

2022 Annual Report

Glen Innes Public School



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Introduction

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

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

School contact details

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School vision

At Glen Innes Public School, we take *pride* in our school and learning, *respect* all and celebrate *success* of our whole school and wider community. We value high quality education in which all students feel known, valued and cared for and where every student and every staff member improves every year.

School context

Glen Innes Public School is situated in the NSW Northern Tablelands, traditional land of the Ngoorabul people.

Glen Innes is a rural community 100km to the north of Armidale on the New England Highway. The major economic base for the community relies on sheep and cattle grazing as well as additional industries.

The school was established in 1875. It features extensive grounds, a significant environmental creek area and a range of architectural styles from its oldest building, a former church (1870). The school is well resourced with faculties including: a wellbeing centre, a multi-purpose court, a sensory space, kitchen garden and music room.

The school currently provides for 400 students from Kindergarten to Year 6 including a support class. Approximately 25% of the students identify as being of Aboriginal or Torres Strait Islander background. Students come to school from homes based in the township of Glen Innes, from rural holdings in the surrounding shire and from the smaller villages, whose residents use Glen Innes as their major goods and services centre.

The school has strong transition programs for students entering Kindergarten, Year 3 and moving into High School.

Glen Innes Public School offers a range of high quality educational and wellbeing programs that improve student outcomes, including: Positive Behaviour for Learning (PBL), Kitchen Garden Cooking program, NECOM supported school band, Learning and Support Programs and various sporting opportunities.

As a result of a thorough Situational Analysis, the school has identified key areas for future growth. These include continually improving student learning with a focus on reading, numeracy, attendance and wellbeing, empowering teachers to enrich their pedagogy and practice, and to develop the skills of school leaders to be strong, strategic and effective.



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

Strategic Direction 1: Student growth and attainment

Purpose

Glen Innes Public School strives to improve student learning outcomes, with a continued focus on individual learning needs of all students, with an emphasis on reading, numeracy, attendance and wellbeing, using school-wide assessment and analysis of data to drive teaching and learning. (School Excellence Framework (SEF) Learning domain)

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 informed personalised learning
- Connecting and Thriving to Succeed

Resources allocated to this strategic direction

English language proficiency: \$2,400.00
Low level adjustment for disability: \$283,877.00
Integration funding support: \$109,528.00
AP Curriculum & Instruction: \$180,688.00
Per capita: \$101,653.00
Professional learning: \$2,000.00
Socio-economic background: \$435,085.00
Aboriginal background: \$5,000.00
Location: \$88,579.00

Summary of progress

Throughout 2022 Glen Innes Public School has continued to provide quality learning experiences across all Key Learning Areas with a particular focus on Reading and Numeracy.

In 2022 we continued to collect and analyse reading levels for all students from Kindergarten to Year 6. Continued growth in reading was supported through the purchasing of additional reading resources across the school and additional support for students through the Learning and Support Program and COVID Intensive Learning Support Program. Professional learning for staff and extended use of programs including Initialit, Minilit and Multilit assisted student learning.

In 2022 additional numeracy resources were purchased for each classroom, with all classrooms now having numeracy tubs. This allows all students to easily access resources for each lesson as needed. Stage 3 classes implemented streamed maths groups based on analysis of student assessment data. These groups proved popular for students. In 2022, a review of Essential Assessment as a class based assessment tool was conducted.

Student attendance continues to be monitored on a daily basis. The enrolment/attendance officer and Aboriginal Education Officer work closely with the principal to continually monitor and put in place strategies to support student attendance. COVID 19 continued to be a barrier to many students achieving 90% attendance.

The Wellbeing team at Glen Innes Public School continued to be a strong team throughout 2022, with a renewed focus on Positive Behaviour for Learning (PBL), including the refining of explicit PBL lessons, introduction of PBL signage throughout the school and review of current wellbeing processes and procedures.

