

2022 Annual Report

Coonabarabran Public School



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Introduction

The Annual Report for 2022 is provided to the community of Coonabarabran 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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School vision

Coonabarabran Public School staff, students, parents and carers are partners who share the collective responsibility for student achievement in an outstanding learning environment. Our students are encouraged to be successful, respectful, resilient, confident and creative individuals; and involved, informed citizens. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Coonabarabran Public School is set in the picturesque town of Coonabarabran, in close proximity to the Warrumbungle National Park and Siding Spring Observatory, located approximately 150 kilometres north of Dubbo. The school utilises its unique environment as a feature in many of its learning activities and studies. Coonabarabran Public School has an enrolment of 265 students. Approximately 40% of the students identify as Aboriginal or Torres Strait islander. The school has two Aboriginal Education Officers who provide assistance to teachers, Aboriginal students and their families to support improved learning and wellbeing outcomes for Aboriginal students. The school has excellent facilities with well-maintained and resourced classrooms. All students have a school owned iPad and each room is fitted with an interactive display.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that our school participated in External Validation in 2020, which has allowed us to build upon the findings from this as well as the previous school planning cycle. The three areas are:

1: Student Growth and Attainment

When analysis was conducted against student outcome measures, Reading and Numeracy are areas for explicit focus in this new school plan. There are 22% of students achieving in the Top 2 Bands in Reading and Numeracy. Our whole school focus to improve student growth and achievement in Reading and Numeracy is underpinned by the evidence base provided by What Works Best. We will develop and sustain whole school processes for collecting and analysing data to inform teaching and learning programs.

2: Teaching and Leading

Through the External Validation process, it became evident that in the area of Effective Classroom Practice; Lesson Planning, Explicit Teaching and Feedback will become a focus in this school plan. A whole school process will be developed and sustained where a more deliberate, planned and strategic approach to collaborate and analyse student data to monitor progress. This involves linking data and processes to teaching effectiveness whilst using the What Works Best document to support.

3: Wellbeing

Through the situational analysis, it was evident that our attendance rate has fluctuated between 87% and 93% over the last 5 years. The data has implications for our Wellbeing programs at school and promoting positive behaviour. As a school, the support that we offer to students is higher than State average. This is due to our Learning and Support Team and the Individual Learning Plans that are implemented. As a focus, we will continue with positive behaviour systems and bring student in to analyse the data to inform next steps. Tracking of the data to include positives as well as negatives will be introduced and sustained.

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

In order to maximise student learning outcomes in Reading and Numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Professional Learning

Resources allocated to this strategic direction

Professional learning: \$39,561.00

Aboriginal background: \$159,206.00

English language proficiency: \$5,085.00

Low level adjustment for disability: \$160,889.00

QTSS release: \$47,922.00

AP Curriculum & Instruction: \$210,685.00

Summary of progress

Reading

Staff are effectively using the reading guides to support student learning. Teams are established and meeting weekly, staff are receptive to ideas put out by the Reading School Improvement Team.

Planning for 2023 staffing has been a barrier as well as no Assistant Principal Curriculum Instruction or Learning and Support Teacher.

Follow team structure into 2023 and look at initiatives for staff development day at the end of the year.

Numeracy

Most staff are effectively using differentiation during numeracy sessions to support student learning. Effective Professional Learning available to staff in this area. Teams are established and meeting weekly, staff are receptive to ideas put out by the Numeracy School Improvement Team. The team gives examples, sharing learning and setting up useful resources for 2023. Many staff have been covered to attend the Multiplicative and Additive Strategies professional learning on offer. Barriers have been having no Assistant Principal Curriculum Instruction or learning and support teacher. Moving forward we will follow the team structure and look at initiatives for staff development day at the end of 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
Reading: <ul style="list-style-type: none">• Students will achieve in the top two bands at or above the negotiated lower bound of 29.6% in Reading.	2022 NAPLAN data indicates 20.46% of students are in the top two skill bands for reading indicating the school is yet to achieve the system negotiated target.
Numeracy: <ul style="list-style-type: none">• Students will achieve in the top two bands at or above the negotiated lower bound of 28.4% in Numeracy.	2022 NAPLAN data indicates 10.64% of students are in the top two skill bands for numeracy indicating the school is yet to achieve the system negotiated target.
Reading:	2022 NAPLAN data indicates that the school is yet to achieve this system negotiated target for the % of Aboriginal students achieving in the top three

