

2022 Annual Report

Kendall Public School



2280

Introduction

The Annual Report for 2022 is provided to the community of Kendall 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

Kendall Public School community believes that every student should have the opportunity to improve in a learning environment that promotes excellence in learning, high expectations, community partnerships, and connectedness in order to succeed.

School context

Kendall Public School is located on the Mid North Coast of NSW in the Camden Haven area, 30km south of Port Macquarie.

The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment.

The school is experiencing growth with 237 students enrolled in 2022. 9% of students identify as Aboriginal. 4% of students have a background of language other than English. School funding for socio-economic background is based on a Family Occupation and Education Index (FOEI) of 111. A Multi-Categorical Support Class was established in 2020.

The school has a non teaching Principal, an Assistant Principal Curriculum and Instruction, 2 Assistant Principals, 9 mainstream classroom teachers and 1 Special Education teacher. Additional teachers are employed through an allocation for Release from Face to Face, Learning Support, and Literacy and Numeracy Intervention. The Administration staff comprises two full time office staff and 1 GA (0.8). The school currently has 6 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives.

The school works in partnership with the Camden Haven Community of Schools to enhance learning opportunities for students and staff. Extra-curricular activities such as Sport, Creative and Performing Arts allow students to excel through a range of various opportunities.

The whole school community will continue to be consulted regarding future directions that were identified through the situational analysis which informed our Strategic Improvement Plan. Through this process we have identified the need to further develop the use of data analysis to inform future practice, ensuring that all students achieve and progress in all Key Learning Areas. Continued focus will result in teachers further developing skills in integrating technology into the classroom to sustain high expectations around student engagement. Attendance was also identified as an area that our whole school community needs to strengthen. Through NAPLAN analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Whole school wellbeing processes will be reviewed and planned to ensure that all students connect, succeed, thrive and learn. Community Partnerships with Kendall Public School will be a priority in our School Improvement Plan in order to foster connectedness and belonging into a culture of high community engagement resulting in whole school improvement.

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 achieve maximum student growth for every student in reading and numeracy, as a staff we will further develop skills in data analysis that will drive its use in teaching, therefore identifying achievements and progress to inform teaching directions and future planning.

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.

- Individual Learning Needs
- Data Driven Practices

Resources allocated to this strategic direction

Integration funding support: \$43,385.00
Low level adjustment for disability: \$91,936.80
Socio-economic background: \$146,365.39
Professional learning: \$11,233.41
AP Curriculum & Instruction: \$150,571.00
Aboriginal background: \$13,387.00
QTSS release: \$45,393.80
Per capita: \$3,438.41

Summary of progress

Our 2022 focus for Student growth and attainment was data driven practices and individual learning needs. This involved the leadership team delivering professional learning addressing what data driven practices look like and how we address the individual learning needs of our students. After collaborating with staff, the following focus areas were defined.

- Differentiated Literacy and Numeracy groups across K-6
- Small group tuition delivered through the COVID ILSP program
- Introducing the Quicksmart program
- Introducing the Macq. Lit program

Teachers provided individualised, explicit, differentiated instruction in Literacy and Numeracy through targeted intervention and streamlined literacy and numeracy classes. These programs were driven by regular tracking and monitoring of student data. Individual learning needs was addressed by explicit teaching in small group tuition sessions through Initial -Lit), Macq. Lit. and Quicksmart programs to target support for different phases of student development. PL in Mini-Lit, Macq. Lit. and Quicksmart programs was delivered.

Extra teachers were employed to differentiate Literacy and Numeracy groups across K-6. The groups were formed on internal and external assessment. The implementation of the Quicksmart and Macq. Lit programs allowed us to employ an extra teacher and School Learning Support Officers to support students from Stage 1 through to Stage 3. All staff employed from this initiative were trained in Quicksmart and Macq. Lit. This High impact Professional Learning continued throughout the year. Parents were informed through school newsletters and also individual letters if their children were assessed as needing this support. Teachers were given additional time to enter data. Student data was used to plan and embed quality practices into their everyday teaching, and as a result, teaching and learning programs were adapted to reflect this.

