote a new school-wide Acknowledgement of Country. Students were supported to worked towards achieving their PLP goals. Staff completed training in Acknowledgement of Country to deepen their understanding of cultural practices and protocols and when surveyed 4/5 staff now feel comfortable with delivering an Acknowledgement of Country. Moving into 2023 specialised support staff should continue to support Aboriginal students to achieve their PLP goals, feedback from students indicate they would like to develop a school yarning circle and bush tucker garden.

### 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
The proportion of students attending school more than 90% of the time increases by 4% or above	The proportion of students attending 90% of the time did not progress towards the system negotiated lower bound target. Semester 2 data did demonstrate an uplift of 26.4% data from Semester 1 figures.
School staff self assess through the School Excellence framework that school practise has maintained at the Delivering level of the Wellbeing	The staff self assessed at the delivering level of the Learning Culture element of the School School Excellence framework with an uplift to Sustaining and Growing in the theme of Continuity of Transitions.

<p>element maintaining Sustaining and Growing in the Caring for students theme.</p>	
<p>School staff self assess through the School Excellence framework that school practise has maintained at the Delivering level of the Learning Culture element with an uplift in one of the associated themes to Sustaining and Growing.</p>	<p>The staff self assessed at the delivering level of the Wellbeing element of the School Excellence framework with an uplift to Sustaining and growing in the theme of behaviour.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$40,975.39</p>	<p>Integration funding support (IFS) allocations support eligible students at Coffee Camp 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>• Quality Teaching in Reading</li> <li>• Quality Teaching in Numeracy</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 staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Personalised Learning and Support Plans have been implemented for targeted students with academic and social and emotional targets. Targeted students have achieved their social and emotional goals and some have demonstrated academic growth at or above expectations. Support staff have also implemented a variety of learning strategies beyond these plans which have led to measurable learning growth in set areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted individual learning goals will continue to be supported through additional specialist staff.</p>
<p>Socio-economic background</p> <p>\$13,069.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coffee Camp 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>• Quality Teaching in Reading</li> <li>• Quality Teaching in Numeracy</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>• equitable access to specialist resources</li> <li>• employment of additional staff to support implementation of school programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As measured through check-in Assessments, students maintained above average results in both Reading and Numeracy against statistically similar school groups as well as state averages. Internal intensive programs of focus have led to student areas of concern being identified and addressed with evidence monitored.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted small intervention groups will continue to focus on specific areas of concern, utilising specialist staff across the school.</p>
<p>Aboriginal background</p> <p>\$18,441.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coffee Camp 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>

<p>Aboriginal background</p> <p>\$18,441.00</p>	<ul style="list-style-type: none"> <li>• Quality Teaching in Reading</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>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As measured through check-in Assessments, students maintained above average results in both Reading and Numeracy against statistically similar school groups as well as state averages. Internal intensive programs, including the commencement of an Aboriginal Education Student group and additional academic support from the SLSO and LaST, have led to an in-depth focus on student PLP goals and academic outcomes. This has led to both personal growth as well as students areas of academic concern being identified and addressed with evidence monitored.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted small intervention groups will continue to focus on specific areas of concern, utilising specialist staff across the school. Aboriginal Education Student group will continue to run to support a wholistic approach to Aboriginal Education.</p>
<p>Low level adjustment for disability</p> <p>\$16,450.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Coffee Camp Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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>• Planning for 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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As measured through check-in Assessments, students maintained above average results in both Reading and Numeracy against statistically similar school groups as well as state averages. Internal intensive programs of focus have led to student areas of concern being identified and addressed with evidence monitored.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted small intervention groups with both the LaST and SLSO will continue to focus on specific areas of concern.</p>
<p>Location</p> <p>\$4,418.00</p>	<p>The location funding allocation is provided to Coffee Camp 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>• Quality Teaching in Reading</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>• additional staffing for teaching principal release</li> <li>• additional staffing for SLSO to support students across the school</li> </ul>

