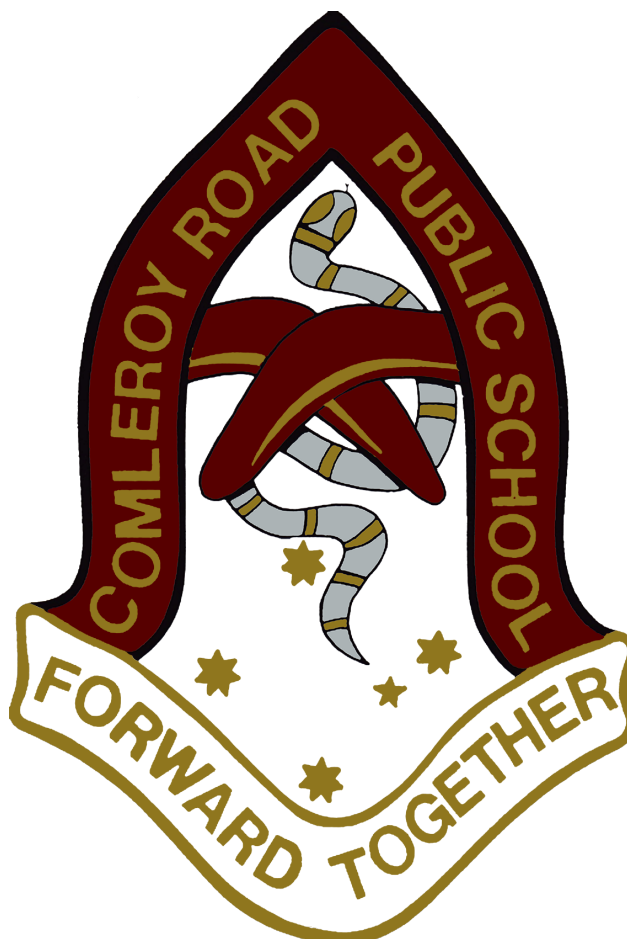


2022 Annual Report

Comleroy Road Public School



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Introduction

The Annual Report for 2022 is provided to the community of Comleroy Road 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

Comleroy Road Public School

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School vision

Comleroy Road Public School is a dynamic and collaborative learning community that is committed to developing independent learners who are self-directed, motivated and creative individuals. The school community values respect, honesty and kindness. An appreciation for knowledge and tradition creates a strong sense of belonging and connection within and beyond the school.

School context

Comleroy Road Public School is located in the rolling hills east of Kurrajong in a semi - rural area of the Hawkesbury district. The school is accommodated in modern buildings on an eighteen acre bush land site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

The incorporation of Positive Behaviour for Learning (PBL), aims at creating an environment that fosters school success and inclusion for all. Our school-wide discipline plan aims at promoting and role modelling positive, resilient and inclusive behaviour amongst all school stakeholders.

Comleroy Road Public School is well resourced and offers a wide range of learning opportunities and extra-curricular programs across all Key Learning Areas to enable students to reach their full potential.

The school has undertaken a comprehensive situational analysis and identified areas for improvement across learning, teaching and leading. The 2021-2024 school plan will target two strategic priorities: Student Growth and Attainment and Collaborative Practices. We will be focusing resourcing and professional learning towards deeply embedding evidence-base practice and explicit teaching, the effective use of data, collaborative learning communities and strengthening community engagement to enhance student learning. This has been a consultative process with students, staff, community and key stakeholders.

The school will focus on striving to ensure that every Aboriginal student achieves their full potential through personalised learning and cultural experiences. Each Aboriginal student will feel a sense of belonging through engagement and collaboration.

A welcoming and friendly school, we work in close partnership with parents and the wider community. Our staff are constantly seeking professional learning to enhance and develop their teaching practices. Parents are encouraged to be active participants in school activities and to have valued input into their child's learning.

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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all Key Learning Areas, we will further develop and refine data driven teaching practices that are grounded in research, explicit instruction and responsive to the learning needs of individual students.