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
Reading and Numeracy (lower bound system-negotiated targets) Increase the percentage of students in	2022 NAPLAN data indicates 28.23% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.

the top two bands of NAPLAN Reading in Year 3 and Year 5 to above 27%.	
NAPLAN - Top 2 Bands Numeracy Increase the proportion of students in the Top 2 bands in NAPLAN Numeracy to the lower bound target of 19.9%.	2022 NAPLAN data indicates 14.52% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2.72%.
NAPLAN Numeracy Top 3 Bands ATSI students. Increase the percentage of AISTI students in the top three bands of NAPLAN Numeracy from the baseline data of 14.4% to the systems negotiated lower bound target of 22.8%.	2022 NAPLAN data indicates 19.35% of students are in the top three skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 4.95%.
NAPLAN Reading Top 3 Bands ATSI students. Increase the percentage of AISTI students in the top three bands of NAPLAN Reading from the baseline data of 21.2% to the systems negotiated lower bound target of 29.6%.	2022 NAPLAN data indicates 22.58% of students are in the top three skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1.38%.
NAPLAN - Expected Growth Reading Increase the proportion of students achieving expected growth in NAPLAN Reading to the baseline target of 51.9%.	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 Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the baseline target of 37.3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement as measured in the External Validation Process, in the Learning domain -Learning Culture - Wellbeing - Curriculum - Assessment - Reporting - Student Performance Measures	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.
Attendance Data The proportion of students attending school at least 90% of the time will be at or above the system-negotiated lower bound target of 63.6%.	The number of students attending greater than 90% of the time or more has decreased by 18.57%.
Wellbeing	85.75% of students reporting positive wellbeing outcomes has increased by 4.84% across the positive wellbeing measures.

Increase the percentage of students reporting positive wellbeing to the systems negotiated baseline target of 61.8%.

Strategic Direction 2: Teacher growth and attainment

Purpose

Glen Innes Public School strives to empower teachers to enrich their pedagogy and practice, embedding rich teaching and learning programs to ensure every teacher improves every year. (School Excellence Framework (SEF) Teaching domain)

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.

- Quality Teaching K-6

Resources allocated to this strategic direction

Professional learning: \$33,417.00

QTSS release: \$76,422.00

Aboriginal background: \$151,884.00

Summary of progress

Throughout 2022, all school staff continued to engage in a range of professional learning experiences. Many professional learning opportunities continued to be through online platforms including webinars, TEAMS and Zoom.

The Assistant Principal's Curriculum and Instruction, alongside Assistant Principals continued to support staff development throughout the year.

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
SEF - Effective Classroom Practices The school will validate itself as Delivering by using the School Excellence Framework in the Element of Effective Classroom Practices.	Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Teachers respond promptly to student work with timely feedback. They check that students understand the feedback received and the expectations for how to improve. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.
SEF - Wellbeing The school will validate itself as Sustaining and Growing by using the School Excellence Framework in the Element of Wellbeing.	At Glen Innes Public School, every student can identify a staff member to whom they can confidently turn for advice and assistance at school. 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. 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: Leadership growth and attainment

Purpose

Glen Innes Public School strives to empower school leaders to develop the skills of strong, strategic and effective leadership. Rich leadership programs will be embedded to ensure every leader improves every year. School leaders will ensure that administrative systems, structures, processes and resources are used strategically to improve student outcomes and provide high quality service delivery. (School Excellence Framework (SEF) Leading domain)

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.

- Evidence of continuous improvement in school leadership
- Community connections

Resources allocated to this strategic direction

Aboriginal background: \$5,000.00

Professional learning: \$2,000.00

Summary of progress

The school leadership team consisting of the Principal, Assistant Principals, Assistant Principals Curriculum and Instruction and School Administration Manager continued to work throughout 2022 to ensure that every leader improves every year.

In 2022, the school supported staff in being released for higher duties within the school and in other schools. This included staff stepping into leadership roles.

The student leadership team in 2022 consisted of 60 students from Year 2-6 and consisted of School Leaders, Student Representative Council, Sports Captains and Vice Captains and Library Monitors.

