

2022 Annual Report

Comboyne Public School



Comboyne Public School

Growing Sharing Learning Caring

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Introduction

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

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School vision

Our school promotes an inclusive, nurturing environment where students are 'safe' and 'fair'. We are committed to working in partnership with students and their families to create life long learners that embrace challenge, are resilient and 'connected' to their learning. Staff work collaboratively to focus on maximising individual student potential academically, socially and physically.

School context

Comboyne Public School is located on the North Coast of New South Wales. It is a small, rural school that caters for the educational needs of its students from Kindergarten to Year 6. The school enjoys a reputation for developing the whole child and promoting success in literacy, numeracy, environmental education and the arts.

There is one K-2 class and one 3-6 class, with two full time teachers and one teaching principal a part-time School Administration Manager, and one full-time School Learning Support Officer (SLSO).

Our school is focused on supporting the growth of all students through high expectations, differentiation of learning and evidence based teaching to ensure we provide a quality holistic educational experience for all students. We continue to focus on whole school wellbeing practices to create an environment that is supportive and encouraging where each student can be known, valued and cared for.

We are committed to processes of evaluation and reflection through high quality professional learning and school planning to monitor whole school improvement as well as individual progress of every student.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Data will be used to inform teaching practices and monitor student achievement and growth. Evidence based practices will support differentiated teaching to maximise learning outcomes for all 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.

- Using data to inform practice
- Differentiated teaching in literacy and numeracy
- Collective Efficacy

Resources allocated to this strategic direction

Professional learning: \$6,349.94

QTSS release: \$5,401.00

Low level adjustment for disability: \$29,885.59

Socio-economic background: \$18,000.00

Aboriginal background: \$7,229.86

AP Curriculum & Instruction: \$30,114.00

Per capita: \$6,822.36

Location: \$29,200.00

Summary of progress

In 2022, Comboyne Public School made significant progress in terms of Student Growth and attainment. As a Self-Select School, our teachers and students have benefited from significant professional learning which has resulted in improved teaching practice and the deepening of staff's curriculum knowledge. We worked collaboratively with neighbouring schools as part of a Professional Learning Community (PLC) building strong collegial relationships and strengthening professional efficacy. At Comboyne Public School, we developed strong processes and practices around the collection of data. A PLC wide data collection framework has been developed and modified outlining the timing, sources and areas for analysis. This has resulted in periodical collection and analysis of student data. In 2023, we will continue to update and implement the data collection framework as the 3-6 curriculum continues to be released.

In terms of differentiation, significant progress was made. Differentiation is now school wide with lesson content being increasingly customised to meet the array of student needs. With significant staffing changes anticipated in 2023, differentiation will remain a key focus at Comboyne Public School moving forward.

As a member of a small schools PLC, the increased levels of collaboration are impacting directly on staff's collective efficacy. Actions such as joint approaches to the K-2 curriculum and cross school demonstration lessons have had a positive and visible impact on staff confidence, in terms of their pedagogy, and on student outcomes. Membership of this PLC will continue into 2023. Recent staff surveying highlighted a desire for increased cross-school feedback and observation opportunities which will continue to increase staff collective efficacy. This will begin early in 2023.

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
School self-assessment against the School Excellence Framework element of Assessment in the theme of Whole school monitoring of student learning demonstrates evidence of progress towards Delivering	As a professional learning community a whole school assessment schedule has been developed to guide the timing of data collection. Structures are in place utilising the Assistant Principals Curriculum and Instruction (APC&I) from across the three schools to ensure regular and visible data analysis. With these structures now in place, greater use of data, as a tool for informing planning and programming, will become a new focus as the learning of all students is systematically monitored.
School self-assessment against the	With the introduction of a Whole School Assessment Schedule in 2022,

