

# 2022 Annual Report

## Larnook Public School



2375

# Introduction

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

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6688 0133

## School vision

Larnook Public School provides inclusive educational experiences and a diverse range of opportunities for improving individual student learning and wellbeing. Larnook Public School is a small school offering big opportunities where staff effectively use data to drive their high quality, individualised practice.

## School context

Larnook Public School is a small rural school 20 minutes from Lismore and Kyogle. Larnook offers an expanse of picturesque grounds that allows students to have a variety of areas to learn in. They include an upper oval, fairy garden and a lower playground with play equipment and chickens. At Larnook School we incorporate life skill activities into our learning programs. These include activities like cooking, gardening, pottery, fishing and animal care. The school and community have planted a large variety of edible fruits and plants for students to enjoy and to promote healthy eating. We encourage a healthy and physical lifestyle by offering sports like soccer, hockey, swimming, volleyball, dancing and surfing by qualified coaches. Every student has the opportunity to experience success and to build that confidence in their own ability to achieve their full potential. Larnook is a small school with big opportunities.

As a result of a thorough situational analysis that reflected upon student performance and other data, our evaluations against the School Excellence Framework, key research and literature and staff and community input, key considerations were identified. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both reading and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

In order to maximise student learning outcomes for every student in our school we will further develop and refine our system processes and procedures. We will support the continuous improvement of teaching practices across the school and build the well-being of all of our stakeholders.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Improve whole school collection and analysis of student data to ensure the implementation of the most effective teaching practices to improve learning outcomes for students in reading and numeracy.

### 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.

- Effective Classroom Practice
- Data Driven Practices

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$3,453.00

**Professional learning:** \$4,736.00

**Integration funding support:** \$15,361.00

**QTSS release:** \$4,367.00

**Low level adjustment for disability:** \$29,220.00

### Summary of progress

In 2022 teaching staff continued to develop assessment and data collection practices in order to establish baseline data for students K-6. Through on-going assessment staff are measuring annual growth in reading and numeracy, using this to reflect on the effectiveness of teaching and learning programs, scope and sequences and classroom practice. Further analysis of PLAN 2 data gathered from IfSR, phonics and spelling diagnostic, Check In and NAPLAN has led to the identification of specific areas of need within the curriculum to focus on, and through the Learning and Support Teacher, individualised Personal Learning Pathways have been developed to support students in achieving outcomes. End of year reporting showed an increased understanding of student differentiated ability levels and corresponding learning needs for growth.

Through the Performance Development Processes, areas of strength and focus were identified and staff support was established to complete goals. Teaching observations were implemented to provide feedback to staff and to encourage further reflection on teaching practices. To ensure consistency of practice and support, observations were conducted by the principal and involved collaborative opportunities for pre and post learning. As the year went on, observable improvement and refinement in practice was noted for all teachers through out the year. As a result, a focus on using data to inform teaching and the development of quality teaching and learning programs will be a priority for 2023.

Staff engaged in new K-2 English and Mathematics Syllabus professional learning to enable effective implementation in 2023.

### 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
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading to contribute towards the Richmond Network Small Schools shared lower bound target of 46.2% in Reading.	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Reading exceeded the system negotiated and demonstrated an uplift of 6.6% on the network baseline data.
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Numeracy to contribute towards the Richmond Network Small Schools shared lower bound target of 38.3% in Numeracy.	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Numeracy did not meet the system negotiated but demonstrated an uplift of 5.7% on the network baseline data.

The proportion of students achieving expected growth in NAPLAN numeracy meets the system negotiated lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
The proportion of students achieving expected growth in NAPLAN reading meets the system negotiated lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
60% of students achieve 1.0+ years growth in Reading and Numeracy. as measured through diagnostic assessment.	Analysis of system Check-In Assessment data demonstrated that the proportion of students who achieved 1.0+ years worth of annual academic growth in 2022 in Reading and/or Numeracy greatly exceeded the school internal target of 60%.

## Strategic Direction 2: Strong Systems and Practices

### Purpose

To build an enhanced culture of high expectations and continuous improvement, where community engagement is high. This will be supported by a foundation of strong systems, structures and processes.