Initiatives

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

- Evidence-based practice and explicit teaching
- Effective use of data

Resources allocated to this strategic direction

Professional learning: \$12,842.78

Literacy and numeracy: \$3,261.37

QTSS release: \$26,316.91

Socio-economic background: \$38,330.60

Summary of progress

Evidence-based practice and explicit teaching

In 2022, the school substantially invested in training teaching staff in the evidence-based science of learning and reading, by becoming part of a school collective and working towards achieving literacy and numeracy goals more effectively. The school embedded evaluative and explicit practice into school systems, in collaboration with a close network of like-minded schools. Data was collected and used to inform teaching focus and practice, initially around vocabulary and Grapheme Phoneme Correspondence. Staff have begun to transform their teaching practice to meaningfully use this data to inform and drive change. 2022 results indicated that 96% of students achieved growth in Grapheme Phoneme Correspondence.

In 2023, further professional learning around evidence collection, evaluation against the SEF and use of Scout will be sought to enhance, extend and modify existing plans to suit effective, achievable and measurable evaluation of impact. The aim will be to have all staff engage more closely with the predetermined collection of data and consequent analysis of data collaboratively, develop systems and time frames to conduct analysis, identify artefacts and upload relevant evidence to SPaRO.

Effective use of data

In 2022, Comleroy Road Public School focused on the collection of grapheme/phoneme correspondence data in collaboration with fifteen schools in the Hawkesbury/Windsor networks to track student progress at a class, stage, school and network level. The purpose of this data collection was to assess fidelity of practice in the implementation of the assessment tool across schools and teachers and build the capacity of teachers to analyse and extrapolate meaning from the data. Throughout the process we identified a need to provide teachers with a supplementary guide to support the consistent implementation of the assessment across all schools in the collective. Information gathered from this process was used to inform planning and led to modifications in project planning necessitating the reteaching of core concepts.

In 2023, we will further build teacher capacity across the SoLaR collective to use data to inform planning by developing their skills in using writing rubrics to assess unaided writing samples.

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
NAPLAN System Negotiated Target Top 2 Bands - Reading	2022 NAPLAN data indicates 29.41% of students achieved in the top two skill bands (NAPLAN) for reading, however the school did not achieve the

There will be a 8.1% uplift from the baseline percentage in Year 3 and 5 students achieving in the top two bands in NAPLAN reading.	lower bound system negotiated target.
NAPLAN System Negotiated Target Top 2 Bands - Numeracy There will be a 7.4% uplift from the baseline percentage in Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy.	2022 NAPLAN data indicates 24.24% of students achieved in the top two skill bands (NAPLAN) for numeracy, however the school did not achieve the lower bound system negotiated target.
There will be a 3% uplift from the baseline percentage in Year 5 students achieving expected growth in reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
There will be a 8% uplift from the baseline percentage in Year 5 students achieving expected growth 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.

Strategic Direction 2: Collaborative practices

Purpose

Authentic community engagement will ensure frequent and ongoing formalised communities of practice that add to school culture and promotes and values the sharing of ideas and advice through effective collaboration.

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.

- Collaborative Learning Communities
- Community Engagement to enhance student learning

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$17,633.41

Aboriginal background: \$5,142.06

Summary of progress

Collaborative Learning Communities

In 2022, to support the building of a highly effective collaborative learning community, we implemented a two-pronged approach:

- participated in a professional learning community of 15 schools in the Science of Learning and Reading, establishing a clearly defined set of roles and responsibilities for all participants in the SoLaR project. Expectations were articulated through a Principal lens, middle leadership lens, teacher lens and project management lens.
- engaged our parent body and the wider community to embed a culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. We identified, initiated and built upon opportunities to engage parents/carers in both the progress of their child's learning and the educational priorities of the school. Parent Workshops for parents and improved transition and orientation presentations were our key initiatives.

The school achieved high levels of success across both strategies, resulting in a shared vision of high expectations for teaching and learning for all stakeholders.

In 2023, we will further strengthen our parent and community partnerships and expand our professional learning community.

Community Engagement to enhance student learning

In 2022, we developed and implemented whole-school and personalised initiatives to improve attendance rates for all students by reviewing and updating processes and procedures for monitoring engagement and attendance. The school established an attendance team, updated our school's attendance policy and tracked attendance patterns on a data wall to monitor student attendance goals. As a result, we were able to identify trends, monitor students at risk of falling below 90% and embed a planned approach to address individual and whole-school attendance and engagement. Consequently, we have seen a significant increase in staff awareness and their ability to identify students at risk.

In 2023, we will continue to build teacher capacity to embed these practices into daily routines to ensure attendance goals and strategies are celebrated and communicated effectively.

