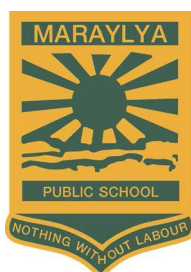


2022 Annual Report

Maraylya Public School



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Introduction

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

Maraylya Public School

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School vision

Maraylya Public School is committed to providing an inclusive, supportive and engaging learning environment for all, affording each student access to explicit and varied educational opportunities aimed at building positive and sustainable approaches towards independent learning.

School context

Maraylya Public School has been providing quality education since 1868. Our school is situated on Dharug Country in a what is a semi-rural setting in the Hawkesbury district, adjacent to Sydney's north-west growth corridor and Scheyville National Park. The current enrolment remains steady at 113 students. We have 6% of our students identifying as Aboriginal, 0% EALD students (as identified in SCOUT) and a FOEI of 67.

The students enjoy the support of an interested and aspirational community, who value high academic achievement, student wellbeing and personal integrity. Many students reside on large acreage, which allows them to be involved in various active outdoor pursuits outside of school. Maraylya students are active, inquisitive, polite and responsible, showing great pride in their school and local area.

We have the benefit of an experienced and committed teaching staff who maintain high academic and behavioural expectations of students, whilst fully understanding and adhering to the collegial support structures that small schools rely upon. The school acknowledges the traditional custodians of the land our school is situated upon and recognises the future changes to this local area, on the cusp of changing demographics and school growth.

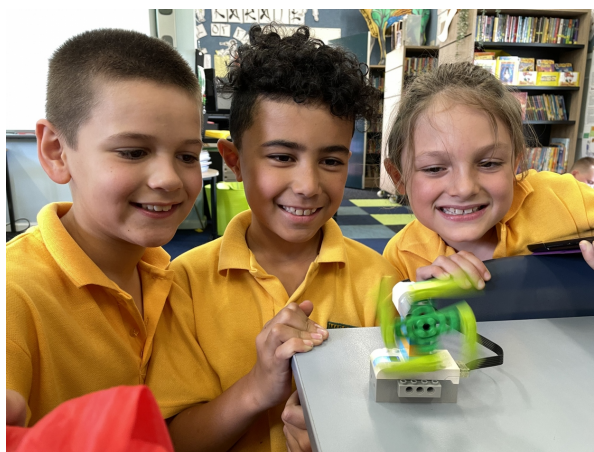
Our staff are fully committed to continually improving their capacity through ongoing professional learning to heighten student outcomes. We embrace innovative practices and initiatives that improve student engagement and learning outcomes through the employment of relevant research findings, resources and technology.

Our school enjoys strong and authentic partnerships with our actively involved community, who work in partnership with staff to ensure the best learning opportunities and resourcing and are available for our students. The school uses the services of Maraylya Early Learning Centre to provide families with before and after school care. The school aims to foster stronger partnerships with our Aboriginal families and community members, as well as the AECG, to support teachers in delivering culturally relevant curriculum that reflects Aboriginal students' heritage, cultures and languages and support our Aboriginal students in being able to express confidently their knowledge of their culture and educational achievement.

Through our situational analysis, we have identified the need to **embed high impact teaching strategies and practice** based on the 'What Works Best' document in order to ensure students **achieve expected growth and attainment** in their learning. This will be achieved through a focused approach towards **explicit teaching practice** coupled with continued commitment to **Visible Learning**, both highly effective practices to promote **deep reflection on teaching and learning**.

Responding to feedback in the TTFM surveys, there will be a stronger focus on whole school community knowledge, understanding and use of **effective practices and strategies to support student wellbeing and parents supporting learning outside of school**.

There exists the need to develop deeper reflective practices based on **quality data analysis**. We will look to further **embed reflective practices in all teaching and learning** applications through both individual teacher and **systems approaches**.



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

The school recognises the work achieved already in the use of data to inform practice and aims to continue to make data skills and use a priority within the 2023-26 School Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

To **embed high impact teaching strategies** in order to **maximise student progress** towards identified, **negotiated goals**, ensuring learners achieve **expected growth and attainment**.

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.

