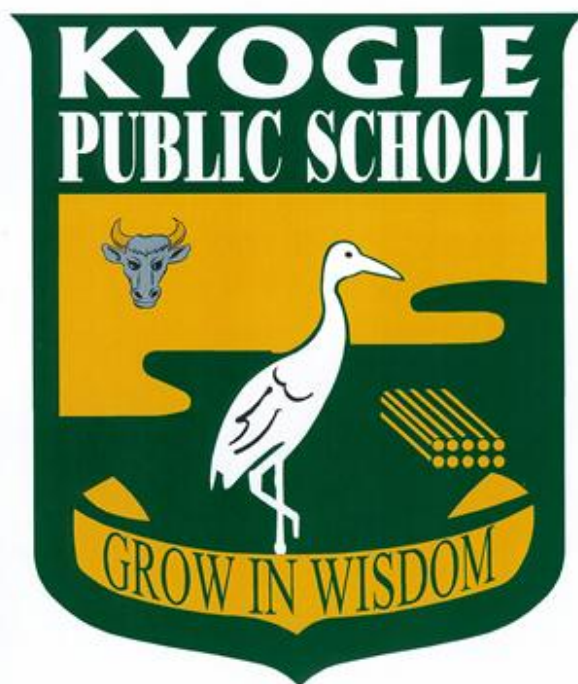# 2022 Annual Report

Kyogle Public School

2349

Introduction

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

Kyogle Public School
192 Summerland Way
Kyogle, 2474
https://kyogle-p.schools.nsw.gov.au
kyogle-p.school@det.nsw.edu.au
6632 1200

School vision

Kyogle Public School community believes that every student should be motivated to achieve their personal best, using high expectations, in a positive and inclusive environment.

School context

Kyogle Public School has a student enrolment of 271 students. The students are drawn from diverse backgrounds with a wide range of abilities and achievements represented in each year group from Kindergarten to Year 6. Kyogle Public School has 18% of students identify as Aboriginal or Torres Strait Islander. Our students come from a wide range of socio-economic backgrounds.

Within the school there are many groups that strive to benefit our students. These include Stage Teams, a Learning and Support Team, an Aboriginal Education Team and a Positive Behaviour for Learning (PBL) Team.

Extra-curricular opportunities and focus groups occur daily. Numerous teams represent the school in sport. Every day, there are a range of structured activities that students may wish to join. These include: team sports, Art Club, Dance Group, Environment Club, Deadly Crew, Gardening Group, computer room and quiet games. Band, choir and robotics are optional activities given each week. By creating opportunities for these activities, we enable our students to excel through a range of different experiences.

The whole school is committed to the importance of transitions and strong connections between our local Preschools and High Schools to enhance the academic achievement and wellbeing of all students at Kyogle Public School. We have strong partnerships with universities resulting in extra support for our students in the areas of Speech, Occupational Therapy, Dietetics and Social/Welfare programs.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group (AECG), was consulted in a thorough situational analysis followed by the development of the strategic improvement plan. As a result, teachers will be successfully planning for and delivering quality differentiated instruction to all students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. The instructional leader will lead much of this work, with Departmental support staff.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for every student, to build strong foundations in reading and numeracy, with high expectations for academic success. In all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Aboriginal background: $18,883.00
Integration funding support: $199,588.00
Low level adjustment for disability: $234,964.00
Socio-economic background: $198,818.00

Summary of progress

Our focus for 2022 was on the use of highly effective teaching practices to improve phonics and phonemic awareness, additive strategy, and problem solving. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. Small group tuition, K-4, with weekly Professional Learning sessions proved successful as evidenced in Check In data, NAPLAN and school based assessments.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will focus on inferential comprehension, fluency and embedding working mathematically.

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
The school will meet or exceed the lower bound system generated targets for the top 2 bands of Literacy.	The proportion of Year 3 & 5 students who achieved in the Top 2 bands of NAPLAN Reading narrowly did not meet the system generated lower bound target yet demonstrated an uplift of 3.75% from the system baseline data.
The school will meet or exceed the lower bound system generated targets for the top 2 bands of Numeracy.	The proportion of Year 3 & 5 students who achieved in the Top 2 bands of NAPLAN Numeracy exceeded the system generated lower bound target yet demonstrated an uplift of 8.5% from the system baseline data.
An uplift of 5% of students achieving expected growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-In indicates strong growth in student outcomes within identified focus areas.
An uplift of 4% of students achieving expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-In data indicates strong growth in student outcomes .

