

# 2022 Annual Report

## Goulburn East Public School



2054

# Introduction

The Annual Report for 2022 is provided to the community of Goulburn East 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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Goulburn East Public School

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## School vision

At Goulburn East Public School, we strive to ensure that every child is known, valued and cared for. Our teachers are committed to nurturing and challenging students to find joy in learning and to build their skills and understanding. We aim to create a respectful and inclusive learning environment with high expectations and aspirations for all students. We want to build strong partnerships between home, school and community to support our children to become resilient, confident, self-directed and successful learners.

Decision-making is supported by research and evidence and an effective evaluation cycle for both school, teacher and student improvement ensures a positive and thriving learning culture for all.

## School context

Goulburn East Public School is located in regional New South Wales between Sydney and Canberra, and has a current student enrolment of 140. The school prides itself on being an inclusive school, welcoming all students and their families to our school community. Goulburn is a meeting place for indigenous people and as part of our community we are committed to strengthening our partnership with our students, staff, parents and the wider community to work towards school excellence together.

Our students come from a variety of socio-economic backgrounds with 6% students identifying as Aboriginal and 5% students indicating that they have a language other than English spoken at home. In 2020, the school had an average Family Occupation and Education Index (FOEI) of 98.

Our school motto is Success Through Participation and all students are offered extra-curricular opportunities in Sport, Technology and Creative and Performing Arts. Leadership opportunities are encouraged through our Student Council, Peer Leaders as well as the School Captains and Vice-Captains.

In preparation for our Strategic improvement Plan, we completed a situational analysis to identify key areas for focus and development. Through this process, we identified several areas of focus:

- ensuring targeted use of data and effective, evidence-based teaching strategies to improve growth in literacy and numeracy for students at all levels of achievement and engagement
- strengthening our whole school approach to wellbeing which is consistent and effective in creating a positive school culture with a strong sense of purpose and pride
- developing a coordinated approach for teachers to strengthen their professional practice and share high impact strategies with colleagues.

Our school holds a respected place in the Goulburn community and the staff and students are very fortunate to have an incredibly supportive P&C and parent body.

Parents, staff and students favour the current size of the school, valuing the opportunity for the children to learn in a school large enough to offer many opportunities but small enough so that all children and staff know each other well.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student achievement in reading and numeracy by building a shared school culture focused on learning, responsive to the needs of every student with high quality data-driven teaching practices evident

### 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 for Differentiation
- Assessment for Learning

### Resources allocated to this strategic direction

### Summary of progress

In 2022 we introduced Initialit into K-2 classrooms with significant training and purchasing of resources. SLSOs supported the introduction and ongoing effective implementation of this program throughout the year. Growth in student literacy results in K-2 has been pleasing and encouraging as we move into the second year of implementation. With extra support from the Learning and Support Teacher, students were grouped according to their need rather than year group thus enabling students to be extended or further supported as required. Funds were allocated for an Assistant Principal to work one day a week as Instructional Leader to focus on quality assessment in 3-6.

### 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
<b>NAPLAN top two bands in reading</b> An increase in the percentage of students achieving in the top two bands in Year 3 and Year 5 reading to be at or above the school's lower bound system-negotiated target of 44.2%	Results in NAPLAN did not indicate progress towards our annual progress measure. The percentage of students achieving in the top two bands in Year 3 and Year 5 reading was 31%. This was below SSG (39.9%) and State (47.2%)
<b>NAPLAN top two bands in numeracy</b> An increase in the percentage of students achieving in the top two bands in Year 3 and Year 5 numeracy to be at or above the school's lower bound system-negotiated target of 26.6%	Results in NAPLAN did not indicate progress towards our annual progress measure. The percentage of students achieving in the top two bands in Year 3 and Year 5 numeracy was 8.3%. This was below SSG (27.1%) and State (33.1%)
54% of students achieving at or above expected growth in reading	Growth from Year 3 to Year 5 cannot be measured in 2022 due to NAPLAN not being run in 2020.
An increase in the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the school's lower bound system-negotiated target of 26.6%	Growth from Year 3 to Year 5 cannot be measured in 2022 due to NAPLAN not being run in 2020.
SEF-SaS indicates improvement in Student Performance Measures - NAPLAN Value-Add to Delivering	SEF-SaS indicates NAPLAN Value-Add as Delivering.
SEF-Sas indicates improvement in Student Performance Measures -	SEF-SaS indicates NAPLAN Value-Add as Delivering.

