

2022 Annual Report

Denman Public School



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Introduction

The Annual Report for 2022 is provided to the community of Denman 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

Denman Public School

Paxton St

Denman, 2328

<https://denman-p.schools.nsw.gov.au>

denman-p.school@det.nsw.edu.au

6547 2491



School vision

Denman Public School students are informed, creative, independent and skilled learners who persevere and collaborate in meaningful and engaged learning. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for. The school values personalised learning and provides a flexible curriculum delivery to meet the needs of all students. Broader connections developing educational links K - 12 and the opportunity for collegial connections are fostered within and across educational settings through the Muswellbrook Learning Community and the Upper Hunter Network of schools.

School context

Denman Public school is a dynamic and inclusive primary school located in the Hunter Valley. The school has a proud history of educating generations of children from the community of Denman and is an active member of the Muswellbrook Schools Learning Community. Denman Public School has 20 staff, a student enrolment of 161 and is supported by strong relationships across the school and broader community. Denman Public School has a proud sporting history, provides opportunities in the performing arts and promotes student responsibility, perseverance, respect, lifelong learning and a desire for students to strive for their best.

The completion of the situation analysis and consultation with community identified a need to use data driven practices that ensure all students have access to stage appropriate learning. A focus within the new School Improvement Plan will support teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices whilst developing greater consistency of judgement within and across schools.

Explicit teaching with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not demonstrating growth will be referred to the Learning and Support Team for intensive intervention.

The NSW Department of Education Strategic Plan 2018 - 2022 articulates our purpose as preparing young people for rewarding lives as engaged citizens in a complex and dynamic society. This purpose in conjunction with the NSW Premier's Priorities in Education to increase the proportion of public school students achieving in the top two NAPLAN bands in literacy and numeracy by 15% by 2023 will guide school systems and processes to continually monitor student performance data. Thus determining areas of need and success at a class and school level within a culture of high expectations and continuous improvement culture. The involvement of the whole school community including students, in this process will be essential for success.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.



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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes across the curriculum to build strong foundations for academic success, using evidence based teaching practices that are responsive to the individual learning needs of 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.

- Highly Effective Teaching Practices K- 6
- Whole School Monitoring and Tracking

Resources allocated to this strategic direction

Location: \$3,000.00

Integration funding support: \$65,002.00

AP Curriculum & Instruction: \$180,685.00

Socio-economic background: \$144,331.00

Low level adjustment for disability: \$34,476.00

Summary of progress

Our focus in 2022 was on continuing developing highly effective teaching practice and monitoring student growth and achievement in Literacy and Numeracy.

This involved a focus on vocabulary with a Strategic Support program run with Lead specialists. Through this program there was a focus on explicit teaching, teacher understanding of vocabulary and using the SEEC model.

As a result there is evidence of explicit teaching practice in teaching and learning programs, evidence of the SEEC model in classroom displays and an increased understanding from teachers about best practice when teaching vocabulary to the students. There is evidence of growth in student outcomes through results and observations of practice.

Next year our focus will on continuing highly effective teaching practice to further support improvements towards vocabulary development, comprehension and fluency.

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
NUMERACY Increase the proportion of students achieving in the Top 2 NAPLAN Numeracy Bands by 10.4% from the system negotiated target baseline.	<ul style="list-style-type: none">• 2022 NAPLAN data indicates 17.02% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
READING Increase the proportion of students achieving in the Top 2 NAPLAN Reading Bands by 10.2% from the system negotiated target baseline.	<ul style="list-style-type: none">• 2022 NAPLAN data indicates 23.40% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in participation in the School Strategic Support in vocabulary to show an uplift in student results.
NUMERACY Increase the percentage achieving the expected growth of students 11.7%	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

from system negotiated target baseline.	
<p>READING</p> <p>Increase the percentage achieving the expected growth of students 2% from system negotiated target baseline.</p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>LEARNING</p> <p>Formative Assessment (Assessment): D</p> <p>Summative Assessment (Assessment): S&G</p> <p>Whole School Monitoring of Student Learning (Assessment): D</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of curriculum provision. • Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the theme of differentiation. • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of student growth due to lack of data.
<p>TEACHING</p> <p>Data Use in Teaching (Data Skills & Use): S&G</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of data use in teaching.
Increased percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading.	<ul style="list-style-type: none"> • No students achieved in the top 3 bands in NAPLAN reading in 2022.
Increased percentage of Aboriginal students achieving top 3 NAPLAN bands in Numeracy.	<ul style="list-style-type: none"> • No students achieved in the top 3 bands in NAPLAN numeracy in 2022.