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
80% of students demonstrate growth in identified areas of the literacy and numeracy progressions.	80% of students demonstrated growth in the identified areas of Phonics, Quantifying Number and Additive Strategies.

In the Domain of Educational Leadership, the theme of Community engagement will be trending upwards towards Excelling.	In the Domain of Educational Leadership, the theme of Community engagement the school has identified itself as operating at Sustaining and Growing within the School Excellence Framework.
Attendance Target There will be a uplift of 4.7% of students attending school greater than 90% of the time.	The number of students attending greater than 90% of the time or more is 49.5%, however this figure was significantly affected by public health orders and flooding events.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$167,346.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Comleroy Road 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"> • 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 staff to provide additional support for students who have high-level learning, behaviour and health care needs <p>The allocation of this funding has resulted in the following impact: Individualised support for students identified with significant needs in the classroom. Implementation of Individual Learning Plans, literacy and numeracy support and wellbeing support have formed the basis of Student Learning Support Officer roles.</p> <p>After evaluation, the next steps to support our students will be: Continued tailored support for individual students who require Individual Learning Plans, literacy and numeracy and student wellbeing strategies.</p>
<p>Socio-economic background</p> <p>\$38,330.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Comleroy Road 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"> • Evidence-based practice and explicit teaching <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 Training 24/7 literacy consultants to support student learning in English. <p>The allocation of this funding has resulted in the following impact: Throughout 2022, we have seen enhanced collaboration amongst staff within the school and across schools within the network in relation to literacy development. Participation in the professional learning has resulted in teachers using evidence-based teaching practices providing a high expectations framework within which all students effectively develop their knowledge, understanding and skills.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the focus will be on developing staff knowledge and understanding in the Science of Writing. Building staff capacity in explicit instruction will be an ongoing focus to support student progress. High Impact Professional Learning & Assistant Principal Curriculum Instruction support will enable staff to implement evidence-based pedagogy that meets the individual learning needs of all students.</p>
<p>Aboriginal background</p> <p>\$5,142.06</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Comleroy Road 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>

<p>Aboriginal background</p> <p>\$5,142.06</p>	<ul style="list-style-type: none"> • Community Engagement to enhance student learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • providing students with cultural experiences in the form of a cultural incursion • staff professional learning on Aboriginal Histories and Culture • purchasing of Aboriginal literacy resources <p>The allocation of this funding has resulted in the following impact: Building the capacity of the school to provide targeted support for Aboriginal students and our community including: development of Personalised Learning Pathways in consultation with parents, purchasing of quality resources for all stages and cultural programs for the school community.</p> <p>After evaluation, the next steps to support our students will be: Continued development of Personalised Learning Pathways in consultation with parents, embedding quality literacy resources for all stages into teaching and learning programs and building of cultural awareness programs across the school community.</p>
<p>Low level adjustment for disability</p> <p>\$72,394.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Comleroy Road 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST teacher to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The application of evidence-based research into explicit instruction in literacy and numeracy. In class and individual student programs were developed and implemented in line with current research and professional learning undertaken by staff to meet the individual learning needs of students across K-6.</p> <p>After evaluation, the next steps to support our students will be: To further embed consistent practice across the school in explicit instruction through engagement with current research and evidence-based practice.</p>
<p>Location</p> <p>\$3,632.29</p>	<p>The location funding allocation is provided to Comleroy Road 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • purchasing of classroom and playground resources to support teaching and learning <p>The allocation of this funding has resulted in the following impact: The purchasing of resources to support teaching and learning across K-6.</p> <p>After evaluation, the next steps to support our students will be: To improve outdoor play equipment for students who require passive play</p>

