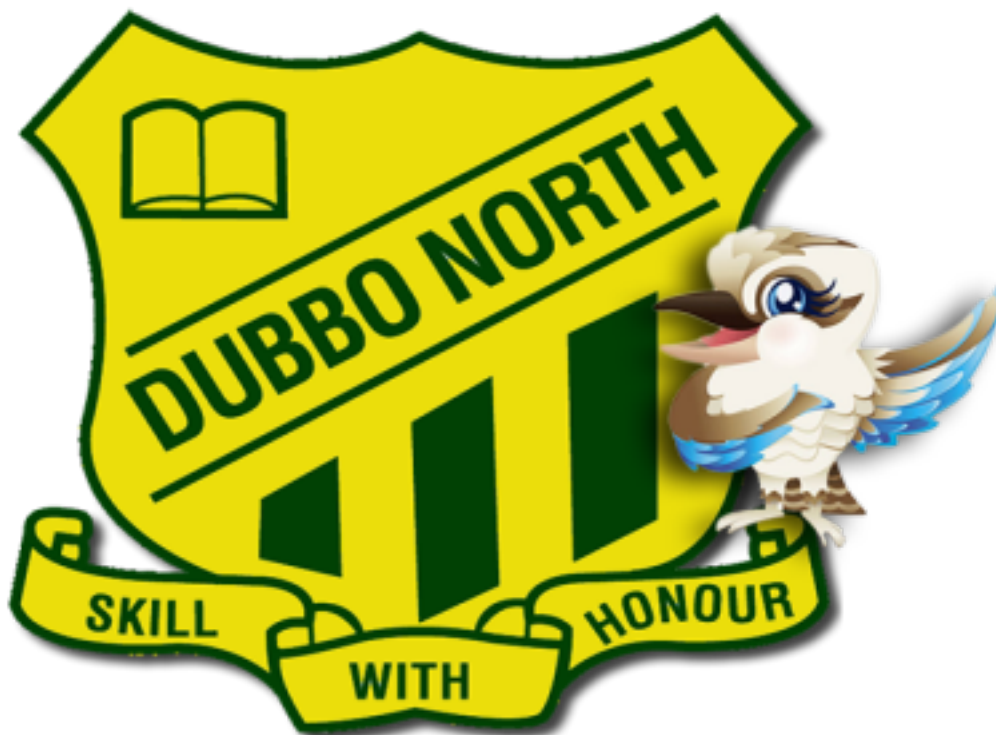


2022 Annual Report

Dubbo North Public School



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Introduction

The Annual Report for 2022 is provided to the community of Dubbo North 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

Dubbo North Public School

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School vision

Dubbo North Public School aims to develop students' values and skills for responsible citizenship and life-long education. Programs are carried out within a caring educational environment by a staff of dedicated teachers and School Learning Support Officers sharing a positive child-centered philosophy. The welfare of all students, staff and parents is considered with the aim of "skill with honour by being responsible, safe and respectful learners.

School context

Dubbo North Public School is located in a well-established part of Dubbo which is predominantly zoned for industrial use. The school has a long tradition and has a number of families that have been involved in the school community for two or more generations.

The school population is 278 which is an increase of approximately 10% over the last 3 years. 55% of students identify as being of Aboriginal and Torres Strait Islander descent which is an increase of 5% over the same period. Approximately 3% of students have a language background other than English. The school receives Equity funding for low SES students and Aboriginal Education funds through the Resource Allocation Model. There will continue to be a strong focus on technology, literacy, numeracy, community partnerships and Teacher Quality. We continue to implement the Early Action For Success initiative which targets students Literacy and Numeracy development in K - 2 and a strong focus on student and staff wellbeing will remain at the forefront.

The school has a mix of experienced and early career staff and strong parental support is a priority. Staff members are committed to the development of a learning environment which enables students to access positive learning opportunities. Classroom technology is strong with interactive panels in all classrooms, iPads and laptops in across the stages and in the library.

Dubbo North Public School has 12 mainstream classes and a support unit with two Multi Categorical classes and one Emotionally Disturbed class.

The whole school community, involving students, staff, parents and the local AECG was consulted in a thorough situational analysis followed by the development of the 2021-2024 Strategic Improvement Plan. We will ensure that data driven practices are utilised to provide stage appropriate learning for all students. Ongoing professional learning for staff will be supported to allow teachers to successfully plan for and deliver quality differentiated instructions to students, including those identified as gifted. System-negotiated targets in the areas of reading, numeracy and attendance provide clear direction for ongoing improvement and student growth.

Quality summative and formative assessment tasks will be developed to collect this data and will allow for a greater consistency of judgement within and across the school. Individual students that have been identified will be supported and closely monitored. To assess the impact of this support pre and post assessments will be carried out.

Our learning support team will continue to identify students who need intervention and staff will receive relevant professional learning to provide this intensive intervention.