<p>School Excellence Framework element of Data Skills and Use in the theme of Data use in Teaching demonstrates evidence of progress towards Delivering</p>	<p>teachers conduct regular reviews of student assessment data. Under the guidance of the Assistant Principal Curriculum and Instruction (APC&I), teachers compare results from external assessments (e.g. NAPLAN) with internal measures to build consistent and comparable judgement of student learning. In 2023, Comboyne Public School will be introducing the Progressive Achievement Test (PAT) - Adaptive Assessments in reading and numeracy as another external data source to further enhance data triangulation and analysis.</p>
<p>School self-assessment against the School Excellence Framework in the element of Curriculum demonstrates Delivering.</p>	<p>As a Self-Select School in 2022, we trialed and provided feedback on the new K-2 Mathematics and English curriculum. In doing so, we ensured that the school offered a curriculum that met the requirements of the Department of Education and the NSW Education Standards Authority whilst providing equitable academic opportunities for all students.</p>
<p>School self-assessment against the School Excellence Framework element of Effective Classroom Practice in the theme of Explicit Teaching demonstrates evidence of progress towards Delivering</p>	<p>In 2022, following a significant change in teaching staff, substantial progress has been made regarding the use of explicit teaching strategies. Teachers have ensured the use of current practices and adjusted the curriculum to meet the array of student needs. Greater differentiation has been evident in all classes. Teachers routinely and explicitly reviewed the content to be delivered ensuring its appropriateness and relevance. Mentoring and team teaching were also used throughout the year as a way of highlighting explicit teaching methods.</p>
<p>Improvement in the percentage of students achieving expected growth in NAPLAN reading by 20%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Improvement in the percentage of students achieving expected growth in NAPLAN numeracy.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN reading to be above the system negotiated Taree Small Schools Network target baseline of 40.0%</p>	<p>The school is tracking towards the system negotiated Taree Small Schools Network top 2 bands reading target baseline of 40.0%.</p>
<p>Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN numeracy from 34.6% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 39.5%.</p>	<p>The school is tracking towards the system negotiated Taree Small Schools Network top 2 bands numeracy target baseline of 34.6%.</p>

Strategic Direction 2: Connected Learners

Purpose

To develop a comprehensive school strategy that supports the emotional and social wellbeing of students by providing a holistic approach to quality teaching and 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.

- Connect Succeed Thrive and Learn
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$16,540.40

Summary of progress

Following discussions with all staff, at the conclusion of 2021, the need to address student resilience was identified. This process began by analysing existing wellbeing data. Following this, staff agreement was reached to develop a new wellbeing strategy for our school rather than continuing to utilise a costly external program. Progress on the development of this strategy has been steady. Initial actions included professional learning, staff meetings and the development of community consultation opportunities including the Tell Them From Me - Parent Survey. Unfortunately only a small number of responses were received meaning that additional communication methods will be explored and adopted in 2023. Throughout the year, school staff utilised the experience of departmental staff to provide guidance around student self-regulation and the development of a positive internal voice. Our local Behavioural Specialist provided the school with excellent support resulting in highly effective wellbeing strategies being employed across the school. This has resulted in increased positive wellbeing outcomes for most students as they continue to connect, succeed, thrive and learn. As part of the whole school wellbeing strategy, the development of a universal language around mindsets has also been highly effective. Students Kindergarten to Year 6 are able to clearly articulate 'where they are' in terms of mindset as well as 'what they need' to reestablish a more positive perspective.

Following face to face consultation with Behaviour Specialist Officer, in 2023, more formal Positive Behaviour for Learning lessons will be revitalised and implemented as part of the school's new wellbeing strategy. This will further enhance our shared understandings by reestablishing expectations across the school both in the classrooms and on the playground.

In terms of attendance, a relentless focus on student attendance was undertaken. The school newsletter and departmental resources were utilised as a communication tool to the community highlighting the importance of regular school attendance. The community was also provided with a clear explanation of our school's attendance target and our progress towards it throughout the year.

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
70% (Lower bound target) of students will have an attendance rate of at least 90%.	The number of students attending school 90% of the time or more has increased from 49.63% in 2021, to 62.18% in 2022. In 2022, there was a relentless focus on student attendance. The school newsletter and Skool Loop were utilised as communication tools highlighting the importance of student attendance. In addition to this, the community was also provided with a clear explanation of our school's attendance target and regular progress reports.
School self-assessment against the School Excellence Framework element of Wellbeing in the theme of A planned approach to wellbeing demonstrates	The number of students reporting positive wellbeing outcomes has increased across the positive wellbeing measures. In 2022, the school began to develop a new whole school wellbeing strategy. Analysis of existing student data, consultation with community and whole school

Delivering.