- Evidence informed quality teaching - Literacy and Numeracy
- Data informed practice - Literacy and Numeracy

Resources allocated to this strategic direction

Professional learning: \$11,000.00

QTSS release: \$21,000.00

Low level adjustment for disability: \$36,500.00

Socio-economic background: \$13,000.00

AP Curriculum & Instruction: \$60,228.40

Summary of progress

In 2022, the school made a substantial investment in training teaching staff in the evidence based science of learning and reading, becoming part of a school collective to more effectively achieve literacy and numeracy goals. The school embedded evaluative and explicit practice into school systems, in collaboration with a close network of like minded schools.

The school:

- collected and used data to inform teaching focus and practice initially around vocabulary and GPC. Our staff has begun to transform their teaching practice to meaningfully use data to inform and drive change.
- greatly benefitted from the inclusion of the Strategic School Support initiative to again use data to build student vocabulary and inferential comprehension skills, resulting in marked improvement in Check-in vocabulary assessments 3-6.

Further professional learning around evidence collection, evaluation against the SEF and use of Scout is to be sought in 2023 to further:

- modify existing plans to suit effective, achievable and measurable evaluation of impact.
- have all staff more closely engage with the predetermined collection of data and consequent analysis of data collaboratively.
- develop systems and timeframes to conduct analysis, identify artefacts and upload relevant evidence to SPaRO.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN top two bands Meet or exceed the lower bound target for Year 3 and 5 students achieving the top two bands in NAPLAN Reading through an uplift of 6.5% by 2022.	The school has demonstrated an uplift of 13% from the previous year, 1.85% above the lower bound target for Reading in 2022.
NAPLAN top two bands Meet or exceed lower bound targets for Year 3 and 5 students achieving the top	The school also achieved 5% below the previous year, 15% below the desired target for those students in the top two bands, however still represents a 17% uplift from 2019.

<p>two bands in NAPLAN Numeracy through an uplift of 5.7% by 2022.</p>	
<p>NAPLAN Expected Growth Increase % of students achieving expected growth in reading by 5%</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<p>NAPLAN Expected Growth Increase % of students achieving expected growth in numeracy by maintaining results above the agreed upper bound target of 66.9 %</p>	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</p>
<ul style="list-style-type: none"> • Aboriginal students will demonstrate levels of achievement in line with every other student group for both Literacy and Numeracy, with the expectation they will exceed state average. • Value added Years 3-5 From sustaining and growing to Excelling / maintain K-3 sustaining and Growing. 	<p>Aboriginal students' achievement has met or exceeded average school achievement in three grades based on check-in assessments. Results indicate our students far exceeded state and SSG results in NAPLAN writing and grammar punctuation, met SSG results in numeracy but fell short of our reading target.</p> <p>Value added data indicates that the school has maintained sustaining and growing in Years 3-5, while the school is delivering between K-3 in a time of interrupted learning.</p>



Strategic Direction 2: Enhanced teaching and learning

Purpose

To embed **self directed, reflective and differentiated** teaching and learning practices across the school fostering opportunities that are **goal focused**, informed by **quality data analysis** and **visible** to all.

To underpin our pedagogy with whole school understanding and use of effective practices and strategies to **support student wellbeing**.

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.

- Independent Learning
- Wellbeing for Learning

Resources allocated to this strategic direction

Location: \$3,200.00

Summary of progress

We reviewed and updated processes and procedures for monitoring engagement and attendance to ensure absences do not impact on student outcomes.

Attendance data was closely monitored in response to a period of interrupted learning.

We have developed procedures and practices aimed at engaging students in learning to improve attendance and thus outcomes.

- processes were improved around the ease of parents providing explanation via digital means, helping to inform parents of their child's rate of attendance.
- the school has sought to increase the use of explicit teaching practice, through the 'Morning Routine' which had some initial impact on patterns of student attendance including partial absences. The importance of timely arrival at school has been stressed numerous times to our community and their response has been favourable.

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
Wellbeing TTFM Students who are 'interested and motivated' in their learning to meet NSW Govt Norm, requiring a 9% uplift. TTFM Wellbeing data (advocacy, belonging) to be at or above the system-negotiated target. Attendance Increase the percentage of students attending > 90% of the time requiring a 3% uplift to be achieving above lower bound system-negotiated target.	While TTFM Data has indicated a marked drop in student sense of belonging in relation to their peers, particularly in the senior years, our younger surveyed students have stayed in line with NSW government school norms. Focus will fall upon this group in the following year to track progress in response to school initiatives aimed at addressing this shortfall. These same groups reported, through TTFM data, a far greater sense of advocacy in line with NSW government norms.
Attendance • Increase the percentage of students	The number of students attending greater than 90% of the time or more is 52.6%, indicating a decrease by 28%.