Areas of need and success at a class and school level will be key to this process and the involvement of the whole school community will be essential for success and ongoing improvement.

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	Sustaining and Growing
LEARNING: Reporting	Excelling
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

Our purpose is to ensure that every student is highly motivated and engaged and shows strong growth in their learning through explicit teaching.

In order to improve student learning outcomes we will develop and sustain whole school processes for collecting and analysing data.

We will further develop and refine student assessment data to inform teaching and ensure we meet the current 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.

- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$19,614.07

QTSS release: \$50,000.00

Per capita: \$19,747.84

Low level adjustment for disability: \$20,000.00

Summary of progress

To support the improvement of data driven practices at Dubbo North Public school in 2022, teaching staff participated in focused professional learning opportunities to enhance their understanding of explicit teaching, assessment and the effective use of data. Newly appointed Assistant Principals, Curriculum and Instruction (AP, C&I) provided further professional learning, coaching and mentoring of evidence-based teaching strategies and data analysis. Additionally, Student Learning Support Officers (SLSO) were trained by the APs, C&I to run targeted and explicit literacy interventions across the whole school. A draft assessment scope and sequence was developed and data walls established for K-2 students and support classes, using internal and external data sources. Time restraints meant that some activities needed to be delayed until 2023 and the leadership team has identified that activities need to be strengthened for this strategic direction within Years Three to Six. Next year, the school will continue to refine assessment collection, analysis and teaching practice to support success with our improvement measures.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN reading by 8.9%.	NAPLAN scores indicate an increase of 4.95% of students in the top two skill bands for reading.
Increase the percentage of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN numeracy by 7.9%.	NAPLAN scores indicate a decrease of 2.11% of students in the top two skill bands for numeracy.
Increase the percentage of Year 5 students achieving expected growth in NAPLAN reading by 3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of Year 5 students achieving expected growth in NAPLAN numeracy by 3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Purpose

Our purpose is to ensure that there will be a planned approach to developing whole school wellbeing processes. This will support high levels of staff and student wellbeing and engagement, which will enable everyone to succeed, thrive and learn in a holistic, nurturing and caring environment.

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.

- Staff Wellbeing
- Student Wellbeing

Resources allocated to this strategic direction

QTSS release: \$11,100.00

Per capita: \$10,000.00

Aboriginal background: \$260,592.30

Socio-economic background: \$406,511.46

Low level adjustment for disability: \$33,159.08

Summary of progress

In 2022, staff and students were further supported to improve wellbeing. Staff wellbeing activities and the student wellbeing calendar continued to be implemented each term and staff were given the opportunity to complete the Tell Them From Me (TTFM) survey. Student wellbeing continued to be supported through fortnightly analysis of data and student needs through wellbeing meetings, stage meetings and learning and support meetings. Future directions for this area would include analysing the areas for improvement from the TTFM survey as well as monitoring changes in the number of Sentral records for both positive and negative incidents.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM wellbeing data by 6.3%.	Data unavailable for 2022 TTFM survey results as the shortened version of the survey was completed.
More than 74.6% of students attend school 90% of the time.	In 2022 40.76% of students attended 90% of the time or more.
A 3.3% decrease in negative referrals recorded on Sentral compared to 2021.	In 2022 there was an increase in negative referrals compared to 2021.
A 5% increase of positive referrals recorded on Sentral compared to 2021.	In 2022 the school recorded a total of 603 positive referrals compared to 271 positive referrals in 2021.

Strategic Direction 3: Community coming together

Purpose

Our purpose is to ensure that all stakeholders collaborate to promote an integrated approach towards learning and extra curricula activities. This leads to a culture of connections and building positive relationships within our school community.

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.

- Community Engagement

Resources allocated to this strategic direction

Location: \$1,500.00

Per capita: \$43,543.91

Summary of progress

To support the improvement of parent engagement at Dubbo North Public school in 2022, parents were invited to attend events on-site such as Book Week, Grandparent's Day, NAIDOC activities, assemblies, Easter Hat Parade where parents were involved in making the hats, parent/teacher interviews, Year Six Farewell, Colour Fun Run, and many other learning and extra-curricular events. Supportive phone calls home were utilised by staff to increase the positive interactions between the school and parents. Increased involvement from the learning and support team has resulted in more children accessing outside agencies within school hours, however staff have indicated that while Intensive Learning Support Plans (ILSP) and Individual Education Plans (IEP) were completed over the phone to increase engagement, the paperwork was not being returned. Teacher concerns over the use of SeeSaw outside of school hours meant that we needed to engage the community digitally in a different format and the parent portal on Sentral has been indicated as the next step in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the number of parents who complete the TTFM survey from 2021 by 10%.	2022 Tell Them From Me parent survey data indicates an increase of 37%.
Increase community engagement in school programs/events and attendance at P&C meetings by 10% from 2021.	Data growth unavailable due to COVID restrictions in 2021.
Increase the proportion of parents/carers who attend parent/teacher conferences to engage in discussions about their child's learning by 10% from baseline data.	Data growth unavailable due to COVID restrictions in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$42,065.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dubbo North 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"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$440,987.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dubbo North 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"> • Student Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff to support program implementation. • professional development of staff to support student learning <p>The allocation of this funding has resulted in the following impact: Year 3 NAPLAN numeracy and reading above SSSG with Year 5 reading on an upward trend.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage the Assistant Principal Curriculum and Instruction to support the upward trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$340,195.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dubbo North 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"> • Student Wellbeing • Other funded activities