Location \$3,632.29	activities.
Professional learning \$12,842.78	<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 Comleroy Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-based practice and explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff through Training 24/7 observation lessons to support student learning in English. <p>The allocation of this funding has resulted in the following impact: Demonstration lessons provided teachers with a scaffold and the confidence to implement Morning Routine and Synthetic Phonics lessons. Teachers utilised the professional learning to embed consistent instructional cues, timing and content into quality literacy lessons to meet the needs of their students. Demonstration lessons provided quality exemplars, modelling and feedback from literacy experts. This enabled staff to observe quality lesson structure, explicit teaching and evidence-based pedagogy that supported the implementation process.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the focus will be on developing staff knowledge and understanding in the Science of Writing through ongoing demonstration lessons, team-teaching and lesson observations. Building staff capacity in explicit instruction will be an ongoing focus to support student progress. High Impact Professional Learning & Assistant Principal Curriculum Instruction support will enable staff to implement evidence-based pedagogy that meets the individual learning needs of all students.</p>
Literacy and numeracy \$3,261.37	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Comleroy Road Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-based practice and explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Quality resourcing of literacy and numeracy to support student learning, including subscriptions to Sound Waves, Reading Eggs & Mathletics to support student engagement in the classroom and at home.</p> <p>After evaluation, the next steps to support our students will be: Continued allocation of funds to transition from Sound Waves to Spelling Mastery resources in 2023. Allocation of funds to purchase decodable texts and numeracy resources to support literacy & numeracy programs in the classroom.</p>
QTSS release \$26,316.91	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Comleroy Road Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$26,316.91</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-based practice and explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: To provide executive release, which has enabled the school to implement key initiatives in the Strategic Improvement Plan with a particular focus on providing instructional leadership to support teachers in the implementation of key initiatives including: explicit instruction in numeracy, data analysis, lesson planning and lesson delivery.</p> <p>After evaluation, the next steps to support our students will be: To further embed teacher knowledge and understanding of explicit instruction in numeracy, data analysis, lesson planning and lesson delivery.</p>
<p>Literacy and numeracy intervention</p> <p>\$17,633.41</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Comleroy Road Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • professional learning in evidence-based literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Purchasing of a professional learning package to support explicit instruction in reading & synthetic phonics.</p> <p>After evaluation, the next steps to support our students will be: To investigate possible professional learning packages to support explicit instruction in mathematics.</p>
<p>COVID ILSP</p> <p>\$55,400.00</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"> • Small group tuition provided to students in Stages 1-3 utilising COVID ILSP tutors. <p>The allocation of this funding has resulted in the following impact: The provision of ongoing and continuous small group remediation of students requiring support in literacy and/or numeracy in stages 1 to 3. This led to improved individual results in both literacy and numeracy check in assessment and school based data., as well as, engagement in learning through improved attendance.</p>

<p>COVID ILSP</p> <p>\$55,400.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <p>To continue with the program in 2023 with the inclusion of a greater range of students. The tutors will modify and adjust the programs implemented based on student data, with a focus on phonological awareness, decoding skills and improved vocabulary. In numeracy the focus will continue to remain on additive strategies, as well as, whole number understanding.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	59	66	73	87
Girls	50	57	67	66

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	93.8	94.4	89.6
1	94.2	91.8	92.6	88.0
2	95.1	91.9	93.6	86.2
3	93.4	93.1	93.5	85.7
4	91.2	92.5	96.6	86.6
5	88.4	93.3	92.2	88.4
6	91.4	94.0	92.5	89.5
All Years	92.7	93.0	93.6	87.6
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)	1
Classroom Teacher(s)	5.78
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.91

*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	144,110
Revenue	1,885,176
Appropriation	1,806,677
Sale of Goods and Services	6,845
Grants and contributions	69,676
Investment income	1,978
Expenses	-1,783,972
Employee related	-1,610,975
Operating expenses	-172,997
Surplus / deficit for the year	101,205
Closing Balance	245,314

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	133,417
Equity Total	115,867
Equity - Aboriginal	5,142
Equity - Socio-economic	38,331
Equity - Language	0
Equity - Disability	72,395
Base Total	1,292,986
Base - Per Capita	35,375
Base - Location	3,632
Base - Other	1,253,979
Other Total	96,748
Grand Total	1,639,018

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 Tell Them From Me Parent Survey indicated that parents are satisfied with how the school supports students and families. The school performed above state norms in 1 of the 7 measures of the survey with the parents support learning at home element having the highest scores of 7.5 out of 10.

Tell Them From Me results identified that 85% of students have positive expectations for success. Survey data indicated that 77% of students reported a maintained sense of advocacy and high expectations.

The Tell Them From Me Teacher Survey indicated that the school performed above state norms in 1 of the 8 measures of the survey with the inclusive school element having the highest scores of 7.9. Survey data indicates the element of technology is an area of focus for 2023.

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.