Aboriginal students will achieve in the top three bands at or above the negotiated lower bound of 36.3% in Reading.	bands for reading. This remains a priority for 2023.
Numeracy: Aboriginal students will achieve in the top three bands at or above the negotiated lower bound of 31.8% in Numeracy.	2022 NAPLAN data indicates that the school is yet to achieve this system negotiated target for the % of Aboriginal students achieving in the top three bands for numeracy. This remains a priority for 2023.
<ul style="list-style-type: none"> Students will achieve the expected growth in reading moving from the baseline target towards the lower bound system negotiated target. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> Students will achieve the expected growth in numeracy moving from the baseline target towards the lower bound system negotiated target. 	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: Teaching and Leading

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff collaborate effectively to embed evidence-based explicit teaching practice into their pedagogy. We will establish a culture of high expectations resulting in sustained and measurable whole-school improvement.

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.

- Effective Classroom Practice/Instructional Leadership

Resources allocated to this strategic direction

Aboriginal background: \$55,378.00

Summary of progress

Staff are effectively using learning intentions and success criteria on a regular basis. Staff are supported to collect consistent data for pre-testing. Staff are provided with a spreadsheet to collect the data as a school. Teams are established and meeting weekly, staff are receptive to ideas put out by the teaching and leading School Improvement Team. No Assistant Principal Curriculum Instruction or Learning and Support Teacher is available at this time.

Appoint Assistant Principal Curriculum Instruction (APCI) for 2023 to ensure engagement with staff to develop effective classroom practice and instructional leadership.

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
<ul style="list-style-type: none">• The school has a developed system for teacher observations completed by supervisor/IL.• Processes are developed and implemented for teachers to regularly review lesson plans and sequences and to use student progress and achievement data to inform lesson planning.	Strategies to implement teacher observations, collaborative review of lesson plans and sequences and the effective use of data to inform teaching programs are being developed and will be greatly assisted with the commencement of the APCI role for 2023..
<ul style="list-style-type: none">• Professional Learning delivered to the Leadership team around effective instructional leadership and management skills.	Staffing challenges hindered the implementation of the PL. The appointment of senior staff for 2023 will assist our progress.

Strategic Direction 3: Well-being

Purpose

To develop and embed a sustainable culture of well-being to provide students with the knowledge and skills to connect, succeed and thrive.

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.

