

2022 Annual Report

Emmaville Central School



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Introduction

The Annual Report for 2022 is provided to the community of Emmaville Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Our School stands on traditional Ngorabul land. I pay my respects to the elders both past and present and to our shared country.

2022 has been a very successful year for student learning, with the largest cohort of students completing the HSC or equivalent this year. Despite the difficulty of external factors such as, localized flooding and the ongoing pandemic, students and staff have continued to provide students with many learning opportunities throughout the year. The ongoing support of the P&C, and community groups, has been exceptional. Of particular mention is the local Rural Fire service brigade and Food Bank. The local Rural Fire Service Brigade were instrumental in supporting our Rural Fire Service Cadet program, which was conducted after school. Food Bank have also supported the school's breakfast club and our families with a number of food hampers this year.

I sincerely thank all staff, parents and community members for their on going support and contributions to Emmaville Central School in 2022.

School vision

Emmaville Central School cultivates high engagement levels in students, staff and the community with a supportive and inclusive school culture that encourages the wellbeing and success of all. Evidence-based practices, combined with high expectations empower students to become confident and effective learners, as well as resilient and respectful citizens.

School context

Emmaville Central School is a small Kindergarten to Year 12 school located in a rural and remote area of northern NSW, that is 46 kilometers from its nearest regional center, Glen Innes. The village of Emmaville has a small population of 519 people(2016 Census). There is a current enrolment of 68 students, with fluctuating enrolments. Fluctuating enrolments are expected to continue into the future.

Students come from a diverse range of socioeconomic backgrounds with a FOEI of 164. 27% of students identify as Aboriginal and Torres Strait Islander. The school endeavours to embrace the local Ngorabul culture.

Emmaville Central School offers individualised learning in small composite class groups. The school has a technology network with all classrooms having interactive whiteboards. Additional laptops have been purchased for students(primary and secondary) to use. Students are able to undertake Stage 6 studies at Emmaville Central School with the majority of subjects being delivered on site. Students have the ability to access distance education for subjects not delivered locally. In senior years, academic pursuits and vocational education are growing priorities.

The School has been supported through the Early Action for Success (EaFS) program since its inception and will continue to utilise the expertise of an Assistant Principal Curriculum and Instruction, focusing on students from Kindergarten to Year 4. Small class sizes are a feature of Emmaville Central School and this allows for specialised and personalised instruction.

The key focus areas of our work is to ensure that we meet the needs of students, so that all students are known, valued and cared for. Extensive learning and support programs are in place to identify students who are not showing improvements or need additional support.

The school has a student welfare worker, engaged under the Commonwealth Government's Chaplains and Welfare Workers in Schools program.

As a result of a thorough Situational Analysis, the school has identified key areas for development. These include a focus upon literacy and numeracy, enhancing whole school wellbeing and engaging the community.

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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	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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy, by establishing a culture of high expectations and quality teaching practices that are data driven and responsive to the learning needs of individual students. Increased levels of literacy and numeracy will enhance student access to all learning and life beyond school.

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 Literacy Practices
- Individualised Learning Plans
- Intensive Learning Support
- Data Driven Numeracy Practices

Resources allocated to this strategic direction

Per capita: \$500.00

Low level adjustment for disability: \$66,450.00

6101: \$30,267.00

Socio-economic background: \$142,560.00

Professional learning: \$20,000.00

QTSS release: \$5,171.45

AP Curriculum & Instruction: \$60,228.40

COVID ILSP: \$47,980.00

Summary of progress

The enablers to student results in the early years has been the success of the Early Action for Success and being selected as an Accelerated Adopter School for the K-2 curriculum. This has been enhanced with effective support from the Assistant Principal Curriculum and Instruction who has led data informed practices, to ensure student outcomes. The literacy and numeracy components of the curriculum were also moved to the beginning of the day in Primary classrooms. The improvement in student outcomes has also been enhanced by the use of the Covid Intensive Learning support tutors who have implemented specific tutoring to boost student learning. Tutoring has also included MacqLit and MultiLit. Consistency in student attendance has been the key barrier to progress, in particular secondary attendance. Next steps will be to continue our focus on comprehension and vocabulary in literacy and in numeracy and a continuation of explicit teaching of additive and multiplicative thinking and fractions. Intensive tutoring will also continue. The school will continue to expand student individual learning plans as per the School Strategic Improvement Plan.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands - Reading (Primary) The proportion of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Reading will be at or above the system-negotiated lower bound target of 22.5%.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
NAPLAN Top 2 Bands - Reading (Secondary) The proportion of Year 7 and 9 students achieving in the top 2 NAPLAN bands in Reading will be at or above the	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

