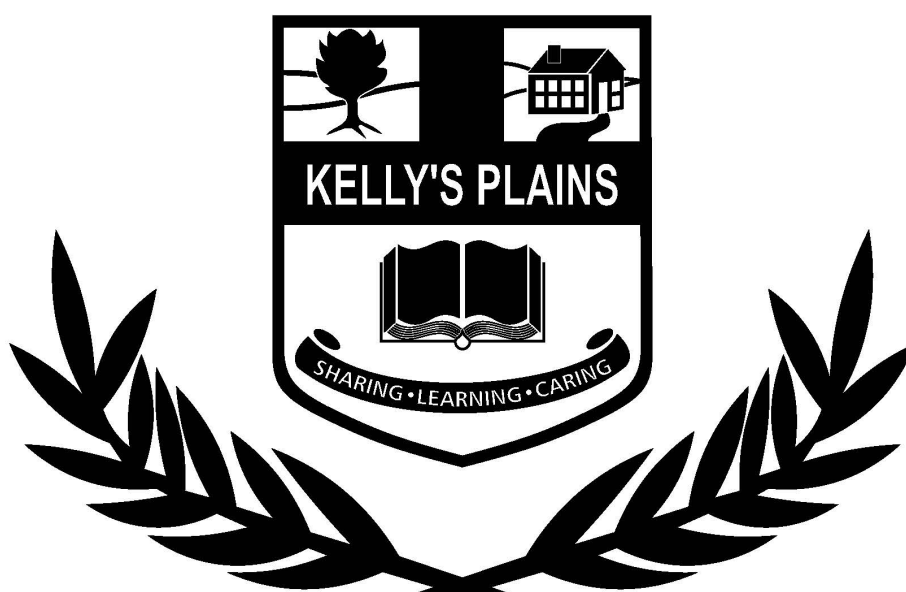


2022 Annual Report

Kellys Plains Public School

KELLY'S PLAINS PUBLIC SCHOOL



2273

Introduction

The Annual Report for 2022 is provided to the community of Kellys Plains 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 Kelly's Plains Public School we are:

Leaders of learning.

Collaborative within and across schools lead by expert Kelly's Plains staff.

Focused on student learning and well-being at the core of every decision.

Ensuring students have the skills and confidence to lead within and beyond our community.

School context

Kelly's Plains Public School is a small school located 12km outside of Armidale with a current enrolment of 28 students. The school currently consists of two multi-stage classes and is surrounded by a supportive school community. Kelly's Plains Public School has strong community ties with a focus on student, parent and teachers collaborating to ensure success in all areas of schooling and beyond. Kelly's Plains Public School collaborates extensively with the Thunderbolt's Alliance of Small Schools. These schools include Kentucky PS, Rocky River PS and Kingstown PS. Multistage teacher development across schools is identified, targeted and collaborative to ensure expert teacher development.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality assessment practices in literacy and numeracy focusing on individualized improvement for students. We will look to plan and focus school wide to ensure formative assessment drives all teaching and learning including each students' Personalised Learning Plan (PLP).

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	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

Planning, programming, lessons and learning opportunities need to be explicit and engaging. Individually and collaboratively both internally and across the Thunderbolt's Learning Alliance off Small Schools will need to evaluate the effectiveness of their teaching practices. This will be driven by the 'What Works Best Document'.

We are continuing to develop teachers' use and implementation of formative and summative practices. This needs to be implemented and embedded across K-6 by all teachers. Professional Development and peer collaborative observation will support this practice. Personalised Learning Plans for all students are to be implemented in 2021. These will focus on 'Assessment' 'Explicit teaching' and 'Use of Data to inform teaching' as in the 'What Works Best'. The Schools' SEF/SaS analysis for 2018, 2019 and 2020 also identified in the learning domain that both Assessment and Student performance measures have been working towards delivering. The next theme is in the Teaching Domain where the areas of Effective classroom practice and Data skills and use are also at working towards delivering.

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.

- Informed teacher practice and capacity
- Personalised Learning for future leaders

Resources allocated to this strategic direction

Integration funding support: \$37,145.00

Low level adjustment for disability: \$15,661.56

Per capita: \$6,569.68

Aboriginal background: \$1,954.45

Summary of progress

Additional release time for K-2 teacher to collaborate with the APCI. This was conducted on Monday afternoons from 1:45pm until 3pm. This was school funded to conduct professional learning with Martin's Gully PS.

All teachers feedback indicated that they have gained confidence with the new English and Mathematics syllabus.

Wednesday afternoon staff meetings Professional Development focussed on the teaching of writing across the entire school. 'The Seven Steps to Writing Success' program was implemented as a core component for teachers to adapt for their students.

Three times each term whole school PD for 'Seven Steps to Writing Success' was conducted at Kelly's Plains Public School and Martin's Gully Public School with the entire staff from both schools.

Students are better engaged with the curriculum and achieving better outcomes in literacy.

Decodables have been introduced after PD and teachers understanding in the pedagogy has enabled them to use these with identified students.