Next year, in this initiative, we will be focusing on improving numeracy skills and curriculum reform. School teams will be guided through the process of developing consistent evidence-informed teaching practices across the school. Modeling of effective teaching practice and classroom observations will also be embedded across the school next 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

Reading-Top 2 bands <ul style="list-style-type: none"> • A minimum of 37.80% of Year 3 and 5 students achieve in the top two bands of NAPLAN reading. (Lower bound system-negotiated target). 	2022 NAPLAN data indicates 43.86% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target. The school is on track for continued upward growth in the upper bound annual trajectories.
Numeracy-Top 2 bands <ul style="list-style-type: none"> • A minimum of 26.90% of Year 3 and 5 students achieve in the top two of NAPLAN numeracy. (lower bound system-negotiated target). 	<ul style="list-style-type: none"> • 20.69 % of students are now in the top two skill bands (NAPLAN) numeracy, indicating progress yet to be seen toward the lower bound target.
No growth measured due to no NAPLAN testing in 2020.	<ul style="list-style-type: none"> • No growth measure, as there was no NAPLAN in 2020.
No growth measured due to no NAPLAN testing in 2020.	<ul style="list-style-type: none"> • No growth measure, as there was no NAPLAN in 2020.
School Excellence Framework <ul style="list-style-type: none"> • Maintain Sustaining and Growing in the theme of Data skills and use • Maintaining Delivering in theme of Student Performance Measures • Maintaining Excelling in the theme of wellbeing (Individual learning needs) 	<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 Data skills and use. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Student Performance Measures. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.

Strategic Direction 2: Engagement

Purpose

To achieve improved student outcomes and high quality service delivery we want to ensure that the technology that supports learning is accessible and expertly integrated into lessons by teachers.

In order for students to connect, succeed, thrive and learn, whole school wellbeing processes will support all students.

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.

- Connecting, succeeding and thriving.
- Attendance
- Technology

Resources allocated to this strategic direction

Location: \$6,679.18

Low level adjustment for disability: \$36,856.60

Professional learning: \$1,150.00

Summary of progress

Our focus for 2022 was on reviewing Attendance and Behaviour procedures and policies at the school to ensure that staff understanding of expectations in the policies were consistent. We also focused on purchasing and updating Technology in the school so that teachers and students were able to use technology efficiently in curriculum delivery.

The school introduced a rolling fortnightly attendance reward raffle for students who achieve above 90% attendance each fortnight. Anecdotal evidence suggests an uptick in attendance throughout the school.

As a result;

- Attendance procedures are understood by all staff;
- Non-Attendance is followed up as a whole school practice;
- The most current procedures around managing behaviours displayed at school were distributed to staff;
- Behaviour support plans were introduced for higher level behaviours so that individual plans were managed consistently across staff;
- The schools *Digital Classroom Officer* was identified to begin in 2022;
- Upgrades in technology were processed through the RAG program.

Next Year our focus will be on an updated school-wide behaviour/wellbeing procedures in line with the IER. An additional focus will be on mitigating unjustified absences.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All staff are using available technology and systems.	100% of staff now have access to devices, systems and technology.
To increase the attendance rate from 77.2% to 78.2%.	• The number of students attending greater than 90% of the time or more has decreased. Covid cases have had an impact on this.
To increase current wellbeing from 87% to 89%.	• 82.24 % of students reporting positive wellbeing outcomes has decreased by 4.74% across the positive wellbeing measures.

Strategic Direction 3: Community Partnerships

Purpose

In order to maximise engagement in learning we will support a culture of high expectations and community engagement so that we build a cohesive educational community that sustains measurable progress and high achievement for all students.

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.

- Community Partnerships

Resources allocated to this strategic direction

Per capita: \$55,799.82

Aboriginal background: \$21,534.99

Professional learning: \$10,291.38

Summary of progress

Community Engagement Officer has enhanced community participation and inclusion during 2022. Playgroup recommenced with a consistent participation rate of children aged from 18 months to five years of age. Aboriginal Education and linking community had started to re-establish post COVID 1.9. A consistent fortnightly newsletter distribution informed our community with school based events and bolstered our school profile. A move to a new newsletter platform 'Sway' will be trialed to enhance communication and increase community engagement.