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
SEF - Educational Leadership The school will validate itself as Sustaining and Growing by using the School Excellence Framework in the Element of Educational Leadership.	Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$109,528.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glen Innes 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"> • Data informed personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • use of School Learning Support Officers to provide assistance to students with identified need <p>The allocation of this funding has resulted in the following impact: Individualised support for identified students.</p> <p>After evaluation, the next steps to support our students will be: Continued individualised support for identified students to enable them to access experiences equitable to their peers.</p>
<p>Socio-economic background</p> <p>\$435,085.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glen Innes 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"> • Connecting and Thriving to Succeed <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 • 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: Equitable access to learning experiences for all students across the school.</p> <p>After evaluation, the next steps to support our students will be: Continuing to provide a safe and secure learning environment for all students.</p>
<p>Aboriginal background</p> <p>\$161,884.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glen Innes 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"> • Connecting and Thriving to Succeed • Quality Teaching K-6 • Evidence of continuous improvement in school leadership <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 • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal

<p>Aboriginal background</p> <p>\$161,884.00</p>	<p>students</p> <ul style="list-style-type: none"> engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Implementation of PLPs for all Aboriginal students. Creation of a school environment where Aboriginal culture is valued, respected and promoted.</p> <p>After evaluation, the next steps to support our students will be: Continued equity of access to learning experiences for all Aboriginal students to ensure the results of Aboriginal students are at or above that of other students.</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 Glen Innes 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 informed personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: EALD students access all areas of curriculum with success.</p> <p>After evaluation, the next steps to support our students will be: Continued support of EALD students and further professional development of school staff in supporting all students.</p>
<p>Low level adjustment for disability</p> <p>\$283,877.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glen Innes Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Data informed personalised learning <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 Reading Tutor to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Reducing the impact of challenging behaviours in the classroom to allow a focus on learning for all students.</p> <p>After evaluation, the next steps to support our students will be: Extension of the SLSO program across the whole school.</p>
<p>Location</p> <p>\$88,579.00</p>	<p>The location funding allocation is provided to Glen Innes 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"> Connecting and Thriving to Succeed <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$88,579.00</p>	<ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Equality of access for all students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide the students with equal access to internal and external learning experiences and resources to ensure that the learning environment for the students is conducive for learning. Technology will continue to be updated so that all students have equitable opportunities to access all areas of the curriculum.</p>
<p>Professional learning</p> <p>\$37,417.00</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 Glen Innes 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"> • Connecting and Thriving to Succeed • Quality Teaching K-6 • Evidence of continuous improvement in school leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of school staff in a range of professional learning experiences to further develop their knowledge, skills and understanding <p>The allocation of this funding has resulted in the following impact: Development of staff skills, knowledge and understanding.</p> <p>After evaluation, the next steps to support our students will be: Further involvement in professional learning opportunities to support all aspects of student learning.</p>
<p>QTSS release</p> <p>\$76,422.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glen Innes 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"> • Quality Teaching K-6 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release 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: The funding of an extra teacher has enabled teachers to have the time to collaborate and compare internal and external data points, and develop teaching strategies to meet student learning needs.</p> <p>After evaluation, the next steps to support our students will be: To continue to be utilised to release teachers to analyse data (both internal and external) ensuring that teachers can co-plan, co-assess and co-teach to meet student learning needs in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$183,293.00</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</p>

<p>COVID ILSP</p> <p>\$183,293.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: Small group tuition in classrooms has supported student growth in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued support of students both in the classroom and through small group tuition guided by analysis of assessment data.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	222	198	209	216
Girls	173	180	189	196

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	89.8	88.5	83.6
1	90.8	93.1	88.5	85.4
2	90.6	91.0	89.3	84.2
3	90.1	92.1	88.3	85.2
4	90.4	89.6	88.0	82.4
5	87.7	91.0	86.4	80.4
6	89.8	88.7	86.3	81.1
All Years	90.2	90.7	87.8	82.9
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)	4.2
Classroom Teacher(s)	16.52
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.42

