2022 Annual Report

Kinchela Public School

"Learning in Harmony"

2303

Introduction

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

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

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School vision

At Kinchela Public School, we strive for excellence in an inclusive environment where every student maximises their potential and remains connected to culture through high expectations and strong community connections. We provide contemporary and future focused learning to provide success for all our students.

School context

Kinchela Public School is located 20 km from South West Rocks and 25 km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students across our whole school community.

With a FOEI of 102 the school is well resourced and staffed. Our staff currently consists of one full time teaching position and a permanent part time teacher 4 days per week.   We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO position is currently 3 days per week and we have a technology teacher 1 day per week.

Our situational analysis has identified a need to continue with embedding quality teaching practices with a focus on Visible Learning and Growth Mindsets.

Our clear focus is to create an engaging learning environment for students, build on the capacity of all staff and strengthen the culture of the school.

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

Purpose

To develop student agency and maximise outcomes, the systemic collection of school wide assessment data is used to identify and reflect on student achievement and progress to inform future teaching and learning.

Initiatives

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

- Data Driven Decision Making
- Initiative 2: Developing student agency

Resources allocated to this strategic direction

AP Curriculum & Instruction: $30,114.20
Professional learning: $5,164.09
Low level adjustment for disability: $16,814.54
Integration funding support: $33,631.00
Socio-economic background: $11,492.10
QTSS release: $3,677.47

Summary of progress

Data Driven Practices

Last year, our collective group of small schools identified that we needed to review our PLAN 2020 baseline internal data after professional learning was undertaken on how teachers track student learning progress along the progressions. This review was undertaken by our Assistant Principal Curriculum and Instruction and school executive who monitor consistent practices and protocols around the input of student achievement along the progressions.

We have continued to develop our Professional Learning Community (PLC) across the six schools, feedback is indicating stronger relational trust and collaboration among all staff. As evidenced by staff survey results, staff confidence to work collaboratively with colleagues and to be observed by colleagues has improved throughout the year. PLC evidence indicates professional learning in the Visible Learning framework is being implemented and reflected in the classroom, with qualitylearning intentions evident in learning spaces.Embedded evaluative practices have helped us to narrow the focus of future professional learning, the purpose of our PLC and data collection protocols. There is a consistent approach to evaluating data and using it to improve teaching and learning but also for discussions during the PLC meetings where data is used to inform teaching and learning progress. Guttman charts are now being used to reflect on where students are and where they need to be. Teachers are reflecting on their Plan2 data to evaluate their practice. Individual school monitoring sheets are used by teachers to monitor improvement and determine the next teaching steps. The Collaborative Schools Unique Settings (CSUS) project confirms that high expectations have been established by the leadership team across the six schools and that data, ongoing professional learning and feedback to inform teacher practice and evaluate student learning is successfully implemented.

In the next phase we need to embed ongoing reflective pause points into our evaluated practices to ascertain the impact on teachers and their practice as well as student outcomes but also to clarify our understanding of the purpose of our professional learning communities.

Developing Student Agency

In evaluating our teacher observation template in subsequent teacher feedback, we concluded that this process needs refining for 2023. Quantitative data from surveys suggest that self-assessment and feedback are underrepresented in the current template. Quantitative data suggests that teachers are using what they have learned, embedding learning intentions in success criteria into their lessons and that these are beginning to be known by their students. Teacher feedback tells us that teachers are embracing the concept of sharing pedagogy discussions focusing on what students are saying in response to teacher practice with qualitative data telling us students are using the language of success criteria when reflecting on their learning.

In the next phase, we need to further redefine our feedback template to ensure that it is meaningful, further we will embed student feedback based on the learning intentions and success criteria, to further deepen their understanding of what they are learning.

