

2022 Annual Report

Falls Creek Public School



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Introduction

The Annual Report for 2022 is provided to the community of Falls Creek 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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Message from the principal

As Principal, I am pleased to share with you the 2022 Annual Report for our school.

This report provides a comprehensive overview of the academic achievements, extracurricular activities, and overall progress of our students throughout the year. It highlights the hard work of our dedicated staff, and students, and their commitment to academic excellence and personal growth.

I am particularly proud of the accomplishments of our students in 2022, and I would like to take this opportunity to congratulate them for their hard work and dedication. Their achievements reflect their commitment to learning, and the support and encouragement of their families.

The annual report also provides valuable insights into the strengths and areas where we can improve, and we are committed to using this information to continuously enhance the educational experience of our students.

I encourage you to take the time to review the report, and to celebrate the achievements of our students with us. We are grateful for your ongoing support, and look forward to continuing to work together to provide the best possible education for our students.

Sincerely,

Clayton Stevenson

Principal

School vision

Learning together.

Falls Creek Public School ensures that quality education in a caring environment is the focus for our students and staff.

Our school vision statement is underpinned by the School Excellence Framework:

Learning

Students are increasingly self motivated learners who establish and articulate learning goals and their importance. Students strive to develop strong literacy and numeracy skills as well as the ability to learn, adapt and become responsible citizens as they progress through each stage of their academic, social and emotional development.

Teaching

Teachers are committed to developing professional knowledge and practice to effectively support students in engaging, evidence based learning opportunities. Teachers take shared responsibility for student improvement and work in partnership with families as active participants in their children's education.

Leading

The school works in partnership with students, parents and carers and the wider school community to lead quality education and wellbeing programs that support all students in reaching their potential. The school fosters a shared responsibility for student engagement, learning, development and success.

School context

Falls Creek Public School has a long tradition of quality public education dating back to 1886. Our school is nestled in beautiful bushland just south of Nowra. We have a strong understanding of the significant Aboriginal culture and traditions that exists on Wandra Wandian country. Our current population consists of 43 students in two classes and 7 staff. Our students come from a variety of backgrounds, our Family Occupation and Education Index (FOEI) is 133 and we receive equity funding that enables the school to support students with additional learning needs from diverse backgrounds.

Our teaching staff are committed to delivering engaging and challenging learning opportunities based on evidence and best practice. We strive to provide our students with the knowledge, understanding, skills and values to become active, informed and productive citizens.

Falls Creek Public School provides an inclusive, supportive and caring environment that meets the needs of individual students. We work closely with a dedicated Parents and Citizens Association who are committed to improving the school for their children.

After conducting External Validation in 2021 and following consultation with students, staff and the wider school community, areas of focus have been identified for this school planning period.

1. Student growth and attainment

The first area is in the achievement of school targets in literacy and numeracy. As staff continue to teach multiple grades and stages in each class, planning, programming, assessment and data use in teaching will continue as significant focus areas. Continual monitoring of student assessment data will determine areas of need, success and drive teaching and learning practices at an individual, class and whole school level, particularly in reading and numeracy. Research informed practice, high impact teaching strategies and data analysis will be a focus. Professional learning will centre on 'What Works Best' strategies; alignment of our internal assessment data to external data as well as promoting growth and self-directed learning at each student's level.

2. Wellbeing of all - connect, succeed and thrive

The Wellbeing Framework self-assessment tool will guide the communication, connecting, and building dimensions. The wellbeing, engagement and attendance of our students remains a priority. Student voice and community perceptions and expectations around aspirations for their children will be monitored and used to plan improvement. Our school will collaborate with the South Coast Network Attendance working group to develop a consistent approach to increase

student attendance, recognising and promoting outstanding attendance.

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	Delivering
LEARNING: Wellbeing	Working towards Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise consistent growth for every child, every year in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine evaluative thinking practices that are responsive to the learning needs of individual students. In order to achieve a culture of high expectations as the foundation for excellence, we will have school improvement at the heart of what we do: what we teach, how we teach it, our school systems and implementation of new curriculum.

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 teaching and learning

Resources allocated to this strategic direction

Literacy and numeracy: \$4,305.53

Professional learning: \$1,100.00

Low level adjustment for disability: \$24,066.83

Aboriginal background: \$3,152.87

English language proficiency: \$2,400.00

Socio-economic background: \$36,632.28

Per capita: \$4,349.16

QTSS release: \$7,010.18

Summary of progress

From Semester 2, the school has focused on conducting a deep review and evaluation of school wide assessment processes to evaluate formative and summative assessment strategies, data collection and data analysis practices to track and monitor student progress and growth over time. This was achieved by:

- conducting collaborative school wide self assessment against the School Excellence Framework (SEF)
- developing school wide professional learning learning schedule
- completing DoE Curriculum Reform English K-2 and Mathematics K-2 modules as well as the NESA Curriculum Professional Learning.