system-negotiated lower bound target of 18.0%.	
NAPLAN Top 2 Bands - Numeracy (Primary) The proportion of Year 3 and 5 students achieving in the top 2 NAPLAN bands in Numeracy will be at or above the system-negotiated lower bound target of 15.4%.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
NAPLAN Top 2 Bands - Numeracy (Secondary) The proportion of Year 7 and 9 students achieving in the top 2 NAPLAN bands in Numeracy will be at or above the system-negotiated lower bound target of 18.0%.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available..
NAPLAN Expected Growth - Reading (Primary) The proportion of students achieving expected growth in NAPLAN Reading between Year 3 and 5 will be at or above the school based target of 50.0%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Expected Growth - Reading (Secondary) The proportion of students achieving expected growth in NAPLAN Reading between Year 7 and 9 will be at or above the school based target of 50.0%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Expected Growth - Numeracy (Primary) The proportion of students achieving expected growth in NAPLAN Numeracy between Year 3 and 5 will be at or above the school based target of 50.0%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
NAPLAN Expected Growth - Numeracy (Secondary) The proportion of students achieving expected growth in NAPLAN Numeracy between Year 7 and 9 will be at or above the school based target of 50.0%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
SEF Assessment The school will be validated as Sustaining and Growing in the Element of Assessment using the School Excellence Framework.	<p>Assessment is used in a variety of ways across the school to evaluate student learning. Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, especially in the primary, to adapt their practice and to meet the learning needs of students.</p> <p>There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored, especially in Stages 4, 5 & 6. Formative and summative assessments provide opportunities for students to receive feedback on their learning.</p>

Strategic Direction 2: School Wellbeing

Purpose

To support the social, cognitive, physical and emotional wellbeing of all members of the school community, in order to build a resilient community which fosters positive relationships through the implementation of school wellbeing practices.

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 framework
- Development of peer relationships
- Attendance initiatives

Resources allocated to this strategic direction

Socio-economic background: \$14,400.00

6200 School Chaplaincy program: \$20,280.00

Aboriginal background: \$550.00

Location: \$15,000.00

Summary of progress

Whilst there have been a number of attendance initiatives this year, the impact upon attendance has only created a small uplift in attendance rates. This is particularly evident in the K-6 component of the school. The isolated location of the school and the rural and remote nature of our school community has proven a barrier in improving attendance. Covid-19 and local flooding has also had an impact upon attendance with some students unable to access any form of Education for a number of weeks. Of particular concern is the attendance rate of secondary students. The next step in attendance will be to continue to support parents by providing detailed information and direct contact through the use of a parent app. The role of the Home School Liaison Office, School Chaplain and WHIN Nurse are critical in providing ongoing support for students and families. Staff contributions to the whole school wellbeing program have been significant through involvement in training and development, data analysis and increased understanding of the significance of whole school wellbeing. In 2023 the school will continue to embed the initiatives and success foundations from 2022.

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 45% of students attend the school 90% of the time or more in Secondary and 50% in Primary.	48.53% of Primary students and 38.19% of Secondary students attended 90% of the time or more with the school working towards achieving the baseline targets.
SEF Wellbeing The school will be validated as Sustaining and Growing in the Element of Wellbeing using the School Excellence Framework.	At Emmaville Central School we are proud that every student can identify a staff member to whom they can confidently turn to for advice and assistance. The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. The school has a planned approach to wellbeing. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. The school has well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

Strategic Direction 3: Community Engagement

Purpose

To foster a cohesive educational community where parents and community members are focused upon student achievement and learning by positively supporting and engaging in, and with, the school.

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.

- The school is part of the community
- Family school action team

Resources allocated to this strategic direction

Socio-economic background: \$1,500.00

Aboriginal background: \$1,570.00

Summary of progress

There has been a coordinated approach by staff across the school, to engage the community via our fortnightly newsletter, individual classroom information sheets, phone calls, sms messaging and regular posts on Facebook. This has enhanced parents knowledge of requirements for the school day and has reduced inquiry phone calls. Using a wide variety of communication methods has enhanced our community engagement, reducing the impacts of rural isolation and poor phone and internet services. With the reductions in Covid-19 restrictions, this has enabled us to re-engage with community organisations, to enhance learning opportunities for students.