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
System Negotiated Target- Top 2 Bands Reading: + Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 2.5% from baseline.	22% of students achieved in the top 2 bands. There has been an uplift of 3.2% from baseline data.
Numeracy +Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 2.5% from baseline.	18% of students achieved in the top 2 bands. There was an uplift of 9.7% from baseline data.
System Negotiated Target- growth Reading :* Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 2%from baseline.	Unable to measure due to NAPLAN no undertaken in 2020
.Numeracy :* Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2% from baseline.	Unable to measure due to NAPLAN no undertaken in 2020
School Level Target Reading Increased (Uplift) percentage of students in Early Stage 1 achieving levels 3-5 by 4% and a maintenance in percentage of students in Stage 1 achieving levels 4-6 in the understanding texts sub-elements of the literacy learning progressions from 2020 baseline data. Increased percentage of students in Stage 2 achieving levels 6-8 by 4% and an increase of students in Stage 3 achieving levels 8-9 in the understanding texts sub-elements of the literacy learning progressions from 2020 baseline data.	Our 2022 internal data against the Literacy and Numeracy progressions indicate: **Understanding Texts** Early Stage 1: There are no students in Early Stage 1. Stage 1: PLAN2 data indicates that 25% percentage of students have achieved Levels 4-6. Three students have significant learning difficulties. (4 students) Stage 2: PLAN2 data indicates that students have achieved most of Level 6 and are working towards Levels 7-8. (2 students) Stage 3: PLAN2 data indicates that students are only beginning to achieve some sub-elements within Levels 8-9. (2 students)
Numeracy Maintain the number of students in Early Stage 1 achieving levels 3-6 and an increase of 5.5% of students in Stage 1 achieving levels 6-8 in the Quantifying Number sub element of the numeracy progressions from 2020 baseline data.	**Quantifying Number** Early Stage 1: There are no students in Early Stage 1. Stage 1: PLAN2 data indicates that 25% of students have achieved levels 6-8. The remaining 75% of students have achieved most of Level 6-7 and are working towards Level 8. (4 students) Stage 2: Plan2 data indicates that 50% of students have achieved Levels

Stage 2: Increase the percentage of students achieving levels 8-10 in the Quantifying Number sub-element of the numeracy learning progressions by 3% from the 2020 baseline. Stage 3:Increase the percentage of students achieving levels 11-12 in the Quantifying Number sub-element of the numeracy learning progressions by 5% from the 2020 baseline.	6-8 and 50% of students have achieved most of Levels 6-8. (2 students) Stage 3: Plan2 data indicates that students have achieved most of Level 11 and are working towards Level 12.

Strategic Direction 2: A systematic approach to improve the health and wellbeing of our whole school community

Purpose

To embed, communicate and implement an inclusive strategy that enhances cognitive, social, emotional, physical and spiritual wellbeing in students through highly effective whole-school evidenced based strategies.

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.

- Embedded Whole-School Wellbeing processes
- Wellbeing and engagement

Resources allocated to this strategic direction

Aboriginal background: $80,403.00
Per capita: $3,537.52
Location: $7,898.50

Summary of progress

Embedded Whole-School Wellbeing Processes -

Aboriginal Student PLPs - All Aboriginal Torres Strait Islander students have had a PLP developed for them, in consultation with each student, their families, teachers and the Aboriginal Education Officer (AEO). The AEO is a highly valued member of staff and is a great role model for the students. Students developed Literacy, Numeracy and personal goal as part of their PLP, which was reviewed each term. The impact of this initiative has been an increase in pride and self-awareness as Aboriginal for some students as it is not talked about at home. For other students, it made them feel comfortable sharing experiences, for example, hunting and cooking goanna with their grandfather. This particular student confidently answered the other student's questions about the taste and how they ate it. Setting goals is also aligned with Strategic Direction 1 initiative - developing Student Agency.

In the next phase, the PLP process needs to have set dates, and a roster, for students' PLPs to be updated and for new students to have their PLPs created in a more timely manner.