- Whole School Well-being

Resources allocated to this strategic direction

Integration funding support: \$343,128.00

Socio-economic background: \$283,631.00

Low level adjustment for disability: \$67,757.00

Location: \$85,405.00

Summary of progress

Staff are effectively following school attendance policy, Sentral text message system for attendance, regular meetings with Home School Liaison Officer (HSLO). Teams are established and meeting weekly, staff are receptive to ideas put out by the Wellbeing School Improvement Team including uniform reform. No Assistant Principal Curriculum Instruction or Learning and Support Teacher available. Continue to pursue employment for these key roles for 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
• Students will be developing from the lower bound system negotiated target of 86% in Well-being using Tell Them From Me (TTFM) survey.	Tell Them From Me data shows an improvement of reported positive wellbeing, including a sense of belonging and expectations of success.
• Students will be attending greater than 90% of the time to be at or above the system negotiated lower bound target of 70%	The number of students attending greater than 90% of the time or more has moved above the system negotiated lower bound target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$343,128.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coonabarabran 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"> • Whole School Well-being <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • To implement new programs, strategies and processes to improve whole school well-being. Embed a whole school approach to student attendance and engagement where there is a collective responsibility for student learning and success. <p>The allocation of this funding has resulted in the following impact: Staff are effectively following school attendance policy, Sentral text message system for attendance, fortnightly meetings with HSLO. Teams are established and meeting weekly, staff are receptive to ideas put out by the Wellbeing School Improvement Team including uniform reform. No Assistant Principal Curriculum Instruction or Learning and Support Teacher or home school liaison officer at this stage.</p> <p>After evaluation, the next steps to support our students will be: We will continue the development of the wellbeing school improvement team.</p>
<p>Socio-economic background</p> <p>\$283,631.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coonabarabran 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"> • Whole School Well-being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Embed a whole school approach to student attendance and engagement. <p>The allocation of this funding has resulted in the following impact: Staff are effectively following school attendance policy, Sentral text message system for attendance, fortnightly meetings with HSLO. Teams are established and meeting weekly, staff are receptive to ideas put out by the Wellbeing School Improvement Team including uniform reform. No Assistant Principal Curriculum Instruction or Learning and Support Teacher or home school liaison officer at this stage.</p> <p>After evaluation, the next steps to support our students will be: We will continue the development of the wellbeing school improvement team.</p>
<p>Aboriginal background</p> <p>\$214,584.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coonabarabran 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"> • Professional Learning

<p>Aboriginal background</p> <p>\$214,584.00</p>	<ul style="list-style-type: none"> • Effective Classroom Practice/Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Work with the leaders of the school to build knowledge in all areas of reading through professional learning for all staff and ongoing classroom support. <p>The allocation of this funding has resulted in the following impact: Staff are effectively using learning intentions and success criteria on a regular basis. Staff are supported to collect consistent data for pre-testing. Staff are provided with a spreadsheet to collect the data as a school. Teams are established and meeting weekly, staff are receptive to ideas put out by the teaching and leading School Improvement Team. No Assistant Principal Curriculum Instruction or Learning and Support Teacher</p> <p>After evaluation, the next steps to support our students will be: We will continue the development of the school improvement teams.</p>
<p>English language proficiency</p> <p>\$5,085.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coonabarabran 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"> • Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Work with the leaders of the school to build knowledge in all areas of reading through professional learning for all staff and ongoing classroom support. <p>The allocation of this funding has resulted in the following impact: Staff are effectively using the reading guides to support student learning. Teams are established and meeting weekly, staff are receptive to ideas put out by the Reading School Improvement Team. Planning for 2023 staffing. No Assistant Principal Curriculum Instruction or Learning and Support Teacher Follow team structure into 2023 and look at initiatives for staff development day at the end of the year</p> <p>After evaluation, the next steps to support our students will be: We will continue the development of the reading school improvement team.</p>
<p>Low level adjustment for disability</p> <p>\$228,646.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Coonabarabran 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"> • Professional Learning • Whole School Well-being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Work with the leaders of the school to build knowledge in all areas of reading through professional learning for all staff and ongoing classroom support. Embed a whole school approach to student attendance and engagement. <p>The allocation of this funding has resulted in the following impact: Staff are effectively using the reading guides to support student learning. Teams are established and meeting weekly, staff are receptive to ideas put out by the Reading School Improvement Team.</p>