professional learning has taken place. As a result, a clear direction has been identified. Consultation with departmental wellbeing staff has been extensive throughout the year. As a result, students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school will continue to plan for, and monitor, student wellbeing and engagement as part of this ongoing process.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$34,540.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Comboyne 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"> • Differentiated teaching in literacy and numeracy • Connect Succeed Thrive and Learn <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support differentiated learning experiences for all students. • employment of additional staff to support wellbeing program implementation. <p>The allocation of this funding has resulted in the following impact: Teachers across the school have been able to plan and deliver learning experiences at point of student need. Teachers have also been able to utilise flexible student groupings resulting higher levels of engagement and application by students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to fund the School Learning Support Officer (SLSO) position to support these successful activities.</p>
<p>Aboriginal background</p> <p>\$7,229.86</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Comboyne 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"> • Differentiated teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support differentiated learning experiences for all students, including Aboriginal students. <p>The allocation of this funding has resulted in the following impact: Teachers across the school have been able to identify and deliver culturally appropriate learning experiences at point of student need. Teacher have been able to utilise flexible student groupings resulting higher levels of engagement and application for Aboriginal and Torres Strait Islander students.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund the SLSO position to support targeted teaching and increase the availability of flexible groupings to meet the specific needs of Aboriginal and Torres Strait Islander students.</p>
<p>Low level adjustment for disability</p> <p>\$29,885.59</p>	<p>Low level adjustment for disability equity loading provides support for students at Comboyne 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>

<p>Low level adjustment for disability</p> <p>\$29,885.59</p>	<ul style="list-style-type: none"> • Using data to inform practice • Differentiated teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Release of a staff member to provide daily morning intervention for students with identified needs, ensuring they are well prepared to engage in learning throughout the day. • Release of a staff member to facilitate National Consistent Collection of Data (NCCD) and ongoing support for individual student needs. <p>The allocation of this funding has resulted in the following impact: Students with identified specific needs were successfully supported to engage in learning each day. Staff were able to attend to relevant student needs as they arose enabling a continued focus on learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide this additional staffing support for identified students with specific learning needs.</p>
<p>Location</p> <p>\$29,200.00</p>	<p>The location funding allocation is provided to Comboyne 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 including:</p> <ul style="list-style-type: none"> • Differentiated teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: The allocation of these funds to our school has allowed us to provide equal access to a range of school activities by subsidising activities designed to support curriculum implementation. In addition, much needed technology was purchased for the Year 3-6 room to replace equipment that was both outdated and in a poor state of repair.</p> <p>After evaluation, the next steps to support our students will be: In 2023, location funds targeted to provide additional support to students enabling initiatives in the school's Strategic Improvement Plan.</p>
<p>Professional learning</p> <p>\$6,349.94</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 Comboyne 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"> • Using data to inform practice • Differentiated teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release of teachers to engage in professional learning led by the Assistant Principal Curriculum and Instruction (APC&I) and the principal to unpack evidence-based approaches to teaching reading. <p>The allocation of this funding has resulted in the following impact: There has been a significant increase in the levels of student engagement in reading and increased teacher confidence and capacity to explicitly teach reading at students' 'point of need'.</p> <p>After evaluation, the next steps to support our students will be: To continue providing professional learning in 2023, for all teaching staff, to</p>

Professional learning \$6,349.94	ensure continuity of pedagogical best practice.
QTSS release \$5,401.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Comboyne 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"> • Using data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release of principal to work as Instructional Leader including the delivery of professional learning and the provision of in-class support and mentoring to the Year 3-6 teacher. <p>The allocation of this funding has resulted in the following impact: Development of teacher capacity in the use of summative and formative assessment strategies including the use of PLAN 2 to track and monitor student progress. Protocols and processes were established and embedded around data collection, analysis and storage.</p> <p>After evaluation, the next steps to support our students will be: To continue funding professional learning related to data collection and analysis. To further enhance teacher capacity in the use of data to plan and implement 'point of need' instruction for students. To release staff to update identified PLAN 2 focus areas to align with the new English and Mathematics curricula.</p>
COVID ILSP \$23,600.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>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"> • releasing staff to analyse school data to identify students for small group tuition and to monitor progress of these students. • providing targeted, explicit instruction for student groups in reading. <p>The allocation of this funding has resulted in the following impact: The school employed release teaching staff to conduct focused teaching providing targeted, explicit instruction in small groups and 1:1 situations. As a result, data indicates that students made significant improvements in their reading and understanding of whole number.</p> <p>After evaluation, the next steps to support our students will be: With the extension of this funding into 2023, an additional staff member will be employed to conduct small group explicit instruction with the intention of continuing the growth and development of targeted students.</p>
Per capita \$6,822.36	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Comboyne 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"> • Differentiated teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this operational</p>