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
An increasing number of parents indicate a strong sense of belonging and advocacy towards Emmaville CS.	Internal data and parent/community member attendance at school functions has indicated a strong sense of belonging and advocacy towards the school.
The level of community engagement in decision making and collaboration beyond the school to enhance teaching and learning opportunities for students is increasing.	Community engagement has enabled students to be provided with new learning opportunities. This has included activities such as visits to the mining museum, visits and displays of work at the local Aged care facility. This year engagement from the local Rural Fire Service brigade enabled twelve students to graduate as Rural Fire Service Cadets. Eight of these cadets have now joined as members of the local Rural Fire Service and some have attended fires this fire season.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$14,792.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Emmaville Central 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 • staffing release for targeted professional learning around disability standards • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: The learning needs of students are enhanced by this funding.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund staff to support students and to encourage staff to enhance their professional learning and understanding of the support students require.</p>
<p>Socio-economic background</p> <p>\$158,460.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Emmaville Central 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"> • Data Driven Literacy Practices • Individualised Learning Plans • Wellbeing framework • Development of peer relationships • The school is part of the community • Intensive Learning Support • Attendance initiatives • Data Driven Numeracy Practices <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 external providers to support students with additional learning needs • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The funding has reduced the socio- economic gap that exists within the school community and allows us to provide learning opportunities for students that would not be normally accessible.</p> <p>After evaluation, the next steps to support our students will be: The next steps will be to continue to support students on excursions and with funded learning opportunities. Additional funding will be used to provide students with the resources required to meet learning needs.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$35,693.00</p>	<p>needs of Aboriginal students at Emmaville Central 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"> • Wellbeing framework • Development of peer relationships • The school is part of the community • 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 deliver personalised support for Aboriginal students • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Students are further supported with their learning in class.</p> <p>After evaluation, the next steps to support our students will be: The next steps will be to further fund staff to support students in the classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$66,450.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Emmaville Central 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 Literacy Practices <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 to improve learning outcomes • employment of an SLSO to improve the development of students by implementing speech and OT programs developed by specialists and to assist students in their telehealth appointments <p>The allocation of this funding has resulted in the following impact: Funding has enabled students to be well supported. This has resulted in students attaining HSC minimum standards and completion of the HSC. Other students have been supported with learning and adjustments have been made to enhance learning outcomes. Funding has also allowed for support staff to assist students with remote counselling and speech therapy.</p> <p>After evaluation, the next steps to support our students will be: To continue to fund staff so that students can be supported, especially students accessing remote services.</p>
<p>Location</p> <p>\$15,000.00</p>	<p>The location funding allocation is provided to Emmaville Central 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"> • Development of peer relationships

<p>Location</p> <p>\$15,000.00</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Funding has enhanced student learning opportunities.</p> <p>After evaluation, the next steps to support our students will be: To continue to fund incursions and excursions which provide students with additional learning opportunities.</p>
<p>Professional learning</p> <p>\$23,000.00</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 Emmaville Central 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 Literacy Practices • Data Driven Numeracy Practices • Other funded activities <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: Student results and understanding in writing has been enhanced. Ongoing professional learning in Numeracy has enhanced staff knowledge on how to incorporate numeracy strategies across the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support for staff to enhance teaching strategies which can be used across stages.</p>
<p>QTSS release</p> <p>\$5,171.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Emmaville Central 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 Literacy Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff released to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Internal data suggests an uplift in staff understanding of the importance of Phonics in reading, resulting in enhanced student performance in Naplan results in the early stages.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to support staff to enhance student understanding of literacy practices</p>
<p>COVID ILSP</p> <p>\$47,980.00</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</p>

<p>COVID ILSP</p> <p>\$47,980.00</p>	<p>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"> • Intensive Learning Support • 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 -where internal data illustrates students falling behind their cohort. • providing intensive small group tuition for identified students who were falling behind their peers and not meeting expected learning outcomes • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Enhanced targeted learning for students who are not meeting learning outcomes</p> <p>After evaluation, the next steps to support our students will be: Continue to fund this program so that students can continue to develop their foundation skills in literacy and numeracy</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	34	23	36	33
Girls	56	41	39	45

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 has 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.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.7	100.0	89.9	92.1
1	94.2	92.5	95.6	82.7
2	89.4	94.3	82.4	94.0
3	83.4	92.7	79.7	82.2
4	82.6	93.5	83.6	77.3
5	84.2	93.9	89.4	76.6
6	81.8	95.1	77.2	85.1
7	88.3	89.7	70.1	78.8
8	82.5	81.9	82.1	71.2
9	87.1	78.0	73.0	74.8
10	86.5	87.6	72.4	79.4
11	76.8	88.0	79.0	79.7
12	88.8	79.9	91.1	69.3
All Years	85.4	87.9	79.8	78.0
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
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

Covid-19 has impacted student attendance rates this year, with numerous waves of infections occurring throughout the year

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	44
Employment	0	10	33
TAFE entry	0	0	11
University Entry	0	0	11
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

55.56% of Year 12 students at Emmaville Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students at Emmaville Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.4
Head Teacher(s)	1
Classroom Teacher(s)	7
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.48
School Administration and Support Staff	4.88
Other Positions	0.1

*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	404,966
Revenue	2,551,318
Appropriation	2,515,980
Sale of Goods and Services	-1,833
Grants and contributions	35,487
Investment income	1,684
Expenses	-2,368,294
Employee related	-2,065,130
Operating expenses	-303,164
Surplus / deficit for the year	183,024
Closing Balance	587,989

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	13,010
Equity Total	260,505
Equity - Aboriginal	35,571
Equity - Socio-economic	158,434
Equity - Language	0
Equity - Disability	66,500
Base Total	1,772,825
Base - Per Capita	18,951
Base - Location	26,329
Base - Other	1,727,544
Other Total	259,703
Grand Total	2,306,043

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.

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

School performance in the HSC is consistent with other schools of similar size.

Parent/caregiver, student, teacher satisfaction

The school has worked to improve communication with parents this year by including regular updates on Facebook. The number of likes and followers of this page has increased during the year. Parent attendance at school functions has also shown a steady increase post Covid restrictions.

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.

Aboriginal Education - School statement

Teachers are responsible for addressing the specific learning and well-being needs of students from Aboriginal and Torres- Strait backgrounds through their teaching and learning programs and in workshops and well-being days. 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.

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.