The major enabler has been the strong collaborative partnership with Martin's Gully through cross-school Professional Development. With expert teachers working closely with the APCI sessions were clear and impactful. The main barriers were illness to teaching staff and the APCI.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN expected growth Increase the proportion of students	With fewer than 10 students in our cohorts, summary statistics or graphical representation of student performance is not available.

achieving expected growth in NAPLAN Reading to 60% against the system generated lower bound baseline data.	
NAPLAN expected growth Increase the proportion of students achieving expected growth in NAPLAN Numeracy to 60% against the system generated lower bound baseline data.	With fewer than 10 students in our cohorts, summary statistics or graphical representation of student performance is not available.
Attendance The school will achieve its baseline target from 70% of students attending at 90% or above..	The number of students attending school 90% of the time or more has increased by 8.46% from 60.34% in 2021 to 68.8%. The school is slightly below the system's lower bound target of 70% of students attending school 90% of the time.
SEF - 'Curriculum' - Delivering School will self assess itself as working towards Delivering in the Element of Curriculum, using the School Excellence Framework.	The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Teaching and learning programs describe what all students are expected to know, understand and do. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Strategic Direction 2: Quality teaching and Assessment

Purpose

Quality teaching will be used to support evidence based teacher quality and student improvement. The Learning Alliance will play a significant role in supporting the collaboration and consistent teacher judgement of assessment, learning and teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- School wide assessment practices
- Quality Teaching Framework
- Cross School Collaboration
- Collaborative Practice Lower Division Teacher and APCI

Resources allocated to this strategic direction

QTSS release: \$5,401.29

AP Curriculum & Instruction: \$30,114.20

Location: \$8,648.82

Professional learning: \$6,221.14

Socio-economic background: \$2,333.40

Summary of progress

Our Thunderbolt's Learning Alliance of Small Schools enabled our K-2 teachers to co-plan, create and deliver shared units of work. This encouraged a collaborative review of programming which led to an increase quality of lessons being delivered to the students of Kelly's Plains PS.

The whole school assessment schedule was collaboratively updated the APCI and Principal. This is now inclusive of the Department K-2 assessments as well as the 3-6 check-in assessments. A whole school spelling program was implemented at Kelly's Plains PS as well as Martin's Gully PS. The impact was consistency of whole school spelling and professional dialogue between the staff with a common curriculum focus.

This has provided a consistent routine for spelling and as a result students' schoolwide spelling outcomes have improved. Feedback from students indicates increased confidence in applying conventions of spelling into their writing.

Key enablers have included whole staff efficacy and approach to the program. Student and community buy in has supported teacher implementation of this program.

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' - Delivering School will self assess itself as Excelling in the Element of Assessment, using the School Excellence Framework.	Teachers collect and use assessment data that monitors achievements and identify gaps in learning to inform planning for student groups and targeted individual students. Assessment is planned and undertaken regularly in all classes Students know when and why assessment is undertaken. There is a whole school assessment strategy in place which was updated in 2022.
SEF - 'Explicit Classroom Practice' - Delivering School will self assess itself as Delivering in the Element of Explicit Classroom Practice, using the School Excellence Framework.	Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Our planning and programming for cross stage classrooms enables all students to be challenged through a wider range of ability groupings differentiated across grade levels. All teachers adjust teaching and learning based on student need. Feedback to guide student learning is prompt with explicit verbal feedback the school's focus. Classroom and

SEF - 'Explicit Classroom Practice' - Delivering

School will self assess itself as Delivering in the Element of Explicit Classroom Practice, using the School Excellence Framework.

schoolwide expectations for positive behaviour support all students learning and wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$37,145.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kellys Plains 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"> • Informed teacher practice and capacity <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 <p>The allocation of this funding has resulted in the following impact: Employment of staff to provide additional support for students who have high-level learning needs release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To incorporate integration funding decision making alongside the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP's reviews to ensure funding is used to specifically address student support needs.</p>
<p>Socio-economic background</p> <p>\$2,333.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kellys Plains 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"> • Cross School Collaboration <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 support the implementation of learning intervention program. <p>The allocation of this funding has resulted in the following impact: The funding enabled the employment of a School Learning Support Officer that was trained in a variety of support programs that assisted the delivery of learning support programs across the school. The school used the Socio-Economic Background was used to fund the training in the Minilit program. As a result, the targeted students in Year 1 who were below expected reading levels are now at grade level.</p> <p>After evaluation, the next steps to support our students will be: To continue employing a School Learning Support Officer to continue to engage the literacy support and work towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$1,954.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kellys Plains 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</p>