Next year, our Community of Schools are expected to re-engage post COVID 19 and meet in regularly with a focus on curriculum delivery and Aboriginal Education and linking community is projected for 2023. A role statement will be developed for the Community Engagement Officer for a targeted approach.

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
To increase feedback from the school community to 35% of families through surveys and focus group feedback.	Feedback increased by way of P&C meetings In 2022. Attendance at P&C meetings have increased to an average of 10 percent of the school community (20 families).
Increase in the percentage of parents attending student learning meetings for Aboriginal PLPs to 40%.	• 43% of parents participated in meetings to develop Aboriginal student PLPs in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$43,385.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kendall 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"> • Individual Learning Needs • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: A lift in English and Mathematical outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students will be: Additional support through small group teacher instruction and engagement of a LaST.</p>
<p>Socio-economic background</p> <p>\$146,365.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kendall 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"> • Individual Learning Needs • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Initial Lit, Multi- Lit and Quick smart programs to support student learning • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: The impact of the INITIAL LIT program had mixed success and was not adopted fully in 2022.</p> <p>After evaluation, the next steps to support our students will be: The program will cease to operate. A focus on the new English and Mathematics syllabus and it's implementation. Professional Learning for all staff on differentiation of the curriculum for all students.</p>
<p>Aboriginal background</p> <p>\$34,921.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kendall Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Community Partnerships <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

<p>Aboriginal background</p> <p>\$34,921.99</p>	<p>Aboriginal students</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: An increase in student outcomes and engagement in reading, and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To further increase student outcomes an engagement in reading, and numeracy. Increase cultural engagement with Community. A increase in the relevance and authenticity of our PLP processes.</p>
<p>Low level adjustment for disability</p> <p>\$128,793.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Kendall 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"> • Individual Learning Needs • Connecting, succeeding and thriving. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Targeted students have gained an increase in their confidence in reading and numeracy during small group instruction utilising Macq. Lit and Quicksmart programs. An introduction of a LaST teacher has assisted in identifying targeted students for intervention through data analysis and assisting those students in improving outcomes in English and Mathematics.</p> <p>After evaluation, the next steps to support our students will be: Shoulder to shoulder support for teachers in classrooms with the AP C&I. PL in Evidence-based practices for teaching staff. PL in Differentiation for teachers and SLSO's. Additional support for students in the MC class. Upskilling LaST teachers to increase support targeted students.</p>
<p>Location</p> <p>\$6,679.18</p>	<p>The location funding allocation is provided to Kendall 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, succeeding and thriving. <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: An increase in the access to laptops in the classrooms across the school. Equal opportunities for all students to engage in excursions and incursions.</p> <p>After evaluation, the next steps to support our students will be:</p>

Location \$6,679.18	An increase in the access to laptops in the classrooms across the school. Equal opportunities for all students to engage in excursions and incursions. Equal opportunities to engage in Band and musical activities offered at the school.
Professional learning \$22,674.79	<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 Kendall 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"> • Individual Learning Needs • Community Partnerships • Technology <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Macq. Lit and Quicksmart training for SLSO's and interventionist teachers <p>The allocation of this funding has resulted in the following impact: An increase in student English and Maths outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students will be: Evidence-based PL for teaching staff to embed quality teaching and learning pedagogical practices consistently across the school.</p>
QTSS release \$45,393.80	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kendall Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • 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: Mentoring of teachers in Close Reading (Evidenced based practices) by trained AP. Time allocated. off class for both AP and Teachers on a regular timetabled basis to engage in PL, Implementation of PL and feedback time.</p> <p>After evaluation, the next steps to support our students will be: Training of new AP's and new AP C&I and 'knowledgeable others' to continue building the capacity of all staff (Stage 1- Stage 3) in Close Reading.</p>
COVID ILSP \$124,293.00	<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</p>