Strategic Direction 2: High expectations and continuous improvement culture

Purpose

Build a culture of high expectations and aspirations to achieve sustained and measurable whole school improvements which challenges staff and students to reach their highest potential.

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.

- Instructional Leadership
- Whole School Systems & Practices

Resources allocated to this strategic direction

QTSS release: \$30,798.00

Professional learning: \$17,026.00

Summary of progress

Our focus in 2022 was on whole school systems and practices.

This involved developing scope and sequences across the KLAs and assessment schedules for K-6.

As a result teachers felt confident in delivering curriculum across the year to ensure all content was taught and assessed as required.

Next year our focus will continue to refine the scope and sequences and assessment schedule in line with new curriculum to further support improvements towards student growth and attainment.

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
LEARNING Curriculum (Teaching and learning programs): S&G Assessment (Summative, Formative): D Assessment (whole school monitoring of student learning): D	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the themes of Teaching and Learning programs and sustaining and growing in the element of Assessment.
TEACHING Data Skills & Use (Data use in teaching) - S&G	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of Data use in teaching.
NUMERACY A minimum of 11.7% targeted small group students achieving expected growth in external assessments (NAPLAN)	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
READING A minimum of 2.57% targeted small	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

group students achieving expected growth in external assessments (NAPLAN)



Strategic Direction 3: Strong and sustainable systems and practices

Purpose

Embed understanding, shared responsibility and collaborative decision making approaches ensuring all students connect, succeed, thrive and learn, through a planned approach to developing whole school wellbeing processes.

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.

- Wellbeing
- Community Connections

Resources allocated to this strategic direction

Aboriginal background: \$31,175.00

Low level adjustment for disability: \$20,911.00

Summary of progress

Our focus in 2022 was on community connections and wellbeing for students and staff.

This involved introducing new initiatives within the school to increase engagement, including Breakfast Club, Year 5 lunchtime groups and family events to engage the community.

As a result the TTFM survey indicated an increased sense of feeling welcomed to the school.

Next year our focus will on continuing to engage parents in school activities to further support improvements towards engagement and wellbeing.

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
Attendance Increase the percentage of students attending school 90% of the time by 3.94% in line with system negotiated target baseline.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 6.22%, however this figure was significantly affected by public health orders and flooding events.
Wellbeing Increase the percentage of students reporting high expectations of success, advocacy and sense of belonging at school by 2.99% in line with system negotiated target baseline.	<ul style="list-style-type: none">• Students reporting positive wellbeing outcomes has decreased by 6.22% across the positive wellbeing measures to 82.84%.
School Excellence Framework - Learning Domain <ul style="list-style-type: none">• In the element of Wellbeing, the theme of Planned Approach to Wellbeing is validated at sustaining and growing• In the element of Assessment, the theme of Student engagement is validated at sustaining and growing	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the element of wellbeing to be sustaining and growing.• Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.

<p>Improvement measured by the School Excellence Framework.</p> <p>TEACHING</p> <p>Effective Classroom Practice (Feedback) - Delivering</p> <p>Learning & Development (Collaborative Practice & Feedback): Sustaining & Growing</p> <p>Learning & Development (Expertise & Innovation): Sustaining & Growing</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of Feedback to be delivering. • Self-assessment against the School Excellence framework shows the theme of collaborative practice and feedback to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of expertise and innovation to be sustaining and growing.
<p>School Excellence Framework - Leading Domain</p> <ul style="list-style-type: none"> • In the element of Educational Leadership, the theme of Community engagement is embedded at sustaining and growing 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of community engagement to be delivering.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$65,002.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Denman 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"> • Highly Effective Teaching Practices K- 6 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • consultation with external providers for the implementation of literacy programs. • implementation of targeted programs to differentiate teaching and learning programs. <p>The allocation of this funding has resulted in the following impact: increased individual support for our students with additional needs. This support has been targeted to improving Literacy and Numeracy growth for our students. Programs including MultiLit have been established to support teachers in Literacy and strong learning and support structures have been implemented across K-6.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide support to our students with additional needs and support students in Literacy and Numeracy through a variety of evidence based teaching and learning.</p>
<p>Socio-economic background</p> <p>\$144,331.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Denman 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"> • Highly Effective Teaching Practices K- 6 <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 literacy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: a strong collaborative approach to support teachers with in the classroom to begin the foundations of schooling. The model changed throughout the year as the needs of the students and staff developed creating a cohesive classroom environment.</p> <p>After evaluation, the next steps to support our students will be: supporting all staff in a model where there is collaboration and support in all stages, focusing on explicit teaching, high expectations and increased student outcomes.</p>
<p>Aboriginal background</p> <p>\$31,175.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Denman 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</p>