NAPLAN Value-Add to Sustaining and Growing for Year 3-5	
SEF-Sas indicates improvement in Student Performance Measures - NAPLAN Value-Add to Sustaining and Growing for Year 5-7	SEF-SaS indicates NAPLAN Value-Add as Delivering.
SEF assessment indicates improvement in the element of Data Skills and Use from Delivering to Sustaining and Growing for Year 3 - 5	SEF-SaS indicates progress towards achieving Sustaining and Growing.
SEF assessment indicates improvement in the element of Effective Classroom Practice and across all themes from Sustaining and Growing	Funds were used to create an instructional leader role for an Assistant Principal one day a week in Semester 2. Our assessment remains at Sustaining and Growing with greater consistency evident across the school.
SEF assessment indicates improvement in the element of Curriculum from Delivering to Sustaining and Growing	The implementation of the K-2 syllabus and familiarisation with the 3-6 syllabus have been a focus for all staff. Our assessment remains at Sustaining and Growing with strengths shown in collegial and collaborative practice.



## Strategic Direction 2: A planned approach to wellbeing

### Purpose

To strengthen whole school wellbeing practices, we will develop a strategic, evidence-based and consistent approach to wellbeing that supports all students to connect, succeed, thrive and learn.

### 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.

- Positive Behaviour for Learning
- Belonging and connection

### Resources allocated to this strategic direction

### Summary of progress

In 2022 we conducted a review of Positive Behaviour for Learning and modified our strategy of communicating expected behaviours to our students, staff and families. Attendance has continued to be a major focus with unexplained absences featuring prominently in our data.

### 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
<b>Attendance</b> An increase in the percentage of students attending school 90% or more of the school year from 91.5% (lower bound system-negotiated target) to 95.8% (upper bound system-negotiated target)	The number of students attending 90% or more of the time has decreased significantly to 61.9%.
<b>Wellbeing</b> Tell Them From Me data (advocacy, belonging, expectations) improves to be at or above 99.5% (lower bound system-negotiated target)	Tell them From Me will be completed again in early 2022.
A decrease in the number of Positive Behaviour for Learning (PBL) Tier 3 negative behaviours reported in the classroom and playground by 40%	There has been a decrease in the number of Tier 3 negative behaviours. Staff have focused on consistency in both classroom and playground expectations.
SEF assessment indicates improvement in the element of <b>Wellbeing</b> from Delivering to Sustaining and Growing	On balance judgement is that we are progressing well with evidence for Sustaining and Growing. Students are able to identify an adult they can talk to demonstrating a strengthening of relationships between children and staff at school.

### Strategic Direction 3: High quality professional learning

#### Purpose

To maximise the impact of high quality professional learning, we will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and timely feedback between teachers.

#### 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.

- High Impact Professional Learning
- Evidence-informed Professional Practice

#### Resources allocated to this strategic direction

#### Summary of progress

In 2022 our focus was in tailoring professional learning to support individual teacher's needs driven by their Performance Development Goals. One of the Assistant Principals had one day a week to work in an instructional leader role, initially focusing on our Early Career Teachers and then building expertise among other staff to be ongoing mentors for new staff. The value of professional learning attended was raised with time allocated for staff to share their learning with others through stage, network and whole staff meetings. Professional dialogue continued to be enhanced with the CESE publication What Works Best providing a framework for reflection on current practice and discussion regarding future directions.

#### 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 assessment indicates improvement in the element of <b>Professional Standards</b> to Sustaining and Growing	Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by evidence-based research. Whole school analysis of the teaching staff identified strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.
SEF assessment indicates improvement in the element of <b>Educational Leadership</b> to Sustaining and Growing	Professional learning in the school emphasises the development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. Opportunities are continually provided for teachers in all stages of their career to take the initiative to organise or lead with support and encouragement as needed.
SEF assessment indicates improvement in the element of <b>Learning and Development</b> move to Sustaining and Growing	Teaching and non-teaching staff proactively seek to improve their performance. The school executive support collaborative performance development and efforts to continuously monitor improvement. Quality professional learning continues to be a staff focus.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$39,233.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Goulburn East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students receiving Integration Funding Support have been supported by School Learning Support Officers to achieve success in both classroom and playground. Parents and caregivers work closely with the school to plan effectively and set future goals for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ School Learning Support Officers to work with identified students.</p>
<p>Socio-economic background</p> <p>\$50,136.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goulburn East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through [program] to support student learning</li> <li>• employment of additional staff to support student engagement and the introduction of InitialLit.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved coordination of student and staff support in response to identified student needs across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> School Learning Support Officers will continue to be employed in 2022 to work across the school with identified students and supporting differentiation within each class and stage.</p>
<p>Aboriginal background</p> <p>\$9,458.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goulburn East 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>Aboriginal background</p> <p>\$9,458.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff (LaST) to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students had opportunities to meet, yarn and work collaboratively. Staff were provided with time to develop Personalised Learning Pathways with students and families. Learning support staff provided additional academic support</p> <p><b>After evaluation, the next steps to support our students will be:</b> Due to a staffing change, a new teacher will step into facilitating Aboriginal Education in our school and building connections among the students, families and school.</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 Goulburn East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been supported by the Learning Support Teacher to achieve success in literacy with their progress being monitored by class teacher and LaST.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to monitor the progress of EAL/D students. Build the capacity and knowledge of staff in teaching EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$87,444.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Goulburn East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of School Learning Support Officers to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students are supported to achieve learning goals in class. numeracy and literacy groups have allowed for targeted learning in smaller groups. The Learning and Support Teacher oversees case management and documentation, liaises with staff to identify and plan to support class and student need.</p>