Strategic Direction 2: Excellence in Teaching

Purpose

Kyogle Public School develops strong, compassionate, motivated and collaborative teachers who focus on exceptional curriculum delivery, resulting in our students becoming life long learners.

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.

- Teachers as Learners
- Effective Classroom Practice

Resources allocated to this strategic direction

Literacy and numeracy intervention: $60,330.00
QTSS release: $51,714.00
Professional learning: $22,662.00
Literacy and numeracy: $8,489.00
Socio-economic background: $100,000.00

Summary of progress

Our focus for 2022 was on the use of personal goals based on Australian Professional standards and the use of evidence informed practices using student data. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. The school commitment to provide an additional hour of Professional Learning each week ensured all teachers developed goals based on Reading and Numeracy.

Professional dialogue on teaching strategies drawn from the evidence-base was a focus in stage groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to inform and plan quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this.

As a self selected school in 2022, Kyogle successfully transitioned to the new K-2 English and Mathematics Curriculum. All scope and sequences were updated. Staff were up-skilled in the teaching of phonics and phonemic awareness. Analysis of the new curriculum led us to update our current programs.

2023 will have the support of a full time APC&I. This will allow for genuine, individualised PDP goals to be implemented in conjunction with Stage goals during PL learning times.

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
100% of teachers to be able to identify their personal goal based of the Australian Professional Standards.	Document analysis of Teaching staff Professional Development Plans (PDP) indicated that 100% of staff had completed written PDPs. Further analysis of the improved practice of teaching staff in alignment with the Professional Teaching Standards did not meet our internal school target of 75%.
Evidence informed practice in 100% of classrooms., where teachers are using the School Excellence Cycle in the stage specific focus area.	100% of teachers participated in internal collaboration and professional learning on evidence informed practice, with a specific focus on using student data. All staff demonstrated applied evidence of this theory back into their own practice. The focus of this will need to remain in ongoing Professional Learning for 2023.

Strategic Direction 3: Wellbeing

Purpose

Social, emotional and academic development will be achieved in a safe and respectful environment. We will enhance our diversity and connections with community through Aboriginal and cultural perspectives.

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.

- Valuing Others - Inclusive Pathways to Success.
- Opportunities

Resources allocated to this strategic direction

Aboriginal background: $54,700.00
Per capita: $69,234.24
Location: $27,703.00

Summary of progress

2022 started with a strong focus on building student attendance patterns across the school. Staff meet formally twice a term to review the current half term data and refine the strategies being implemented at an individual student, cohort and whole school level. Explicit intervention strategies were implemented by class teachers as well as specialist support staff with a variety of outcomes, many not controllable by the school. Engagement experiences offered by the school have been well supported and have consolidated the shift in school culture as to the importance of student attendance. The results per half term have been steadily improving yet the impact of the catastrophic floods experienced mid Term 1 has had a profound and continued impact on our students, staff and wider community. Pleasing to note is that the school in every half term of the year has achieved higher than network rates of attendance for students who attended school more than 90% of the time. The focus for 2023 will be to consolidate our mid-term attendance support meetings and to progress our work with building community expectations and support to further progress our school attendance rates.

School staff have worked hard to enhance our students sense of place and purpose by implementing whole school programs that support student voice and personal identity. Specific cultural programs which have supported all students include the Bundjalung Language and Culture Program which has been implemented by our Aboriginal Education Officer.

- Yarning Circle - Cultural meeting place on school grounds, designed in collaboration with the AECG.
- Bush Tucker Garden will be planned and starting the planting of section one and two. These areas will show bush tucker, plants for tools and medicinal plants that are local to our area.

Connecting Communities was a focus through our well being programs. These include: RAP (Reconciliation Action Plan) through the Stronger Smarter Committee, University Programs, Transition Programs with Kyogle High School and Preschools and COP (Community of Schools) Sharing school resources, teacher training and inter-school observations.

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
An uplift of 5.5% of students attending school more than 90% of the time.	The proportion of students who attended school more than 90% of the time was extremely affected due to the floods that impacted the Kyogle region. Only 30.99% of students were above 90% attendance during Semester 1. There was a significant increase in Semester 2
Wellbeing data improves across all categories in the 'Tell Them From Me' survey.	Student Wellbeing data as measured through the system Tell Them From Me Wellbeing Survey indicates that the school has not progressed forward from 2021 results. Further analysis shows improved Student Advocacy, sustained student's perception of Expectations of Success but reduced student levels of Sense of Belonging.