<p>Aboriginal background</p> <p>\$31,175.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact: support for students in learning focusing on Literacy and Numeracy development with small groups and one to one support. Additionally students have been supported to improve their attendance at school.</p> <p>After evaluation, the next steps to support our students will be: to determine where the support is needed with student learning support officers providing small group opportunities and one to one support as required, and continue to further develop links with home.</p>
<p>Low level adjustment for disability</p> <p>\$55,387.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Denman 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"> • Highly Effective Teaching Practices K- 6 • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • employment of additional staff 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: intensive learning and support for targeted students to increase Literacy and Numeracy levels.</p> <p>After evaluation, the next steps to support our students will be: to continue with learning and support groups, targeting a variety of students to make the most impact on increasing student outcomes.</p>
<p>Location</p> <p>\$7,389.00</p>	<p>The location funding allocation is provided to Denman 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"> • Highly Effective Teaching Practices K- 6 • Other funded activities <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. <p>The allocation of this funding has resulted in the following impact: students having access to suitable teaching and learning resources for high quality lessons.</p> <p>After evaluation, the next steps to support our students will be: Utilise this resource to ensure all students access excursion, incursions and technology needed to support learning.</p>
<p>Professional learning</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</p>

<p>\$17,026.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Denman 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"> • Whole School Systems & Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in the following impact: classroom teachers have been involved in a collaborative approach to model explicit teaching. Staff have a clear understanding of trauma informed practices to support students in the school.</p> <p>After evaluation, the next steps to support our students will be: continue to use the resources and practices in explicit teaching and trauma informed practice to uplift student outcomes across all KLAs.</p>
<p>QTSS release</p> <p>\$30,798.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Denman 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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact: a strong collaborative approach to support teachers within the classroom to begin the foundations of schooling.</p> <p>After evaluation, the next steps to support our students will be: supporting all staff in a model where there is collaboration and support in all stages, focusing on explicit teaching, high expectations and increased student outcomes.</p>
<p>COVID ILSP</p> <p>\$99,906.00</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: small group tuition to support an increase in student outcomes moving them to the top two bands in NAPLAN. Identifying students through Scout to support their learning in Literacy and Numeracy working closely with the teachers for increased student outcomes.</p> <p>After evaluation, the next steps to support our students will be:</p>

COVID ILSP

\$99,906.00

creating fluid and flexible groups to support a shift in results for more students. Utilising expert knowledge within staff to cater for the students needs in Literacy, Numeracy and High Potential/Gifted students.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	80	75	92	92
Girls	79	79	71	70

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	93.9	90.9	85.0
1	92.0	94.7	87.6	87.9
2	92.5	92.9	93.9	86.3
3	90.4	93.1	92.1	89.8
4	94.0	88.5	90.6	88.3
5	95.4	92.9	87.9	87.2
6	91.5	94.7	89.5	84.8
All Years	92.6	92.8	90.4	87.0
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)	3.2
Classroom Teacher(s)	5.86
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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	53,281
Revenue	2,407,015
Appropriation	2,299,185
Sale of Goods and Services	890
Grants and contributions	106,264
Investment income	676
Expenses	-2,157,419
Employee related	-1,917,535
Operating expenses	-239,884
Surplus / deficit for the year	249,596
Closing Balance	302,877

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	65,002
Equity Total	230,894
Equity - Aboriginal	31,175
Equity - Socio-economic	144,331
Equity - Language	0
Equity - Disability	55,387
Base Total	1,490,761
Base - Per Capita	41,187
Base - Location	7,389
Base - Other	1,442,184
Other Total	269,122
Grand Total	2,055,779

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

Family results- Tell Them from Me

- 86% of families feel the school's administration staff are helpful when they have a question or problem.
- 83% of parents feel welcomed when they visit the school.
- 83% of parents indicated their child is clear about the rules for school behaviour.
- 81% of families indicated their children feel safe going to and from school.
- 74% of families strongly agree that the school encourages their children to do well in school.
- 72% of parents feel the school informs them about their students behaviours at school immediately when necessary.

Student Results- Tell Them from Me

- 90% of students indicated positive behaviour at school.
- 80% of students indicated they set challenging goals for themselves in their schoolwork and aim to do their best.
- 77% of students reported positive advocacy at school.
- 71 % of students reported positive sense of belonging.

Staff Results- People Matter Survey

- 91% of teachers establish clear expectations for classroom behaviour.
- 82% of staff work with other teachers in developing cross-curricular or common learning opportunities.
- 82% of staff set high expectations for student learning.
- 80% of staff indicated they have been supported during stressful times.



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.