<p>COVID ILSP</p> <p>\$124,293.00</p>	<p>funding include:</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. • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: Macq. Lit. and Quicksmart has resulted in some gains in student outcomes in English and Mathematics bench marked against the above mentioned program assessments.</p> <p>After evaluation, the next steps to support our students will be: PL in the implementation new English and Mathematics Syllabus. PL in differentiation of the curriculum for all students. New AP C&I and existing AP's to be working 'Shoulder to Shoulder' in classrooms. mentoring and coaching all teachers. Higher Duties K-2 AP to assist in Syllabus implementation and establishing 'Best -Practice' in classrooms according to research.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	122	116	124	118
Girls	107	105	107	108

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	93.5	91.0	84.4
1	93.4	92.0	87.7	85.1
2	89.4	93.9	91.6	84.0
3	93.3	93.9	90.9	86.4
4	93.5	93.9	90.8	86.5
5	93.6	94.0	90.4	84.6
6	94.5	96.2	89.6	86.5
All Years	93.2	94.0	90.4	85.5
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	92.9	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
Deputy Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.26
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	3.62

*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	364,314
Revenue	3,159,295
Appropriation	3,094,008
Sale of Goods and Services	75
Grants and contributions	62,962
Investment income	2,251
Expenses	-3,191,082
Employee related	-2,876,434
Operating expenses	-314,648
Surplus / deficit for the year	-31,786
Closing Balance	332,527

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	43,385
Equity Total	310,081
Equity - Aboriginal	34,922
Equity - Socio-economic	146,365
Equity - Language	0
Equity - Disability	128,793
Base Total	2,031,897
Base - Per Capita	59,238
Base - Location	6,679
Base - Other	1,965,980
Other Total	476,813
Grand Total	2,862,176

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

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. *The survey includes separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). This report provides results based on data from 14 respondents in this school who completed the Parent Survey between 24 Oct 2022 and 02 Nov 2022.*

1. Parents feel welcome

School Mean (NSW Govt Norm) 7.2 (6.6)

2. Parents are informed

School Mean (NSW Govt Norm) 7.2 (6.6)

3. Parents Support Learning at Home

School Mean (NSW Govt Norm) 6.6 (6.3)

4. School Supports Learning

School Mean (NSW Govt Norm) 7.7 (7.3)

5. School Supports Child's Behaviour

School Mean (NSW Govt Norm) 7.7 (7.4)

Student satisfaction survey results are based on the Tell Them From Me (TTFM) survey. The results are based on data from 90 students in Year 4, Year 5 and Year 6 who completed the survey between 27 October 2022 and 31 October 2022.

1. Students with a positive growth orientation

71% School Mean (79 % NSW Govt Norm)

2. Students with a positive sense of belonging

60% School Mean (81 % NSW Govt Norm)

3. Students with positive relationships

82% School Mean (85 % NSW Govt Norm)

4. Students that value schooling outcomes

90% School Mean (96 % NSW Govt Norm)

5. Students with positive behaviour at school

84% School Mean (83 % NSW Govt Norm)

6. Students who are interested and motivated

57% School Mean (78 % NSW Govt Norm)

The Focus on Learning Survey is a self-evaluation tool for teachers and schools. The results of this survey provides results based on data from 9 respondents in this school who completed the Teacher Survey between 26 Oct 2022 and 04 Nov 2022.

1. Leadership

School Mean (NSW Govt Norm) 8.2 (7.1)

2. Collaboration

School Mean (NSW Govt Norm) 8.4 (7.8)

3. Learning Culture

School Mean (NSW Govt Norm) 8.2 (8.0)

4. Data Informs Practice

School Mean (NSW Govt Norm) 8.4 (7.8)

5. Teaching Strategies

School Mean (NSW Govt Norm) 8.2 (7.9)

6. Technology

School Mean (NSW Govt Norm) 7.4 (6.7)

7. Inclusive School

School Mean (NSW Govt Norm) 8.9 (8.2)

8. Parent Involvement

School Mean (NSW Govt Norm) 8.0 (6.8)

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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.