Funding sources	Impact achieved this year
Integration funding support $199,588.00	Integration funding support (IFS) allocations support eligible students at Kyogle 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:** • Reading • Numeracy **Overview of activities partially or fully funded with this targeted funding include:** • 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). **The allocation of this funding has resulted in the following impact:** All eligible students demonstrating progress towards their personalised learning goals. All PLPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** Continue with the Learning and Support Programs. Splitting ES1 and St1 with a focus on Phonics and Phonemic Awareness. St2 and St3 will focus on Multiplicative Strategies.
Socio-economic background $298,818.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Kyogle 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:** • Reading • Numeracy • Teachers as Learners **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through Inferential Comprehension to support student learning • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** Through the employment of an extra class teacher there was smaller class sizes. This allowed for more explicit small group guided teaching, which led to individual student gains. **After evaluation, the next steps to support our students will be:** Due to the success of smaller class sizes, it will be continued for 2023.
Aboriginal background $73,583.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kyogle 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 including:**

Aboriginal background $73,583.00	• Reading • Valuing Others - Inclusive Pathways to Success. • Opportunities **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** Employment of an AEO to support targeted reading through the Multilit Word Attack Program, implementing the Bundjalung Language and supporting all aboriginal students with a focus on attendance. Additional SLSO staff were employed to help individualised PLPs. **After evaluation, the next steps to support our students will be:** Our AEO is an invaluable position and will continue to be a focus in strategic direction 3.
Low level adjustment for disability $234,964.00	Low level adjustment for disability equity loading provides support for students at Kyogle 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:** • Reading • Numeracy **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention word attack to increase learning outcomes • employment of LaST and interventionist teacher **The allocation of this funding has resulted in the following impact:** Employment of SLSOs in every class for the literacy and numeracy sessions to facilitate a focus guided activity led to students receiving more explicit guided instruction. LAST teacher has been employed to manage communications and source support through District Office, Community Agencies and Allied Health students. This resulted in students and their families being better supported. **After evaluation, the next steps to support our students will be:** Employment of SLSOs to implement explicitly focused support for lower band students as well as extension of higher achieving students.
Location $27,703.00	The location funding allocation is provided to Kyogle 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:** • Valuing Others - Inclusive Pathways to Success. **Overview of activities partially or fully funded with this operational funding include:** • PL and PDPs for SLSOs run weekly around supporting students and understanding BMPs. • student assistance to support excursions **The allocation of this funding has resulted in the following impact:** All students were given the opportunity for quality participation across the

Location $27,703.00	school and on excursions, as teachers and SLSOs were more able to individualise their interactions with students for positive results. **After evaluation, the next steps to support our students will be:** Reviewing school processes and systems when implementing preventative and student-centred positive approach strategies based on the 'Student Behaviour Strategy' document.
Professional learning $22,662.00	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 Kyogle Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teachers as Learners **Overview of activities partially or fully funded with this initiative funding include:** • Engage staff to allow teachers to collaborate internally and with external professionals to undertake professional learning **The allocation of this funding has resulted in the following impact:** 100% of teachers undertook formal professional learning which they translated into enhanced teaching practice. **After evaluation, the next steps to support our students will be:** targeted professional learning for teaching staff in 2023 will focus on Multiplicative Strategies in Numeracy and Voacbulary in Literacy.
Literacy and numeracy $8,489.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kyogle Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teachers as Learners **Overview of activities partially or fully funded with this initiative funding include:** • teacher release to engage staff in targeted professional learning in stage groups. • Employment of a APC&I to provide data informed professional learning focused on literacy and numeracy programs and resources, to support teaching, learning and assessment **The allocation of this funding has resulted in the following impact:** ES1 and S1 teachers have implemented the new syllabus and updated scope and sequences for both literacy and numeracy. Stage 2 and Stage 3 teachers upskilled their knowledge of the syllabus, the progressions and how to use these to inform their teaching to maximise the learning of every student. Student data has improved for the focus areas of each stage. **After evaluation, the next steps to support our students will be:** APC&I to implement Multiplicative Strategy across Stage 2 and 3
QTSS release $51,714.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kyogle Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teachers as Learners **Overview of activities partially or fully funded with this initiative**