Inclusive Engaging Respectful Schools -

Inclusive, Engaging and Respectful (IER)schools ensure every student is engaged and learns to their fullest capability and ensures all students, teachers and staff are safe in school. Throughout the year KPS has prepared for the implementation of IER. Staff have done the Professional Learning so that everyone is aware of the key changes. The new policies, framework and procedures aim to strengthen the engagement and participation of all students, including those with a disability, complex and challenging behaviours and additional needs. The blockers we encountered have been around the delayed release. The enablers have been the many resources the DET and the Macleay Valley DEL have made available to schools to support the implementation. We have already implemented the new suspension procedures and paperwork as per the new Student Behaviour Policy and Procedures.

In the next phase, continue to implement the Inclusive Education Policy for students with disability and the Student Behaviour Policy and Procedures. To begin to implement the Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy and Procedures these policies will work together to support the inclusion and engagement of the KPS students. They will ensure KPS is in the best position to help all students reach their full potential.

Wellbeing and Engagement -

Updating and the Implementation of Technology -

During Term One, we received new laptops as part of the Rural Access Gap program and we also asked the P&C to purchase laptops. This resulted in the school having a laptop/student allocation. The school also purchased headphones for each student and accompanying educational software to support Literacy and Numeracy engagement and attainment

of Learning Outcomes. The old obsolete computer lab was dismantled and the lab area became an art room. In Term Three the school received new Comm Box Boards for each classroom and the school library. We applied for a grant through the Rural Access Gap program to fund the removal from our school of obsolete computers, Electronic whiteboards and to repaint the classroom wall where the boards were removed from. The enabler to improve and update school technology was the Rural Access Gap program which allowed us funding to make a significant positive change to our learning environments. Students have greatly improved their ability to use computers as tools for their learning: for example, learning keyboard schools, how to log in, use the student portal, email, develop research skills and critical literacy skills, and manipulate the mouse. Students with disability have been able to access their learning differentiated to their needs. Students have found using new technology and learning new skills to be engaging, leading to improved learning outcomes for all students.

In the next phase, continue to develop keyboard skills to be prepared for NAPLAN and Check-in Assessment. Students develop skills using google docs.

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
System Negotiated Target:Attendance Achieve and uplift in the students attending more than 90% of the time by 8.5% from the 2020 baseline..	The number of students attending greater than 90% of the time or more has increased by 18.2%
School Level Target • TTFM Wellbeing data (advocacy, belonging, expectations) increases 6% from the 2020 baseline survey data. • A 10% reduction in recorded negative behaviours and suspensions relative to a determined two-year baseline of incident reports as at year end 2020.	In 2022, the school did not have a cohort large enough to participate in TTFM surveys. In 2022, there has only been one suspension all year.
School Excellence Framework In the element of **Wellbeing** in the **Learning Domain** we maintain sustaining and growing in the themes of **A Planned Approach to Wellbeing** and **Individual Learning Need**s. In the element of **Educational Leadership** in the **Leading Domain** we maintain sustaining & growing in the theme of **Community Engagemen**t.	• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing. • Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Educational Leadership.

