2022 Annual Report

Eurongilly Public School

1883

Introduction

The Annual Report for 2022 is provided to the community of Eurongilly 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.

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School vision

Eurongilly Public School endeavours to prepare students to lead a life of excellence beyond the school gates in a rapidly changing society. We strive for each individual to achieve their full potential through quality education. We value strong partnerships with our community and together we aim to create a learning environment based on trust, respect and responsibility, building confidence in our students to be empowered and proactive citizens. ***Eurongilly Public School: Educating, Enriching and Empowering students.***

School context

Eurongilly Public School is located within the locality of Eurongilly, 20 km east of the township of Junee and 60 km north east of Wagga Wagga in the Riverina of NSW. The school has drawn on enrolments from the local farming community since 1918. With no village or local shop, the school provides a central hub to its proud and active local community. Eurongilly Public School is a member of the Ngumba-Dal Learning Community, an alliance of the local high school and 4 feeder primary schools, strengthening public education within the Junee region.

Eurongilly Public School enrolment numbers have remained similar over the last several years, with 20 students enrolled in 2022. Total enrolments are expected to remain similar over the next 3 years. The school currently operates two classes, K-2 and 3-6. Total numbers of students in each grade cohort varies, with five currently in Year 2 and only one student in Kindergarten and Year 5. There are 12 boys and 8 girls, split equally between the two classes.

The 2020 situational analysis identified most Eurongilly Public School students begin Kindergarten equipped with the necessary knowledge and skills required to achieve. A collaborative approach between home and school, quality differentiated teaching and learning programs and early intervention has led to a high percentage of students achieving at or above stage appropriate outcomes by the end of Stage 1. Achievement growth across Stage 2 and 3 in reading and numeracy has been identified as an area of future focus for school improvement.

Through analysis and ongoing consultation, planning, programming, assessing and using data for teaching and learning are identified as areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet all requirements of NSW Education Standards Authority whilst ensuring there is a strong focus on providing regular explicit and engaging point of need experiences for every student. The monitoring of student performance data will determine areas of need at an individual, group and whole-school level to ensure ongoing student and school improvement. The school is working to further strengthen the relationship with the local AECG to gain insight and advice around cultural awareness knowledge and to strengthen teacher professional learning.

Our families value the importance of increasing the social capabilities of their children to ensure success in any future context or situation. In continued support of this, the school will further strengthen whole school processes, including an environment of high expectations, explicit wellbeing programs, reflective practice, individualised intervention and authentic collaboration with all stakeholders.

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	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

Staff implement teaching and learning programs that track student progress and achievement with ongoing adjustments and revisions, maximising a responsive approach to individual needs and academic success in reading and numeracy.

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.

- A focus on personalised learning within dynamic teaching programs
- School wide data practices

Resources allocated to this strategic direction

Socio-economic background: $1,940.00
Low level adjustment for disability: $15,613.00
Location: $11,004.00
Per capita: $3,000.00
QTSS release: $4,941.00
Professional learning: $3,050.00
61zero1: $54,242.00
Curriculum Reform: $989.00

Summary of progress

A focus on personalised learning within dynamic teaching programs

A focus was on increasing teacher capacity to implement evidence informed teaching and learning programs through identified professional learning and opportunities to implement and reflect on practice. This included training teachers to use formative assessments to identify point of need for every student. All teaching staff completed 'CESE What Works Best: Assessment' professional learning. Additional release was provided for teaching staff to plan and apply new learning. All teaching staff felt more confident in applying formative assessment strategies in the classroom. The success of the initiative was enabled through the provision of additional teacher planning time and allowed for the identification and implementation of intervention strategies to support identified students not showing expected growth in phonological awareness and reading fluency in Term 2. Student learning outcomes in reading fluency and phonological awareness have been tracked through the collection and analysis of data, indicating all students showing improvement. Additionally, this practice has strengthened teachers evidence based judgement, which has supported improvement of the schools student led conference process.

In 2023, teacher capacity will be built in the understanding of how vocabulary impacts comprehension, with explicit teaching and learning of vocabulary evident in programs. Intervention strategies will be identified to support students not maintaining expected growth in numeracy. Additionally, a review and update of programs that support students who achieve beyond expected achievement levels in reading and numeracy (utilising the HPGE policy) will be undertaken.

School wide data practices

In 2022, teachers engaged in a renewed focus of collecting and analysing reading fluency, phonological awareness and number and place value data, using Assessing Literacy and Numeracy (ALAN) suite of tools and the learning progressions. This included teachers mapping how each of the reading fluency indicators are assessed in the classroom. This led to using an 'adopt, adapt or abandon' framework to determine appropriate assessment strategies implemented by teachers. Planned professional learning sessions enabled all school staff to collaboratively develop a clear understanding across all stages of learning. Changes in teaching staff and teacher absence in Semester 2 was a barrier to more comprehensive data collection in the second part of the year. NAPLAN data, Check-in assessment data and Essential Assessment data was compared between Year 3 and 5 students to help verify that Essential Assessment is a valid assessment tool to maintain within context of the school . End of year data analysis of number sense and algebra demonstrated growth for all students.