### 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.

- Inclusive Leadership
- Well-being

### Resources allocated to this strategic direction

**Aboriginal background:** \$5,646.00

**Socio-economic background:** \$38,028.00

**Location:** \$2,101.00

### Summary of progress

Through ongoing focus on improving attendance, staff continued to monitor daily attendance and timely communication with families regarding the importance of attendance. Through letters, newsletters and phone calls, the SAM and Principal were able to develop rapport with families with concerning attendance, and as a result, individual student attendance for those identified students had improved. Attendance data shows an increase in attendance from 78.4% in Semester One (with 16.7% attending 90% of the time) to 81.2% in Semester Two (with 27.3% attending 90% of the time). Feedback from parents in Semester Two indicates that there has been an increase in support for student's social, emotional, behavioural needs. Attendance will continue to be a priority, with continuing plans to develop student incentives to encourage engagement, strengthen family partnerships and build relationships leading to an improved learning culture.

Development of a restorative practice approach to student behaviour management began in Term 3. Staff engaged in Principal lead professional learning regarding the Inclusive Engaging Respectful Schools Policy, developing an understanding of changes to policies and building skills and confidence to implement the policy. Staff discussed student engagement and a student centered approach to wellbeing and behaviour management, and collaborated in the development of the School Behaviour Support and Management Plan. In addition, the school Anti-Bullying plan was reviewed and updated. The consistent implementation by all staff members in all situations will be a focus for action in 2023.

PDHPE lessons focused on defining the school values of Be Safe, Be Fair and Be a Learner. Students developed a shared language around expectations of behaviour and agreed upon key focuses for the matrix. As a result, 100% of students are now able to identify and discuss Larnook's school values. These values are providing the basis of our positive behaviour plan, including awards at assemblies that are based on each value. These core values will drive our approach to supporting the wellbeing of students, staff and community, with continued development of PBL strategies, restorative practices and implementation of Inclusive, Engaging and Respectful Schools policy. Internal school behaviour data shows a safe and positive environment for all students.

### 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 self assesses and validates at the sustaining and growing level of the Management Practices and Processes element of the School Excellence Framework.	School staff self assessed at the Sustaining and Growing level of the management practices and process element of the School Excellence Framework V2. This demonstrated an uplift from the 2021 self assessment of Delivering and achieved the identified school target.

<p>Increase the % of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools shared lower bound target of 70% of students attending more than 90% of the time.</p>	<p>The % of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 6.25%, demonstrating that we are not yet progressing towards the lower bound small schools network target.</p>
<p>Annual increase in the proportion of students reporting expectations of success, advocacy and sense of belonging at school.</p>	<p>75% of parents report their children are happier...</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$15,361.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Larnook Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in the eligible student receiving additional support in order to meet learning and behaviour goals. PLP has been updated and responsive to student learning needs and progress.</p> <p><b>After evaluation, the next steps to support our students will be:</b> At this stage, the school does not anticipate receiving any Integration Funding Support in 2023 as the targeted student is transitioning to secondary education.</p>
<p>Socio-economic background</p> <p>\$38,028.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Larnook Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Learning and Support and implementation of PLPs.</li> <li>• professional development of staff for IER to support student learning and consistency of practice.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students supported to engage in learning through creation of PLPs and on-going support of Learning and Support Teacher. Students have been able to participate in activities at subsidised cost. Staff have engaged in PL to support student wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to subsidise some activities to ensure participation of all students. Continue to employ Learning and Support Teacher 0.4 to ensure individualised and differentiated learning occurs for all students.</p>
<p>Aboriginal background</p> <p>\$5,646.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Larnook 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Well-being</li> </ul>

<p>Aboriginal background</p> <p>\$5,646.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> PLPs developed, reviewed and updated to support Aboriginal and Torres Strait Islander students. Meetings with parents of Aboriginal and Torres Strait Islander students to update and discuss learning outcomes, collaborate on plans and relationships strengthened.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engage local AECG and community to collaborate on culturally appropriate programs to support Aboriginal and Torres Strait Islander wellbeing in meaningful and inclusive ways. Reinvigorate language program K-6. Incorporate local knowledge in artworks designed to reflect local culture and make our spaces more approachable for Aboriginal and Torres Strait Islander students, families and greater community. Ensure Aboriginal and Torres Strait Islander perspectives are included across all KLAs and resourced appropriately.</p>
<p>Low level adjustment for disability</p> <p>\$29,220.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Larnook Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The ability to sustain a two-class structure for literacy and numeracy and most KLAs to support student learning. Learning and Support staff collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students Targeted intervention strategies support identified student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ Learning and Support Teacher to meet learning goals of every student. Continue to use funds to support employment of 1.0 classroom teacher to sustain two class model for literacy and numeracy and most KLAs.</p>
<p>Location</p> <p>\$2,101.00</p>	<p>The location funding allocation is provided to Larnook Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul>