Funding sources	Impact achieved this year
Integration funding support $33,631.00	Integration funding support (IFS) allocations support eligible students at Kinchela Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** An SLSO was employed to support students with significant learning disability. The targeted student demonstrated some progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring the targeted student received personalised learning and support within their own classroom. **After evaluation, the next steps to support our students will be:** To formally incorporate integration funding decision making into 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $11,492.10	Socio-economic background equity loading is used to meet the additional learning needs of students at Kinchela Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making **Overview of activities partially or fully funded with this equity loading include:** • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** Literacy and Numeracy NAPLAN results in top middle bands and similar to statistically similar school groups. **After evaluation, the next steps to support our students will be:** To continue to improve LIteracy and Numeracy NAPLAN results by employing a second teacher two additional days per week in 2023 to form small groups to provide intensive learning support in Literacy and Numeracy.
Aboriginal background $80,403.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kinchela 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Aboriginal background $80,403.00	**including:** • Embedded Whole-School Wellbeing processes **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (AEO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** *PLPs have been developed * Aboriginal students have had support with their learning in the classroom * All students have participated in cultural activities, learning about the local Dunghutti people and land **After evaluation, the next steps to support our students will be:** To schedule PLP updates once per term.
Low level adjustment for disability $16,814.54	Low level adjustment for disability equity loading provides support for students at Kinchela Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making **Overview of activities partially or fully funded with this equity loading include:** • targeted students are provided with an evidence-based intervention CSUS Writing and Super SIX Learning Sprints in vocabulary to increase learning outcomes • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting **The allocation of this funding has resulted in the following impact:** An increase of students achieving at or above expected growth in NAPLAN results and PLAN2 data - Understanding texts, Creating Texts & Quantifying Number. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions. **After evaluation, the next steps to support our students will be:** The school will provide additional support for identified students by employing an additional teacher two days per week.
Location $7,898.50	The location funding allocation is provided to Kinchela Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and engagement **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • technology resources to increase student engagement **The allocation of this funding has resulted in the following impact:** Increased subject opportunities and choices for students. **After evaluation, the next steps to support our students will be:** To continue to use Location funding to create further subject opportunities and choices for students.
Professional learning	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the

$5,164.09	Professional Learning for Teachers and School Staff Policy at Kinchela Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making • Initiative 2: Developing student agency **Overview of activities partially or fully funded with this initiative funding include:** • CSUS Project • PL with Super Six **The allocation of this funding has resulted in the following impact:** Increased capacity of all teachers to embed effective practices in the explicit teaching of writing and reading, resulting in improved internal student results. Student goal setting and developing student agency. **After evaluation, the next steps to support our students will be:** To continue to work with CSUS Project and the Super Six Professional Learning Community in 2023. To build upon the teaching and student focussed practices begun in 2022.
QTSS release $3,677.47	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kinchela Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Initiative 2: Developing student agency **Overview of activities partially or fully funded with this initiative funding include:** • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** Work with APCI and to continue to develop the use of learning intentions, success criteria and student learning goals with new staff in 2023.
COVID ILSP $10,227.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** The majority of the students in the program achieving significant progress towards their personal learning goals and have achieved growth in PLAN 2 data in Literacy - Understanding Texts, Creating Texts and Numeracy - Quantifying Numbers. **After evaluation, the next steps to support our students will be:**

COVID ILSP $10,227.00	To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	15	11	8	5
Girls	12	8	6	2

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	92.4	86.5	
1	97.6	79.5	87.0	76.9
2	85.3	87.2	88.6	88.8
3	92.7	90.0	90.2	67.0
4	91.8	96.0	87.1	91.3
5	95.0	95.3	81.0	73.9
6	85.6		87.6	
All Years	90.8	90.8	87.2	80.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	
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		91.5	
All Years	92.8	92.0	92.4	87.5

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)	0.26
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.7

*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	41,113
Revenue	586,734
Appropriation	583,138
Sale of Goods and Services	-150
Grants and contributions	3,418
Investment income	329
Expenses	-579,961
Employee related	-522,218
Operating expenses	-57,743
Surplus / deficit for the year	6,773
Closing Balance	47,886

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	33,631
Equity Total	108,710
Equity - Aboriginal	80,403
Equity - Socio-economic	11,492
Equity - Language	0
Equity - Disability	16,815
Base Total	346,606
Base - Per Capita	3,538
Base - Location	7,899
Base - Other	335,170
Other Total	49,618
Grand Total	538,565

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 Feedback - The families and parents enjoy that it is a small community, and they appreciate the extra amount of teacher time (one on one support) students receive due to the small school setting. Parents expressed their concern re peer friendships due to a small cohort of students in the school. However, they appreciate the connections and interactions we have with other smaller schools to combat this.

Student Feedback - Most students said they enjoy coming to school and they feel supported by the teaching staff. Most students said they had improved their learning and achieved their personal learning goals.

Staff Feedback - All staff enjoy the small school environment, they all have demonstrated a sense of pride and passion. This is reflected in their positive relationships with students and the wider community.

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.