The impact of this initiative was 100% of teaching staff completed all DoE Curriculum Reform English K-2 and Mathematics K-2 modules as well as the NESA Curriculum Professional Learning modules. Collaborative school wide self-assessment against the School Excellence Framework highlighted key focus areas for future directions including assessment and data skills and use and 2023. Moving forward in 2023, the school will focus on:

- Review and adapt school wide practices to ensure reliable assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Continued implementation of new K-2 English and Mathematics syllabus. Exploration of draft 3-6 English and Mathematics syllabus.
- Systematic analysis and use of National Literacy and Numeracy Learning Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.

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 achieving the top two bands in Reading to be consistent with small schools lower bound target of 29.5%.	There was an increase in the percentage of students achieving the top two bands in Reading to be consistent with small schools lower bound target of 29.5%.
Increase the percentage of students	At this stage, there was no increase in the percentage of students achieving

achieving the top two bands in Numeracy to be consistent with small schools lower bound target of 23%.	the top two bands in Numeracy.
Every child to make at or above expected growth in Reading every year.	Our internal school data demonstrates that every child has made at or above expected growth in reading this year.
Every child to make at or above expected growth in Numeracy every year.	Our internal school data demonstrates that most students have made at or above expected growth in numeracy this year.

Strategic Direction 2: Connect, Succeed and Thrive

Purpose

To ensure all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of connection and engagement.

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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$500.00

Professional learning: \$5,010.37

Per capita: \$5,000.00

Low level adjustment for disability: \$5,000.00

Location: \$1,041.63

Summary of progress

Attendance

From Semester 2, the school has focused on being able to monitor and improve student attendance. This was achieved by:

- developing school wide attendance monitoring processes to ensure consistent communication, expectations and processes K-6.
- revising communication strategies to promote positive school attendance, drawing upon communication via Skoolbag, Facebook and the fortnightly school newsletter.
- development of positive attendance incentives including fortnightly awards celebrating 100% attendance and 5 weekly attendance improvement awards celebrating students who have demonstrated improved attendance within the cycle.
- development of school wide attendance data wall based on half-term data drawn from SCOUT every 5 weeks. This enables tracking and analysis of student attendance patterns and evaluation of individual student and cohort attendance improvement. strategies (tag money from PL funding due to teacher release).
- Collaborative, schoolwide self-assessment against the SEF

The impact of this initiative has resulted in improved attendance data. 38% of students were attending above 90% in Term 2. By the end of Term 3, 51% of students were attending at or above 90%. By the end of Term 4 60% Student perception and attitudes towards school attendance have improved significantly. Collaborative school wide self-assessment against the School Excellence Framework highlighted key focus areas for future directions including learning culture (attendance and high expectations). Moving forward in 2023, the school will focus on:

- continued implementation to ensure sustainable school practices to analyse school wide attendance data wall based on half-term data drawn from SCOUT every 5 weeks.
- continued positive attendance incentives including fortnightly awards celebrating 100% attendance and 5 weekly attendance improvement awards celebrating students who have demonstrated improved attendance within the cycle.
- development and documentation of a school attendance team to build capacity and collective efficacy in improving student attendance
- review of Attendance Improvement Plans for individual students identified as critical in attendance

Wellbeing

From Semester 2, the school has focused on reviewing current wellbeing processes and the levels of alignment with the School Excellence Framework and Wellbeing Framework self-assessment findings to establish focus areas around whole-school wellbeing reform. This was achieved by:

- reviewing whole school Learning and Support processes including individualised student plans
- purchase, transition and establishment of Sentral database to input, track, monitor and analyse student wellbeing data
- collaborative, schoolwide self-assessment against the SEF

The impact of this initiative has resulted in improved attendance data. 38% of students were attending above 90% in Term 2. By the end of Term 3, 51% of students were attending at or above 90%. **By the end of Term 4.....** Student perception and attitudes towards school attendance have improved significantly.

Collaborative school wide self-assessment against the School Excellence Framework highlighted key focus areas for future directions including wellbeing, personalised learning plans and learning and support team processes and procedures. Moving forward in 2023, the school will focus on:

- updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, wellbeing, learning and engagement data is evidenced through regularly updated PLPs.
- negotiated PLP targets between students, parents and staff.
- continued transition and establishment of Sentral database to input, track, monitor and analyse student wellbeing data
- implementation of whole school Learning and Support processes including individualised student plans

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 data reflects system negotiated targets.	Each term, attendance data has reflected different situations. In Term 3, we had 50% of our students at greater than 90% of the time. Data indicates continual growth towards achieving the target of 68% of students at or attending at or above 90%.
85% of students will have a positive wellbeing score in the Tell Them From Me survey results.	Tell Them from Me survey results indicate that there is still growth to be achieved to reach the target of 85% of students with a positive wellbeing score.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$53,265.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Falls Creek 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 • consultation with external providers for the implementation of OT and Speech Therapy • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: students have been able to achieve their learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue this initiative into 2023.</p>
<p>Socio-economic background</p> <p>\$37,132.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Falls Creek 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"> • Attendance • Data driven teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: -all students having equitable access to uniform, extracurricular activities and school resources.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding in the same manner in 2023.</p>
<p>Aboriginal background</p> <p>\$3,152.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Falls Creek 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"> • Data driven teaching and learning <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 (LaST) to support Aboriginal students