<p>Aboriginal background</p> <p>\$340,195.30</p>	<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 • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: NAPLAN results for Year 5 Aboriginal students in numeracy show growth when compared with 2021.</p> <p>After evaluation, the next steps to support our students will be: The school will look to continue the employment of additional SLSOs in 2023 to support this growth.</p>
<p>English language proficiency</p> <p>\$5,996.58</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dubbo North 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"> • 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 additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: to deliver ongoing professional learning to address language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$191,064.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Dubbo North 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"> • Data Driven Practices • Student Wellbeing • Other funded activities <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 • targeted students are provided with an evidence-based intervention program to increase learning outcomes • employment of LaST and interventionist teacher • 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: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and</p>

<p>Low level adjustment for disability</p> <p>\$191,064.28</p>	<p>subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team. The school will provide additional support for identified students and their classroom teachers</p>
<p>Location</p> <p>\$1,500.00</p>	<p>The location funding allocation is provided to Dubbo North 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"> • Community Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of extra SAO <p>The allocation of this funding has resulted in the following impact: increased communication with families, resulting in the improvement of school community involvement within school based programs and events.</p> <p>After evaluation, the next steps to support our students will be: to determine a streamlined process across stages to engage with families, supporting the school to further increase collaboration.</p>
<p>Professional learning</p> <p>\$29,614.07</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 Dubbo North 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"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • participate in evidence-based professional learning • purchasing resources to support the successful implementation of professional learning <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: to deliver personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$61,100.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dubbo North 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"> • Data Driven Practices • Staff Wellbeing • Student Wellbeing <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 • additional School Learning Support Officers to implement quality teaching

<p>QTSS release</p> <p>\$61,100.00</p>	<p>initiatives</p> <p>The allocation of this funding has resulted in the following impact: teachers use learning intentions and success criteria. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to utilise the Assistant Principals, Curriculum and Instruction to provide professional learning and team teaching opportunities, leading improvement in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$188,398.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition • releasing staff to analyse school and student data <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • employment of Assitant Principal, Curriculum and Instruction <p>The allocation of this funding has resulted in the following impact: professional learning opportunities for staff, the introduction of evidence based teaching strategies, the analysis of internal and external data sources and support with the implementation of new syllabus material.</p> <p>After evaluation, the next steps to support our students will be: to embed a school wide system for PLAN2 data collection.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	134	142	149	160
Girls	124	123	123	123

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.9	93.6	93.2	85.3
1	90.6	88.4	92.2	87.4
2	90.6	87.8	89.4	85.5
3	90.0	86.6	90.9	81.9
4	93.7	90.2	87.1	85.4
5	91.7	86.9	88.6	81.5
6	93.8	87.2	88.4	82.3
All Years	91.8	88.8	89.9	84.1
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)	6.4
Classroom Teacher(s)	11.05
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	6.52

*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	338,242
Revenue	4,614,348
Appropriation	4,523,170
Sale of Goods and Services	8,223
Grants and contributions	79,783
Investment income	2,365
Other revenue	806
Expenses	-4,398,348
Employee related	-4,085,490
Operating expenses	-312,857
Surplus / deficit for the year	216,001
Closing Balance	554,243

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	984,146
Equity - Aboriginal	340,195
Equity - Socio-economic	440,988
Equity - Language	5,997
Equity - Disability	196,966
Base Total	2,681,956
Base - Per Capita	73,292
Base - Location	1,515
Base - Other	2,607,149
Other Total	519,398
Grand Total	4,185,500

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

Each year the school both formally and informally gathers data from parents/carers on the running of the school, the programs on offer and their overall satisfaction with the school. A sample of parents/carers responses obtained were:

- 'Easter Hat Parade was the best one I have ever attended'
- 'Parent/teacher process is informative and the teachers are approachable'
- 'Parents are grateful for the opportunity to talk face to face with staff regularly'
- 'Good news phone calls are great'
- 'Need to provide more excursions and opportunities for kids, including sport'
- 'I am happy with the music activities'
- 'SLSOs in each room is very beneficial'

Parents/carers, staff and students responded to surveys, parents/carers received phone calls from teachers, spoke with staff informally and provided feedback at individual learning support plan meetings and Personalised Learning Pathways meetings and Parent/Teacher interviews in Terms 2 and 4.

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.