<p>Location</p> <p>\$4,418.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> As measured through check-in Assessments, students maintained above average results in both Reading and Numeracy against statistically similar school groups as well as state averages. Internal intensive programs of focus have led to student areas of concern being identified and addressed with evidence monitored.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted small intervention groups will continue to focus on specific areas of concern, utilising specialist staff across the school.</p>
<p>Professional learning</p> <p>\$1,106.00</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 Coffee Camp 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>• Quality Teaching in Reading</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>• Professional learning run by principal to support staff to implement PROBE comprehension assessment and effectively use this data to support student growth in reading</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As measured through check-in Assessments, students maintained above average results in Reading against statistically similar school groups as well as state averages. The PROBE assessment has led to teachers being able to identify student areas of concern and therefore addressed these areas and monitor progress.</p> <p><b>After evaluation, the next steps to support our students will be:</b> PROBE will continue to be a school-wide assessment method in 2023.</p>
<p>Literacy and numeracy</p> <p>\$5,612.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coffee Camp Public School from Kindergarten to Year 6.</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>• Quality Teaching in Reading</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>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As measured through check-in Assessments, students maintained above average results in Reading against statistically similar school groups as well as state averages. Internal assessments and the use of PLAN2 also indicate student progress as a result of the purchase of decodable texts.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Decodable readers will continue to be the chosen text for guided reading groups across the school. Student progress will continue to be monitored using PLAN2 (PLAN3 when released)</p>
<p>QTSS release</p> <p>\$6,090.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coffee Camp Public School.</p>

<p>QTSS release</p> <p>\$6,090.00</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>• Planning for 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 teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As measured through check-in Assessments, students maintained above average results in Reading against statistically similar school groups as well as state averages. Internal assessments and the use of PLAN2 also indicate student progress as a result of small group intervention with LaST and SLSO.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to utilise the LaST to teach, assess and monitor students with specific learning needs. Continue to employ SLSO to support individual students within the classroom setting.</p>
<p>COVID ILSP</p> <p>\$13,373.00</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><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>• Upskill staff by providing Professional Learning on the effective use of SCOUT data</li> <li>• Introduce 5 weekly Learning Sprint to target identified needs in SCOUT</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As measured through check-in Assessments, students maintained above average results in both Reading and numeracy against statistically similar school groups as well as state averages. Internal assessments and the use of PLAN2 also indicate student progress as a result of small group intervention with LaST and SLSO.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to utilise the LaST to teach, assess and monitor students with specific learning needs. Continue to employ SLSO to support individual students within the classroom setting. Continue to hold 5 weekly learning sprints to target the individual learning needs of students.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	20	17	17	21
Girls	15	13	14	9

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.1		78.9	73.2
1	89.9	85.2	53.8	81.4
2	87.9	93.6	82.0	59.1
3	89.5	86.3	56.7	83.5
4	94.4	90.0	78.0	56.9
5	80.5	90.4	82.7	79.7
6	84.2	87.9	88.7	74.4
All Years	87.1	87.8	78.1	77.2
State DoE				
Year	2019	2020	2021	2022
K	93.1		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	91.9	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
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

\*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 Actual (\$)
<b>Opening Balance</b>	63,875
<b>Revenue</b>	712,519
Appropriation	687,919
Sale of Goods and Services	2,677
Grants and contributions	21,173
Investment income	750
<b>Expenses</b>	-709,559
Employee related	-591,913
Operating expenses	-117,646
<b>Surplus / deficit for the year</b>	2,960
<b>Closing Balance</b>	66,835

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>	40,946
<b>Equity Total</b>	47,960
Equity - Aboriginal	18,441
Equity - Socio-economic	13,068
Equity - Language	0
Equity - Disability	16,450
<b>Base Total</b>	516,086
Base - Per Capita	7,833
Base - Location	4,419
Base - Other	503,834
<b>Other Total</b>	21,485
<b>Grand Total</b>	626,477

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

Throughout 2022, we have seen increased participation of parents/caregivers in school events. Parents have reported that they enjoy being able to come to school to celebrate student achievement through the means of curriculum days, picnic days and showcases. Parents have commented on their satisfaction with our current Learning and Support processes and would like to see the communication between school and home continue. Parents have suggested that provide students with more extra-curricula opportunities especially in the form of excursions and overnight camps to further explore curriculum content and increase social and emotional wellbeing. This is something that the school will look into in 2023. Parents have reflected that they would like to see more consistency in staffing.

Students have reported that they have loved the increase in the hands on lessons and guest presenters that have been brought into the school. This will be further explored in 2023 and increased with the re-introduction of Project Based Learning into the school. Students have requested that they have more voice in the decision processes, especially in regards to rewards and choosing sport. This will be developed through our student leaders, peer support groups and through Project Based Learning.

Teachers have positively responded to the change in curriculum and the purchasing of new resources. Staff have indicated that they have felt supported through these changes and have appreciated seeing different perspectives and ways of implementing the curriculum.

# 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.