<p>Aboriginal background</p> <p>\$1,954.45</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning for future leaders <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. <p>The allocation of this funding has resulted in the following impact: As a result of the additional hours of SLSO time with Aboriginal students reading levels have increased. The Heggerty's program was purchased along with training to support the individual needs of Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: Incorporate additional specialist teacher hours to evaluate and co-ordinate Heggerty's Program for students identified as below expected reading level. This will run alongside the new K-2 English syllabus.</p>
<p>Low level adjustment for disability</p> <p>\$15,661.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Kellys Plains 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"> • Informed teacher practice and capacity <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 support the implementation of learning intervention program. <p>The allocation of this funding has resulted in the following impact: The funding enabled the employment of a School Learning Support Officer that was trained in a variety of support programs that assisted the delivery of learning support programs across the school. The Low Level Adjustment for Disability was used to provide additional support for students not achieving at expected growth. As a result, targeted students from the Lower Division are now achieving expected growth in reading. Identified students in Upper Division have shown good growth in writing at point of need.</p> <p>After evaluation, the next steps to support our students will be: To continue employing a School Learning Support Officer to continue to engage the literacy support and work towards achieving targets.</p>
<p>Location</p> <p>\$8,648.82</p>	<p>The location funding allocation is provided to Kellys Plains 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"> • Cross School Collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • All excursions were subsidised with no travel costs to enable all students to participate. • Additional release for K-2 teacher to develop and implement the Seven Steps for writing in the early years alongside Martin's Gully and the APCI. <p>The allocation of this funding has resulted in the following impact: Teacher professional development and implementation of Seven Steps has led to greater understanding of writing and application from the early years and across the school. Seven Steps is consistent schoolwide with teacher delivery, student learning and continuity of learning from the Lower Division to the Upper Division.</p>

<p>Location</p> <p>\$8,648.82</p>	<p>After evaluation, the next steps to support our students will be: Continue teacher professional development for the new K-2 teacher and evaluate capacity in the teaching of writing. Additional support for collaboration between the APCI and classroom teacher in the implementation of the new K-2 English and Mathematics syllabus.</p>
<p>Professional learning</p> <p>\$6,221.14</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 Kellys Plains 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"> • Cross School Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in the following impact: K-2 classroom teachers have a deeper understanding of the new K-2 English and Mathematics syllabi. This has enables teachers best implement the new curriculum effectively through allocated and funded ongoing Professional Development.</p> <p>After evaluation, the next steps to support our students will be: Implementing and reviewing new English and Mathematics syllabi regularly with specialist teachers. Assessment schedule will be adjusted to reflect changes to curriculum and evaluate success of implementation.</p>
<p>QTSS release</p> <p>\$5,401.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kellys Plains 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"> • School wide assessment practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • provided extra release for staff. <p>The allocation of this funding has resulted in the following impact: This funding has enabled staff to effectively collect and analyse data to inform student progress and learning needs. This has resulted in an improvement in reading and numeracy across the school.</p> <p>After evaluation, the next steps to support our students will be: The next step in this process will be to continue the data analysis and create informed high impact assessment tasks to further direct explicit learning.</p>
<p>COVID ILSP</p> <p>\$17,939.00</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>

<p>COVID ILSP</p> <p>\$17,939.00</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy. Focus areas were Understanding Texts and Additive strategies. <p>The allocation of this funding has resulted in the following impact: Identified students accessed small group and individualised learning programs. delivered by the Covid ILSP teacher. This resulted in improved literacy and numeracy outcomes for every student in the program.</p> <p>After evaluation, the next steps to support our students will be: The program will continue with more students in addition to students who have previously accessed this support. At this stage this will be throughout Semester 1 with funding confirmed for this period only.</p>
<p>Per capita</p> <p>\$6,569.68</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kellys Plains 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"> • Informed teacher practice and capacity <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Resource allocation and the purchase of the Heggerty's program. . <p>The allocation of this funding has resulted in the following impact: Teachers were provided with resources that complimented the new English and Mathematics K-2 syllabuses implementation. The funds also resourced the implementation of the Primary syllabuses.</p> <p>After evaluation, the next steps to support our students will be: Extend collaboration across the Thunderbolt's Alliance with Kentucky Public School, Rocky River Public School and Kinsgstown Public Schools. The model will be adjusted through the alliance after initial points of need are identified by K-2 teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	10	13	15	18
Girls	4	8	11	8

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	91.4	91.1	91.3
1	92.2	97.5	88.8	85.6
2	95.6	95.9	95.3	85.1
3	91.6	95.0	93.8	93.9
4		94.0	93.5	92.7
5	88.5		92.5	88.4
6			86.0	74.3
All Years	92.9	94.5	92.1	88.5
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		92.0	92.5	87.4
5	92.8		92.1	87.2
6			91.5	86.3
All Years	92.9	92.1	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
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	70,445
Revenue	629,170
Appropriation	620,990
Grants and contributions	7,436
Investment income	744
Expenses	-618,745
Employee related	-581,720
Operating expenses	-37,026
Surplus / deficit for the year	10,425
Closing Balance	80,870

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	37,145
Equity Total	19,949
Equity - Aboriginal	1,954
Equity - Socio-economic	2,333
Equity - Language	0
Equity - Disability	15,662
Base Total	482,623
Base - Per Capita	6,570
Base - Location	8,649
Base - Other	467,405
Other Total	45,954
Grand Total	585,671

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

Parent/caregiver surveys have indicated that 75% of parents/caregivers are somewhat/very satisfied and feel welcome. 70.43% of parents/caregivers feel they can easily speak with the principal. The 2022 Student survey indicated that 82.34% of students enjoyed school along with 92.31% of students enjoying English. The staff survey indicated that 66.67% strongly agree that they felt valued and supported by their colleagues with 33% agreeing with this statement.

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.