<p>Per capita \$6,822.36</p>	<p>funding include:</p> <ul style="list-style-type: none"> • provide release time to assist every NSW teacher to engage with, and implement, the new curriculum. <p>The allocation of this funding has resulted in the following impact: This funding enabled the K-2 teacher to attend a range of professional learning opportunities and additional time to prepare for the new K-2 curriculum. These opportunities have resulted in the development of a network of teachers working together to implement the new curriculum. As a result, our teachers have developed a strong pedagogical foundation to continue building their understanding of the new K-2 curriculum as its implementation becomes mandatory in 2023.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding will again be used to provide additional release time for teacher to continue K-2 curriculum preparations and to attend professional learning and begin preparations for the newly arrived 3-6 curriculum.</p>
<p>AP Curriculum & Instruction \$30,114.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>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"> • Differentiated teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APC&I led staff collaboration to 'unpack' the new K-2 Syllabus • APC&I designed and delivered a range of whole staff and stage specific professional learning <p>The allocation of this funding has resulted in the following impact: Following targeted professional learning and collaboration, led and delivered by the APC&I, staff at Comboyne Public School have developed a range of resources and increased their understanding of incoming curricular in preparation for the 2023 year.</p> <p>After evaluation, the next steps to support our students will be: In 2023, a new APC&I will be employed to continue the work started in 2022. Preparations for the incoming 3-6 curriculum will also begin.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	13	16	7	12
Girls	18	19	20	18

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.4	93.3	89.3	89.2
1	90.1	92.6	90.1	95.4
2	94.1	86.3	93.6	85.1
3	91.8	89.7	80.7	85.6
4	90.2	90.9	93.5	86.8
5	94.0	91.5	85.9	87.9
6	87.9	90.2	83.9	89.6
All Years	91.6	90.7	87.3	88.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark 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	52,540
Revenue	713,317
Appropriation	699,336
Sale of Goods and Services	269
Grants and contributions	12,944
Investment income	768
Expenses	-652,303
Employee related	-583,600
Operating expenses	-68,704
Surplus / deficit for the year	61,013
Closing Balance	113,553

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	0
Equity Total	71,656
Equity - Aboriginal	7,230
Equity - Socio-economic	34,540
Equity - Language	0
Equity - Disability	29,886
Base Total	530,507
Base - Per Capita	6,822
Base - Location	29,200
Base - Other	494,485
Other Total	51,727
Grand Total	653,890

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

The results that follow aim to give a general overview of the satisfaction levels of our key stakeholders. The 2022 school year began with enthusiasm and new staff. We were once again impacted by COVID-19 with a number of sporting activities unable to go ahead. The wet weather also continued to impact our sporting endeavours with events being postponed or eventually cancelled. As the year progressed, teachers were happy to settle back into more "normal" teaching practices and school routines. From the outset, staff were focused on ensuring continued academic progress for all students.

Under a relatively new leadership, and with 50% of the teaching staff being 'new' to the school, a key focus was developing and maintaining connections with the wider school community. When able, we welcomed the community back into the school and were excited to do so. Introductions were made and relationships began to flourish.

Throughout the year, a number of tools, including surveys and interviews were used to gauge community, student and teacher satisfaction. Feedback showed strong support and value for the work we do at Comboyne Public School. Data collected and analysed indicated that parents felt welcome when they visit the school which, according to feedback, is well maintained and accessible. Data also shows that teachers and the principal are easy to speak to and that they listen to and act upon parental/carer concerns. Feedback also highlighted that the school communicates effectively with its community. From an academic perspective, data indicated that the school caters to students' specific needs well and that all staff work hard to ensure students are supported to achieve their individual best.

Students were surveyed several times throughout the year with the Tell Them From Me (TTFM) survey being the most comprehensive source of feedback. The most recent data indicated that 100% of students surveyed value schooling outcomes, participate in school sports and aim for self-improvement by setting academic and challenging goals for themselves in their schoolwork. We were also able to determine from these results that students have strong supportive relationships with fellow students and with school staff. Students also indicated that there are high expectations for success, and that Comboyne Public School is a positive learning environment.

In 2022, staff had several opportunities to provide feedback to the school leadership team. This included ongoing formal and informal conversations, staff meetings, written communications and reflective discussions. Staff reported a positive collegial ethos at all levels and strong evidence of a positive and supportive teaching environment.

Overall, 2022 was a year of renewal and refreshment with the overall feedback from students, staff and the school community that Comboyne Public School is a quality school based on respectful relationships and quality learning opportunities.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.