*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	452,976
Revenue	5,203,176
Appropriation	5,122,167
Sale of Goods and Services	15,267
Grants and contributions	62,988
Investment income	2,653
Other revenue	100
Expenses	-5,244,881
Employee related	-4,441,797
Operating expenses	-803,083
Surplus / deficit for the year	-41,705
Closing Balance	411,271

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	109,528
Equity Total	873,248
Equity - Aboriginal	151,885
Equity - Socio-economic	435,086
Equity - Language	2,400
Equity - Disability	283,878
Base Total	3,240,584
Base - Per Capita	101,653
Base - Location	88,580
Base - Other	3,050,351
Other Total	572,612
Grand Total	4,795,972

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



School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

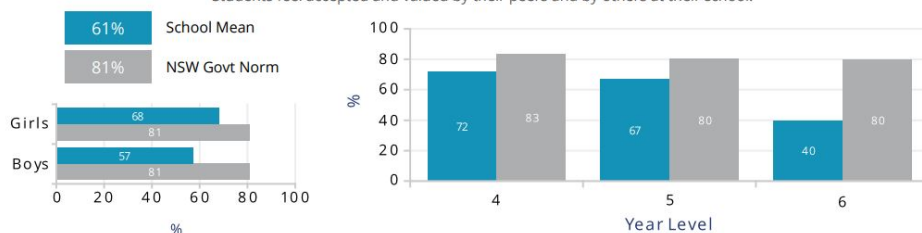


Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school. Parents, students and teachers were surveyed using the Tell Them From Me survey. Results from surveys are shown below.

Students with a positive sense of belonging

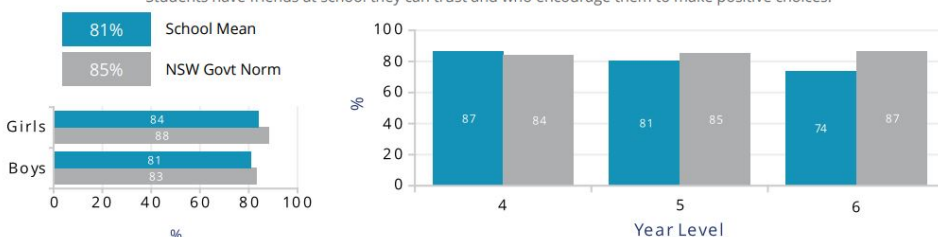
Students feel accepted and valued by their peers and by others at their school.



61% of students in Years 4, 5 and 6 identified that they feel accepted and valued by their peers and by others at their school.

Students with positive relationships

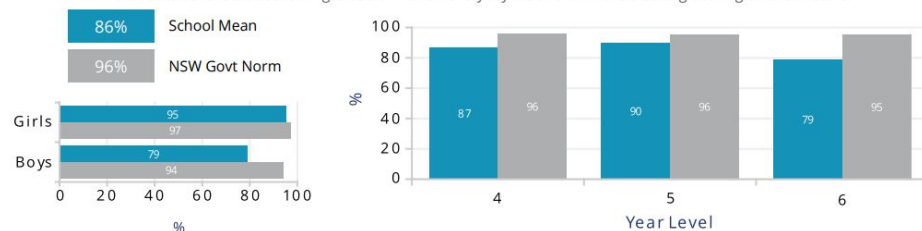
Students have friends at school they can trust and who encourage them to make positive choices.



81% of students in Years 4, 5 and 6 identified that they have friends at school they can trust and who encourage them to make positive choices.