In 2023, regular professional learning meetings will have a specific focus on building teacher capacity to collect and analyse assessment data. Teaching staff will learn about and engage with PLAN 2 version 3. Teachers will increase confidence and capacity to provide students with effective feedback during the teaching and learning cycle with professional learning focusing on feedback to 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
The proportion of Yr 5 students showing expected growth in NAPLAN reading is trending above the lower bound target of 80%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN, however, individual student progress is reported directly to parents and carers throughout the year.
The proportion of Yr 5 students showing expected growth in NAPLAN numeracy is trending above the lower bound target of 80%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN, however, individual student progress is reported directly to parents and carers throughout the year.
Top 2 Bands (network target) Improvement in the percentage of students in the Gundagai Principals' Network achieving in the top 2 bands in reading.	Eurongilly PS students contributed to the network small schools target being met. Cohort size preludes the publication of percentage, however, individual student results are reported directly to parents and carers throughout the year.
Top 2 Bands (network target) Improvement in the percentage of students in the Gundagai Principals' Network achieving in the top 2 bands in numeracy.	Eurongilly PS students contributed to the network small schools target being met. Cohort size preludes the publication of percentage, however, individual student results are reported directly to parents and carers throughout the year.

Eurongilly Public School 1883 (2022)

Strategic Direction 2: Building teacher capacity

Purpose

A school-wide approach to collecting, analysing and interpreting data, enhanced through teachers applying a full range of assessment strategies, in order to monitor and assess student progress, inform teaching focus and guide reflective teaching practice.

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.

- Strengthening assessment and data use strategies through collaborative practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: $30,114.00
Professional learning: $1,700.00
Curriculum Reform: $890.00

Summary of progress

During 2022, the new K-2 English and Mathematics syllabi were implemented in the K-2 classroom, supported through a funded framework of collaborative support. A formal mentorship, inclusive of modelled lessons, observations, team teaching and feedback opportunities capitalised on expert teacher knowledge and built leadership capacity across school. Teaching and learning programs reflected the increased knowledge of staff and their increased capacity to engage with and incorporate the new syllabus. Modelled lessons focused on incorporating explicit teaching of phonological awareness, strengthening classroom teacher's appreciation and understanding of how students learn to read. The change of key staff between semesters hindered progress of Assistant Principal Curriculum and Instruction support and the collaborative practices enabled through the planned use of the Digital Classroom Officer.

In 2023, developing and implementing a collaborative practice framework utilising the Assistant Principal Curriculum and Instruction, with curriculum and formative assessment being key priorities for professional learning that builds teacher capacity. Whilst completing the initiatives in this strategic direction, the overlap with Strategic Direction 1 became clear. In 2023, strengthening assessment practices initiative will be realigned as part of Strategic Direction 1.

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
All teaching staff indicate a self-reflection score above 3 within the themes of 'Use of data to inform practice' and 'Assessment' from the What Works Best Toolkit.	There was an increase in the average score of staff for 'data to inform practice' through the What Works Best evaluation toolkit. There was an increase in average score of staff for 'assessment' through the What Works Best evaluation toolkit.
School self-assessment of the SEF element 'Data skills and use'- to be sustaining and growing in the theme of 'Data use in teaching'.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of 'Data use in teaching' in the element of 'Data skills and use'.
The school will be maintaining delivering but displaying characteristics of sustaining and growing in the element of assessment.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of 'assessment'.

Strategic Direction 3: Focus within to thrive beyond

Purpose

Individual and collective excellence will be targeted through a planned approach that is responsive to need, owned by the school community, goal orientated and incorporate reflective processes within a supportive and trusting culture.

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.

- Developing a culture of high expectations

Resources allocated to this strategic direction

Premiers Art Grant: $10,000.00
Per capita: $2,550.00

Summary of progress

In 2022, there was a focus priority on developing a culture of high expectations for First Nations students due to newly enrolled First Nations families. Staff promoted high expectations of all students by building positive trusting relationships with students and families, differentiating instruction, providing individualised feedback and engaging in meaningful classroom interactions; particularly with respect to First Nations students. Teaching staff developed effective Personalised Learning Pathways (PLPs) through professional learning and implementation of new PLP systems and processes. Through a joint initiative of local schools engaging Aboriginal Education and Wellbeing personnel, teaching staff accessed evidence-based Aboriginal Histories and Culture professional learning. This enabled the identification of next steps for Aboriginal Education at the school during follow-up professional learning sessions. As part of high expectations, analysis of attendance data identified families requiring targeted support and intervention, to improve attendance and engagement. The school focused on direct contact and personal connections with students and families. This was supported by the utilisation of Attendance Matters resources in Term 4. Attendance data of identified students improved between the start of Term 3 and middle of Term 4. The identification and implementation of a social capabilities program, supporting the social, emotional, behavioural and intellectual engagement of students, was put on hold ahead of the Inclusive, Engaging and Respectful Schools implementation.