Location \$2,101.00	<p><b>The allocation of this funding has resulted in the following impact:</b> All students have been able to engage in a range of activities that incur additional costs such as Intensive swimming, NAIDOC, sports days and excursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure students are able to participate in activities that support student learning and wellbeing at a subsidised cost.</p>
Professional learning \$4,736.00	<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 Larnook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Utilising casual teacher release so that classroom teachers can undertake targeted professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> School staff have collaboratively undertaken professional learning around the new K-2 Literacy and Numeracy curriculum as well as more explicit learning around phonological awareness and strategies to better support the instruction of this. All staff have demonstrated an awareness and familiarity with the new curriculum with the K-2 teacher confident in the implementation of these in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the extension of the implementation of the new Literacy and Numeracy syllabus K-6, ensuring that all staff align what we teach with how we teach.</p>
Literacy and numeracy \$3,453.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Larnook Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher release to engage staff in professional learning aligned with the new pedagogical expectations of the new Literacy and Numeracy curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The ability to sustain a two-class structure for literacy and numeracy and most KLAs to support student learning with skilled practitioners meeting the different learning needs of the students in their care.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use funds to support employment of casual and learning support teachers to ensure the professional delivery of appropriate learning instruction for the identified areas of focus within each class.</p>
QTSS release \$4,367.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Larnook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>QTSS release</p> <p>\$4,367.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum to support student's identified learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Strong evidence of enhanced teacher programming and lesson delivery meeting student's point of need. This has led to strong individual learning growth data and increased engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further intensive support will be provided for school staff to collaboratively refine their explicit teaching practice to match curriculum and student needs.</p>
<p>COVID ILSP</p> <p>\$15,733.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employing/releasing teaching staff to support the administration of the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Analysis of system Check-In Assessment data demonstrated that the proportion of students who achieved 1.0+ years worth of annual academic growth in 2022 in Reading and/or Numeracy greatly exceeded the school internal target of 60%.</p> <p>Providing targeted, explicit instruction for student groups in literacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Create learning profiles and SMART goals for students as part of their PLPs that support learning against the progressions. COVID ILSP program to continue.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	17	12	9	10
Girls	12	8	11	11

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	75.4	93.9	76.9	61.5
1	67.8	80.6	88.2	66.3
2	85.0	90.9	69.9	71.5
3	89.6	76.7	84.2	83.7
4	96.1	92.7	79.7	83.2
5	67.1	98.9	82.8	91.7
6	91.7	88.6	89.2	82.3
All Years	80.0	87.2	81.0	79.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.46
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.2

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	35,064
<b>Revenue</b>	641,806
Appropriation	631,430
Sale of Goods and Services	30
Grants and contributions	9,772
Investment income	574
<b>Expenses</b>	-615,090
Employee related	-548,418
Operating expenses	-66,672
<b>Surplus / deficit for the year</b>	26,716
<b>Closing Balance</b>	61,779

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	15,361
<b>Equity Total</b>	72,895
Equity - Aboriginal	5,646
Equity - Socio-economic	38,029
Equity - Language	0
Equity - Disability	29,220
<b>Base Total</b>	381,186
Base - Per Capita	5,054
Base - Location	2,102
Base - Other	374,030
<b>Other Total</b>	52,759
<b>Grand Total</b>	522,201

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

The education department conducted a resilience survey post flood which could then be compared to end of year surveying as conducted through the Tell Them From Me survey. Students reported in both surveys that they did not have a strong sense of belonging to their school, and this is an area for focus in 2023 as well as ensuring that each child has a strong focus on learning. There were notable increases in how students were self-reflecting on their work and how they responded to the school systems which had been introduced throughout the year. This was also seen through the increased positive interactions and reduction in formal negative incidents.

Staff demonstrated a willingness to improve practice and this was seen through the Professional Development Plan end of year interviews. Staff built their active engagement in authentic learning conversations with the principal and flow on benefits for our students were realised as the year came to an end. Staff meetings changed in focus to support each staff member meeting the individual needs of our learners as well as understanding the intent and application of the formal professional learning that they undertook.

The school commissioned a parent/carer survey at the end of 2022 but unfortunately only had one survey returned. Using this positive feedback, as well as the anecdotal responses received through the many conversations identified that there was strong support that the structural processes of the school had improved and that each child is being supported authentically in accordance with their identified needs. Parents and citizens also commented that they would like to re-activate the school P&C.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.