Students that value schooling outcomes

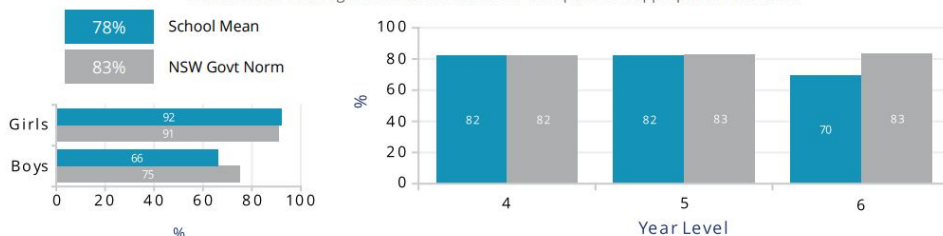
Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



86% of students in Years 4, 5 and 6 identified that they believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Students with positive behaviour at school

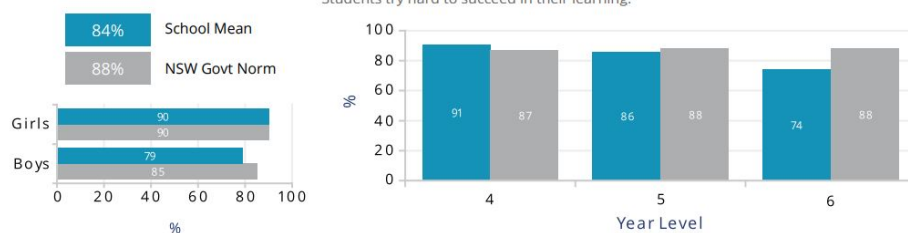
Students that do not get in trouble at school for disruptive or inappropriate behaviour.



78% of students in Years 4, 5 and 6 identified that they do not get in trouble for disruptive or inappropriate behaviour.

Effort

Students try hard to succeed in their learning.

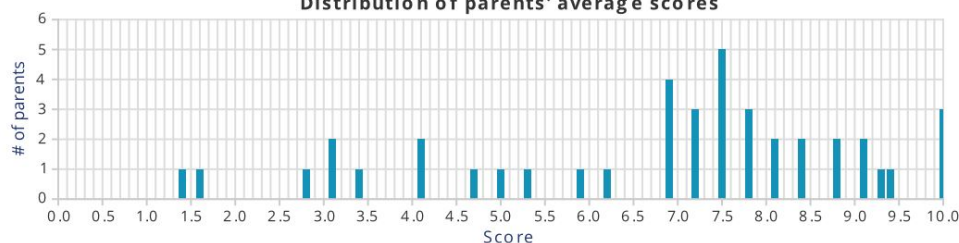


84% of students in Years 4, 5 and 6 identified that they try hard to succeed in their learning.

Parents feel welcome

School Mean (NSW Govt Norm)	6.8 (7.4)
I feel welcome when I visit the school.	6.7
I can easily speak with my child's teachers.	7.3
I am well informed about school activities.	6.8
Teachers listen to concerns I have.	6.9
I can easily speak with the school principal.	6.1
Written information from the school is in clear, plain language.	7.1
Parent activities are scheduled at times when I can attend.	5.6
The school's administrative staff are helpful when I have a question or problem.	7.8