In 2023, the school will implement the Got It! program, building capacity to respond appropriately to mental health and behaviour conduct. The school will implement the Inclusive, Engaging and Respectful Schools reform (including Restrictive Practices) and broaden strategies to promote and reward higher attendance. Teaching staff will access professional learning to build capacity and confidence to teach Aboriginal and Torres Strait Islander perspectives and enhance culturally safe practices school wide.

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 increase in the percentage of students attending school 90% of the time above 85%.	• The number of students attending school 90% of the time or more has decreased.
Trending above the 2021 TTFM results in the proportion of students reporting for expectations of success, advocacy and sense of belonging.	• Tell Them From Me data indicates 92% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
Socio-economic background $1,940.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Eurongilly Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A focus on personalised learning within dynamic teaching programs **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to enable targeted support in multi-stage setting **The allocation of this funding has resulted in the following impact:** * an improvement in reading fluency levels for all students * evidence of differentiated teaching and learning programs * personalised reading goals for all students **After evaluation, the next steps to support our students will be:** * build capacity of teaching staff to differentiate the curriculum and implement evidence based teaching strategies that support individual student need in a multi-stage classroom * providing additional in-class support for students to continue to work towards and meet their individualised learning goals
Low level adjustment for disability $15,613.00	Low level adjustment for disability equity loading provides support for students at Eurongilly Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A focus on personalised learning within dynamic teaching programs **Overview of activities partially or fully funded with this equity loading include:** • 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 **The allocation of this funding has resulted in the following impact:** * increased staff capacity to identify and respond to learning gaps in reading * increased results in phonological awareness and reading fluency for targeted students * evidence of differentiated teaching and learning programs * personalised numeracy goals for all students * learning goals were updated and responsive to student learning needs **After evaluation, the next steps to support our students will be:** * build staff capacity to identify and implement strategies that support students who have limited growth in reading and numeracy * providing additional in-class support for students to continue to work towards and meet their personal learning goals
Location $11,004.00	The location funding allocation is provided to Eurongilly Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A focus on personalised learning within dynamic teaching programs

Location $11,004.00	**Overview of activities partially or fully funded with this operational funding include:** • 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 **The allocation of this funding has resulted in the following impact:** * increased staff capacity to identify learning gaps in reading * increased results in phonological awareness and reading fluency for targeted students * evidence of differentiated teaching and learning programs * an increased focus on school improvement through systems, structures and processes * improved learning culture across the school **After evaluation, the next steps to support our students will be:** * building staff capacity to respond to students identified as requiring intervention support in reading and numeracy
Professional learning $4,750.00	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 Eurongilly Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A focus on personalised learning within dynamic teaching programs • Strengthening assessment and data use strategies through collaborative practice • School wide data practices **Overview of activities partially or fully funded with this initiative funding include:** • additional release from face to face teaching to support the professional development of formative assessment practices and implementation of evidence-based teaching strategies to support reading comprehension growth • additional teacher time for mentoring and team teaching **The allocation of this funding has resulted in the following impact:** * quality teaching and assessment strategies evident in both K-2 and 3-6 classroom * increased collaboration between teachers, students and parents in process of identifying and working towards individualised learning goals * all staff building capacity in formative assessment strategies in reading * all students demonstrating growth towards their reading fluency goals * learning goals were updated and responsive to student learning needs **After evaluation, the next steps to support our students will be:** * increased capacity of all teachers to embed effective practices in the explicit teaching of reading comprehension * personalised and targeted professional learning to support teacher need in formative assessment strategies
QTSS release $4,941.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Eurongilly Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A focus on personalised learning within dynamic teaching programs **Overview of activities partially or fully funded with this initiative funding include:** • additional release to build teacher capacity to embed evidence-based, high impact strategies for reading comprehension into classroom practice