<p>Low level adjustment for disability</p> <p>\$228,646.00</p>	<p>Planning for 2023 staffing. No Assistant Principal Curriculum Instruction or Learning and Support Teacher</p> <p>Follow team structure into 2023 and look at initiatives for staff development day at the end of the year</p> <p>After evaluation, the next steps to support our students will be: We will continue the development of the school improvement teams.</p>
<p>Location</p> <p>\$85,405.00</p>	<p>The location funding allocation is provided to Coonabarabran 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"> • Whole School Well-being <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Embed a whole school approach to student attendance and engagement. <p>The allocation of this funding has resulted in the following impact: Staff are effectively following school attendance policy, Sentral text message system for attendance, fortnightly meetings with HSLO. Teams are established and meeting weekly, staff are receptive to ideas put out by the Wellbeing School Improvement Team including uniform reform. No Assistant Principal Curriculum Instruction or Learning and Support Teacher or home school liaison officer at this stage.</p> <p>After evaluation, the next steps to support our students will be: We will continue the development of the wellbeing school improvement team.</p>
<p>Professional learning</p> <p>\$39,561.00</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 Coonabarabran 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"> • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Work with the leaders of the school to build knowledge in all areas of reading through professional learning for all staff and ongoing classroom support. <p>The allocation of this funding has resulted in the following impact: Staff are effectively using the reading guides to support student learning. Teams are established and meeting weekly, staff are receptive to ideas put out by the Reading School Improvement Team.</p> <p>Planning for 2023 staffing. No Assistant Principal Curriculum Instruction or Learning and Support Teacher</p> <p>Follow team structure into 2023 and look at initiatives for staff development day at the end of the year</p> <p>After evaluation, the next steps to support our students will be: We will continue the development of the reading school improvement team.</p>
<p>QTSS release</p> <p>\$47,922.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coonabarabran 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"> • Professional Learning

<p>QTSS release</p> <p>\$47,922.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Work with the leaders of the school to build knowledge in all areas of reading through professional learning for all staff and ongoing classroom support. <p>The allocation of this funding has resulted in the following impact: Staff are effectively using the reading guides to support student learning. Teams are established and meeting weekly, staff are receptive to ideas put out by the Reading School Improvement Team. Planning for 2023 staffing. No Assistant Principal Curriculum Instruction or Learning and Support Teacher Follow team structure into 2023 and look at initiatives for staff development day at the end of the year</p> <p>After evaluation, the next steps to support our students will be: We will continue the development of the reading school improvement team.</p>
<p>COVID ILSP</p> <p>\$148,680.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Students were supported to recover from covid related lack of educational opportunities.</p> <p>After evaluation, the next steps to support our students will be: To continue the project next year if the budget allows.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	144	139	128	122
Girls	120	111	111	93

Student attendance profile

School				
Year	2019	2020	2021	2022
K	84.8	92.2	86.1	86.6
1	89.2	89.5	82.7	83.4
2	89.8	91.4	80.6	80.5
3	86.4	92.1	86.4	76.3
4	90.2	88.5	84.3	83.2
5	85.9	92.0	86.3	83.6
6	89.4	87.7	89.9	82.2
All Years	87.9	90.1	85.5	82.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	12.81
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	5.92

*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	-10,165
Revenue	4,667,045
Appropriation	4,595,105
Sale of Goods and Services	14,533
Grants and contributions	57,224
Investment income	183
Expenses	-4,426,719
Employee related	-3,888,805
Operating expenses	-537,914
Surplus / deficit for the year	240,326
Closing Balance	230,161

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	343,128
Equity Total	731,949
Equity - Aboriginal	214,584
Equity - Socio-economic	283,632
Equity - Language	5,086
Equity - Disability	228,647
Base Total	2,608,446
Base - Per Capita	61,260
Base - Location	85,405
Base - Other	2,461,781
Other Total	606,697
Grand Total	4,290,219

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

According to the results from the Tell Them From Me (TTFM) survey parents feel welcome when they visit our school, they find it easy to speak with the teachers and school principal. The school administration staff are also supportive and helpful for our parents. The school Parents and Citizen's (P&C) committee is a strong and consistent team who meet every month and have provided significant improvements towards the school including an upgrade to the lighting in the school hall. P&C meetings are constructive and welcoming.

Our students have reported a 7% increase in their sense of belonging since the 2019 TTFM survey and an 8% increase in positive behaviour at school.

Teacher trend reports have remained stable since 2019 however there has been a significant staff change since then. Teacher collaboration remains a strength of the teaching staff and their commitment to improving student outcomes continues.

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.