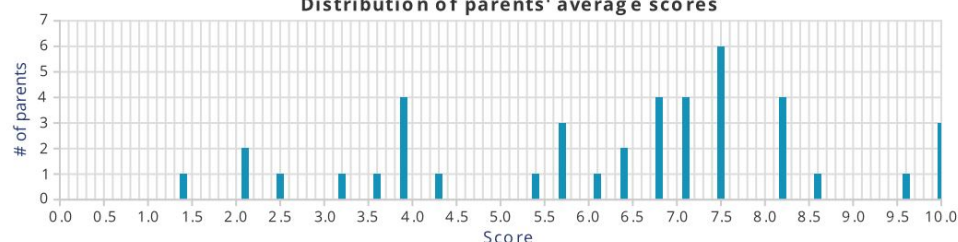
Distribution of parents' average scores



Parents are informed

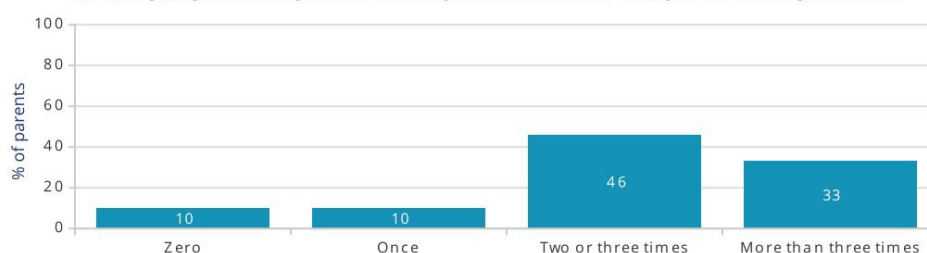
School Mean (NSW Govt Norm)	6.3 (6.6)
Reports on my child's progress are written in terms I understand.	7.0
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	6.9
I am informed about my child's behaviour at school, whether positive or negative.	6.3
The teachers would inform me if my child were not making adequate progress in school subjects.	6.0
I am well informed about my child's progress in school subjects.	6.2
I am informed about opportunities concerning my child's future.	5.9
I am informed about my child's social and emotional development.	5.8

Distribution of parents' average scores



Parents talked with a teacher

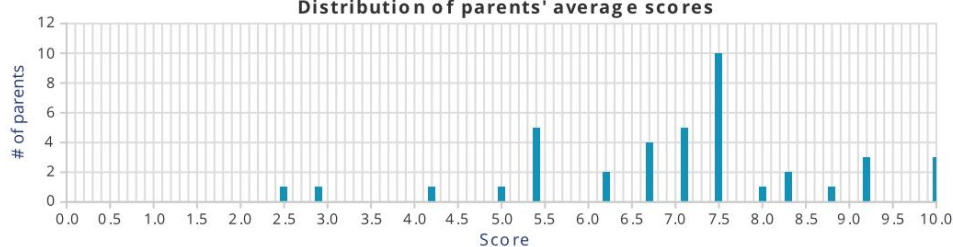
Since the beginning of the school year, how often have you talked with a teacher about your child's learning or behaviour?



School supports learning

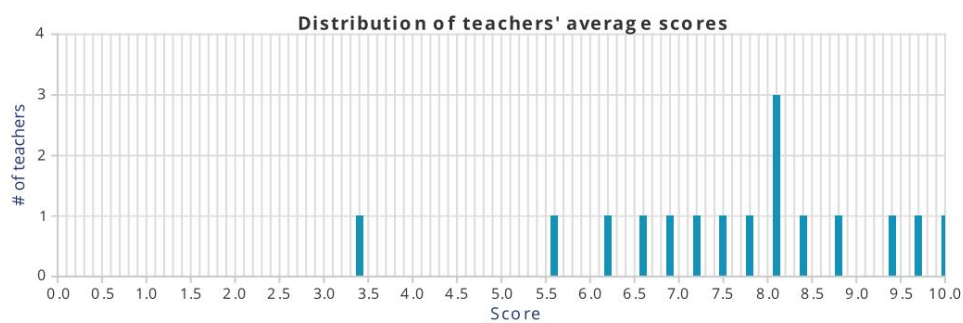
School Mean (NSW Govt Norm)	7.1 (7.3)
Teachers have high expectations for my child to succeed.	7.0
Teachers show an interest in my child's learning.	7.3
My child is encouraged to do his or her best work.	7.7
Teachers take account of my child's needs, abilities, and interests.	6.9
Teachers expect homework to be done on time.	6.4
Teachers expect my child to work hard.	7.1

Distribution of parents' average scores



School Mean (NSW Govt Norm)**7.6 (7.1)**

School leaders have helped me establish challenging and visible learning goals for students.	7.3
School leaders have helped me create new learning opportunities for students.	7.7
School leaders have provided me with useful feedback about my teaching.	7.0
School leaders have helped me improve my teaching.	7.8
School leaders have provided guidance for monitoring student progress.	7.8
I work with school leaders to create a safe and orderly school environment.	8.8
School leaders have taken time to observe my teaching.	6.2
School leaders have supported me during stressful times.	8.3



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.