<p>Low level adjustment for disability</p> <p>\$87,444.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To continue the work of the LaST by employing a new teacher into this role and building their capacity through mentoring and targeted professional learning.</p>
<p>Location</p> <p>\$1,254.00</p>	<p>The location funding allocation is provided to Goulburn East Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students have been able to participate in excursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to identify students and families requiring additional support to be fully involved in school experiences and for local transport costs to be lowered to allow more frequent opportunities to engage within our community.</p>
<p>Professional learning</p> <p>\$14,207.00</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 Goulburn East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning funds were allocated to support all teachers in achieving their PDP goals.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff developed their professional skills and enhanced their proficiency in line with their identified goals in the Performance and Development Plan. Professional learning was then shared with colleagues in both formal and informal situations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To identify strengths and interests in the 2022 staff to then use to build capacity across all staff and provide leadership opportunities for interested, experienced staff.</p>
<p>Literacy and numeracy</p> <p>\$19,313.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Goulburn East Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Literacy and numeracy</p> <p>\$19,313.00</p>	<p>Ongoing support for teachers in their delivery of best practice literacy and numeracy strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To build our resourcing for the second year of InitialLit and the purchasing of further resources including decodable readers. Lead teachers to mentor all staff in quality classroom practice and assessment strategies.</p>
<p>QTSS release</p> <p>\$27,121.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Goulburn East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There has been a greater capacity and opportunity for teachers to plan collaboratively and mentor colleagues. The Assistant Principal working in the part-time instructional leader role found that staff capacity strengthened.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2022 an Assistant Principal, Curriculum and Instruction will commence fulltime.</p>
<p>COVID ILSP</p> <p>\$69,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of support staff to deliver small group tuition in targeted areas of literacy and numeracy. Higher engagement was seen from students within the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure all support staff moving into this role are provided with professional learning and ongoing support. Training in PLAN will continue across all staff with several Early Career Teachers joining our staff in 2022.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	87	84	80	80
Girls	77	71	67	61

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	95.8	93.3	91.2
1	95.3	93.4	93.4	91.0
2	92.5	93.9	93.0	89.0
3	95.1	94.6	95.0	88.1
4	94.0	93.6	92.9	90.4
5	96.1	94.4	94.4	88.9
6	92.6	95.6	93.1	89.5
All Years	94.2	94.5	93.6	89.9
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

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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)	2
Classroom Teacher(s)	4.79
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.61

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	463,592
<b>Revenue</b>	1,796,295
Appropriation	1,729,296
Sale of Goods and Services	832
Grants and contributions	63,506
Investment income	2,661
<b>Expenses</b>	-1,775,625
Employee related	-1,463,538
Operating expenses	-312,087
<b>Surplus / deficit for the year</b>	20,669
<b>Closing Balance</b>	484,261

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

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	39,233
<b>Equity Total</b>	149,438
Equity - Aboriginal	9,458
Equity - Socio-economic	50,136
Equity - Language	2,400
Equity - Disability	87,443
<b>Base Total</b>	1,330,154
Base - Per Capita	37,144
Base - Location	1,254
Base - Other	1,291,756
<b>Other Total</b>	69,649
<b>Grand Total</b>	1,588,474

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The parent community continues to be supportive of school initiatives as we look to a more settled future post COVID. Our communication with our families diversified during COVID with an increase in parents feeling that they now feel better connected to the school and have an improved understanding of the academic and social progress of their children. Families also feel that they have good contact with both their child's teacher and the office staff.

Parent involvement in school events has increased with 65% of parents attending the Meet The Teacher BBQ in February and 77% attending the Parent/Teacher interviews. in March..

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.