<p>Aboriginal background</p> <p>\$3,152.87</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: all aboriginal students are exposed to individualised targeted supports to drive improvement in student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding in the same manner in 2023.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Falls Creek 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 teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: all students requiring English Language Proficiency support were exposed to individualised targeted support to drive improvement in student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding in the same manner in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$29,066.83</p>	<p>Low level adjustment for disability equity loading provides support for students at Falls Creek 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"> • Attendance • Data driven teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention such as MiniLit and MultiLit to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: -individual students being treated as individual learners and making their own achievable growth.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding in the same manner in 2023.</p>
<p>Location</p> <p>\$1,041.63</p>	<p>The location funding allocation is provided to Falls Creek 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"> • Attendance

<p>Location</p> <p>\$1,041.63</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • equitable access for staff to attend high quality professional learning <p>The allocation of this funding has resulted in the following impact: all students have equitable opportunities to engage in excursions including those within metropolitan areas. staff are provided with equitable access to high quality professional learning in alignment with those located in metropolitan areas.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding in the same manner in 2023.</p>
<p>Professional learning</p> <p>\$6,110.37</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 Falls Creek 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"> • Attendance • Data driven teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teacher release to attending professional learning • professional learning for teaching staff and administration staff <p>The allocation of this funding has resulted in the following impact: K-2 teaching staff are highly confident in using the new K-2 English and mathematics curriculum to drive teaching and learning for all students Administration staff are confident in utilising Sentral software to enable improved school wide practices.</p> <p>After evaluation, the next steps to support our students will be: continued professional learning for both teaching and non-teaching staff to meet Department of Education mandatory requirements.</p>
<p>Literacy and numeracy</p> <p>\$4,305.53</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Falls Creek Public School from Kindergarten to Year 6.</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 teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in K-2 Curriculum implementation and review <p>The allocation of this funding has resulted in the following impact: K-2 teaching staff are highly confident in using the new K-2 English and mathematics curriculum to drive teaching and learning for all students. students identifies as requiring additional support are provided with targeted programs including MiniLit and MultiLit as well as additional LST instruction.</p> <p>After evaluation, the next steps to support our students will be: to continue to use this funding in the same manner to meet the literacy and numeracy needs of students.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$7,010.18</p>	<p>improve teacher quality and enhance professional practice at Falls Creek 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 teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teaching Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: the completion of mandatory observations for PDP purposes and mandatory DoE purposes.</p> <p>After evaluation, the next steps to support our students will be: to continue the use of this funding for 2023</p>
<p>COVID ILSP</p> <p>\$20,768.00</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"> • employing staff to provide tuition to student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: students identified as requiring additional literacy and numeracy support have made progress towards their individual learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the strategic allocation of funding for Semester 1 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	14	17	17	19
Girls	18	21	20	19

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	96.7	85.9	84.6
1	91.9	90.3	91.8	82.1
2	91.2	83.4	82.2	90.7
3	93.0	82.3	86.7	72.6
4	86.3	91.1	88.3	71.9
5	95.8	83.4	89.9	82.2
6	81.6	87.7	86.6	73.7
All Years	89.7	87.2	88.0	82.4
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
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	107,822
Revenue	750,014
Appropriation	734,958
Sale of Goods and Services	3,592
Grants and contributions	10,763
Investment income	700
Expenses	-746,267
Employee related	-667,731
Operating expenses	-78,536
Surplus / deficit for the year	3,748
Closing Balance	111,570

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	75,570
Equity Total	71,752
Equity - Aboriginal	3,153
Equity - Socio-economic	37,132
Equity - Language	2,400
Equity - Disability	29,067
Base Total	511,803
Base - Per Capita	9,349
Base - Location	1,042
Base - Other	501,412
Other Total	22,915
Grand Total	682,040

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

There was reestablishment of the P&C Association which has added to parent and community voice when making decisions regarding school improvement both of a physically and in the classroom. The P&C plays a critical role in fostering a sense of community and engagement among parents, teachers, and students, and in supporting the school's mission and vision. Looking ahead, I see several key directions for the P&C to focus on in the coming years:

- Strengthening parent engagement and communication: The P&C can work to enhance communication and engagement with parents, p through regular meetings, newsletters, social media, and other outreach efforts.
- Enhancing fundraising efforts: The P&C can continue to support the school through fundraising initiatives. These funds can be used to support educational programs, equipment, and resources that benefit students.

Our goal is to create a school environment where students feel heard, valued, and empowered to take an active role in their own education. Moving forward, some future directions we will take to embed student voice into our planning for the next academic year include forming of a Student Representative Council that will provide a platform for students to share their ideas, perspectives, and concerns with school staff and leadership, involving students in decision-making processes related to school policies, and extra-curricular activities. By embedding student voice into our planning for the next academic year, we hope to create a school environment that is responsive to the needs and aspirations of our students, and that supports their academic, social, and emotional growth.

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.