QTSS release $51,714.00	**funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** Executive staff were supported to have additional opportunities to implement the school improvement focus of every student being known, valued and cared for in their learning environment. Student Tell Them From Me (TTFM) responses demonstrated that students had extensive trust in their teachers and the way that they are teaching. **After evaluation, the next steps to support our students will be:** Executive staff in 2023 will be supported to build their analysis of the effectiveness of current teaching practice and therefore directions for next areas of teaching focus.
Literacy and numeracy intervention $60,330.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kyogle Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Teachers as Learners **Overview of activities partially or fully funded with this initiative funding include:** • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices. **The allocation of this funding has resulted in the following impact:** Implementation of an instructional leader to support our staff refine and enhance our teaching practice around Additive Strategies and Comprehension delivery. This resulted in targeted professional learning building teacher's confidence and abilities in this area which directly transferred to internal student results as measured through PLAN2. **After evaluation, the next steps to support our students will be:** This funding source will cease to exist in 2023 as our system funded Assistant Principal Curriculum Instruction commences their role. The areas for focus for their building capacity in staff in 2023 will be around Multiplicative Strategies and Vocabulary.
COVID ILSP $143,173.00	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:** Targeted students were supported to build upon their current point of learning ability in Comprehension in Semester 1 and Additive Strategies in Semester 2. Younger students were instructed on improving their phonemic awareness. Results indicated growth was achieved for each student, however the interruptions which the impact of COVID and winter illnesses had on our teaching availability meant that the continuity of program delivery saw full growth in all focus areas not realised. **After evaluation, the next steps to support our students will be:**

COVID ILSP $143,173.00	Intensive learning support strategies such as the COVID ILSP will continue to be a focus for supporting our students bridge their learning gaps in 2023.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	148	135	125	129
Girls	159	165	149	152

Student attendance profile

School				
Year	2019	2020	2021	2022
K	85.8	84.4	90.7	85.6
1	89.8	88.5	89.3	83.8
2	90.0	88.6	90.8	85.4
3	92.1	83.6	89.8	84.1
4	91.8	85.6	88.0	82.4
5	90.3	88.3	90.2	82.2
6	91.2	85.4	89.4	82.8
All Years	90.3	86.4	89.8	83.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.41
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.72

*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	409,234
Revenue	3,877,942
Appropriation	3,738,874
Sale of Goods and Services	8,295
Grants and contributions	127,159
Investment income	3,614
Expenses	-3,837,075
Employee related	-3,460,728
Operating expenses	-376,347
Surplus / deficit for the year	40,867
Closing Balance	450,101

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	200,588
Equity Total	607,366
Equity - Aboriginal	73,583
Equity - Socio-economic	298,818
Equity - Language	0
Equity - Disability	234,965
Base Total	2,199,516
Base - Per Capita	69,234
Base - Location	27,703
Base - Other	2,102,578
Other Total	351,527
Grand Total	3,358,996

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

Surveys were conducted with both staff and students, and continual informal conversations with parents and community members were collated and considered as part of our understanding of how our school is seen. There was some very clear data that was evident as a result.

From the 'Peoples Matter' survey showed that ethics and values; risk and innovation; and job purpose and enrichment at a all time high. Employee engagement is influenced by leadership, a positive and inclusive work culture, manager support, accountability, and collaboration to name a few.

Personal job satisfaction is also high with 85% of staff strongly agreeing that their job gives them a feeling of personal accomplishment. Like employee engagement, job satisfaction is a measure of employee experience. While employee engagement operates at the organisational level, job satisfaction operates at the job or role level.

From the 'Tell Them From Me' survey conducted 86% of staff believe that school leaders are leading improvement and change and 71% of communication is a strategic vision.

From the Tell Them From Me' survey conducted 100% of our students believe that advocacy and support for learning at school caters for individual students' academic and wellbeing needs. This includes general support and specific supportive behaviours that help students navigate the everyday course of school life.

The school gladly accepts feedback from parents and community via several sources, most predominantly our P&C, informal conversations and surveys. Parental response to the surveys stated that communication from and to the school is open and consistent and valued by all families. The school teachers know the students and individual wellbeing is paramount in all aspects of schooling. As a result of these data gathering opportunities, it was determined that parents and community were positive about the school and felt that the school worked hard to meet the educational and social needs of its students.

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.