QTSS release $4,941.00	• additional release to align professional development plans to the Strategic Improvement Plan and identified individual needs of teaching staff **The allocation of this funding has resulted in the following impact:** * growth of student comprehension results * improved staff confidence in applying formative assessment tools for reading comprehension * progression data maintained for reading fluency and phonological awareness **After evaluation, the next steps to support our students will be:** * to provide data analysis time for teaching staff, identifying point of need for students * to improve teacher capacity to identify and engage with resources from Universal Resource Hub, supporting differentiation
COVID ILSP $9,440.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program **The allocation of this funding has resulted in the following impact:** * increased results in phonological awareness and reading fluency for targeted students * increased results in areas of identified school need, including time and multiplication and division **After evaluation, the next steps to support our students will be:** * provide additional time for teaching staff to identify trends in cohort needs * provide small group tuition and explicit teaching intervention to students not achieving expected benchmarks
AP Curriculum & Instruction $30,114.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Strengthening assessment and data use strategies through collaborative practice **Overview of activities partially or fully funded with this Staffing - Other funding include:** • build teacher capacity through modeled lessons, team teaching, observations and peer feedback sessions • additional time to develop systems and processes for the effective delivery of curriculum K-6 **The allocation of this funding has resulted in the following impact:** * increased teacher capacity to differentiate teaching and learning programs in reading and numeracy * increased teacher capacity to implement formative assessment strategies to identify student point of need in reading comprehension * implementation of systems and processes that support delivery of new curriculum

AP Curriculum & Instruction $30,114.00	**After evaluation, the next steps to support our students will be:** * build capacity of teaching staff to differentiate the curriculum and implement evidence-based teaching strategies that support individual student need in a multi-stage classroom * build capacity of teaching staff to differentiate the curriculum to support students achieving beyond expected outcomes * build school systems and processes to support students requiring intervention support in identified areas of need

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	11	10	13	12
Girls	10	16	9	8

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.7	95.3	90.7	96.8
1	92.4	95.0	89.9	84.4
2	97.4	95.7	94.4	85.5
3	92.3	96.8	92.8	95.7
4	94.6	93.3	96.9	91.4
5	95.4	96.6	82.4	86.2
6	99.0	93.9	94.3	81.9
All Years	94.8	95.1	91.5	87.7
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)	0.2
Classroom Teacher(s)	0.17
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.68

*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	73,762
Revenue	457,083
Appropriation	445,059
Grants and contributions	11,996
Investment income	28
Expenses	-473,939
Employee related	-433,548
Operating expenses	-40,391
Surplus / deficit for the year	-16,856
Closing Balance	56,906

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	17,552
Equity - Aboriginal	0
Equity - Socio-economic	1,940
Equity - Language	0
Equity - Disability	15,613
Base Total	330,175
Base - Per Capita	5,559
Base - Location	11,004
Base - Other	313,612
Other Total	46,316
Grand Total	394,043

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.

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

In 2022, the school sought the opinions of parents, students and teachers in a variety of ways. These included surveys, questionnaires, meetings and direct feedback from staff, parents and students.

Eurongilly Public School values continuous improvement. The leadership team uses evaluative processes to inform future directions. This includes collecting and evaluating feedback from students, teachers, parents and other valued school stakeholders. In 2022, feedback was collected through Tell Them From Me (TTFM) student and parent surveys, parent conferences and teacher feedback sessions.

The Tell Them From Me parent survey collected feedback from almost 100% of family households. Most measures of the parent survey remained above NSW government primary school norms and were slightly higher than 2021 results in most cases. There were particularly strong rises in the parents feel welcome, parents are informed and inclusive school measures. Throughout 2022, the school focused on collecting specific feedback about communication strategies and collecting parent opinions about how to improve the learning and engagement of their child. There was overwhelming feedback that the school newsletter was strongly valued in its current form. Whilst all current communication strategies were supported by parents, the engaging parents school custom measure indicated that 88% of parents were satisfied with the level of engagement they have with their child's learning.

All Year 4, 5 and 6 students completed Tell Them From Me surveys in 2022. Our small cohort impacts on the results provided. When referencing with internal school data, it is evident that a high percentage of students identify that there are high expectations for success, they feel supported in their learning and learning time is used well. 100% of students responded that their voice is usually or always heard. All Student Representative Council (SRC) members appreciated formal leadership opportunities, with most suggesting they would like more opportunities to have greater input into events and activities.

Teaching staff feedback indicated that professional learning opportunities were relevant to their need. All staff said they were strongly supported in building capacity in using formative assessment to inform teaching and learning programs. The newly implemented formal peer mentoring framework was regarded as highly effective practice by all teaching staff. All teaching staff identified the new curriculum and applying formative assessment strategies to numeracy sessions as areas to focus on in 2023.

The school leadership team aspire to incorporate First Nations perspectives and Aboriginal culture into quality teaching and learning programs. The school worked closely with the parents of First Nations students to ensure their child's transition to Eurongilly Public School and ongoing learning and wellbeing were strongly supported. These families all indicated high satisfaction for the inclusive and personalised approach. Additionally, they also identified the need for more cultural opportunities for all students in the school.

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.