<p>attending > 90% of the time to be meeting or exceeding upper bound system-negotiated target of 89.3%.</p> <ul style="list-style-type: none"> • further reduction in partial absences. 	<p>Overall school attendance was at 89.4%, almost 5% beyond state attendance rates.</p>
<ul style="list-style-type: none"> • TTFM Wellbeing data (advocacy, belonging, expectations) increases to be positively trending in comparison to NSW average. • SEF data to evidence a positive shift in wellbeing for every student. 	<p>Student sense of advocacy was maintained at the 2021 level, in line with the NSW Government norm.</p> <p>Student sense of belonging saw a decrease of 11% on previous figures. While the period of interrupted learning may have played a part, this will of course be monitored and addressed in future planning and wellbeing initiatives in 2023 and beyond.</p> <p>Student perception of teacher expectations for success saw an increase beyond 2021 levels and the government norm, in part due to the school's approach towards explicit teaching practice to complement the school's commitment to visible learning practice. .</p>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$13,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Maraylya Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Evidence informed quality teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> The Learning and Support Teacher role was extended to include additional support across the week. <p>The allocation of this funding has resulted in the following impact: Student need has been more effectively addressed through the learning and support role, affording the teacher greater time in the school and working directly with students to improve outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continued promotion and financial underpinning of the role in the school. 2023 will see greater time allocated to the supporting particular students of need based on regularly collected data through explicit teaching practice.</p>
<p>Aboriginal background</p> <p>\$6,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Maraylya Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: PDPs developed and reviewed to meet the learning needs of our Aboriginal students. The provision of human resources (SLSO) to work alongside Aboriginal students and their teachers to provide individual support where required. While the small cohort, creates challenges in reporting detailed progress, the school's approach has seen positive and meaningful progress for our Aboriginal students at all levels of literacy proficiency.</p> <p>After evaluation, the next steps to support our students will be: Increased anticipated funding for 2023 has allowed planning around further direct support for Aboriginal students in literacy via SLSO in-class support.</p>
<p>Low level adjustment for disability</p> <p>\$36,500.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Maraylya Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Evidence informed quality teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$36,500.00</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: A more comprehensive approach towards supporting student with particular learning needs has been possible by supporting the Learning and Support Teacher to be onsite for more days in the week to better meet student learning needs.</p> <p>After evaluation, the next steps to support our students will be: Continued commitment to this model of delivery, allowing for planning, implementation, communication amongst staff and follow-up if required within the same week.</p>
<p>Location</p> <p>\$3,200.00</p>	<p>The location funding allocation is provided to Maraylya Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing for Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: The school has been able to subsidise bus travel to a small variety of excursions for the purpose of curriculum and sporting based excursions, importantly after a period of interrupted learning and restricted travel. This has been greatly appreciated by our community as a way of easing some cost of living pressures from their budgets, allowing all students to participate. Student attendance has been maintained and at times enhanced through the further integration of technology for learning. Through the use of technology based resources, student engagement has been improved during periods of home and onsite learning.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to use these funds to ensure access for all to the opportunities provided by the school, shown to be even more important after periods of disrupted learning and reduced family budgets.</p>
<p>Professional learning</p> <p>\$11,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Maraylya Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice - Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist external educational specialists to share and support the school in understanding and implementing evidence-based approaches to teaching morning routine, vocabulary, phonics and writing. <p>The allocation of this funding has resulted in the following impact: The school has been very successful in making significant improvements in explicit teaching practice for every teacher and every student. The school's inclusion within a collective of like-minded educators who are committed to improving student learning and staff teaching outcomes has had marked</p>

Professional learning \$11,000.00	positive impact on practice and results in vocabulary and phonics. After evaluation, the next steps to support our students will be: The school is motivated to continue on this path, using the adopted practice to improve our approach towards writing and reading teaching and learning in 2023 and beyond.
QTSS release \$21,000.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Maraylya Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Data informed practice - Literacy and Numeracy Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff The allocation of this funding has resulted in the following impact: Teaching staff were afforded greater time to understand and adopt changes to morning routine, phonics and associated planning. Assistant principal was able to release teachers for the purpose of colleague observations, planning, research and professional learning within and outside the school. After evaluation, the next steps to support our students will be: A specialist teacher is to be employed to provide further focused teacher observations, modelled teaching demonstrations, teacher release and resource creation to support teaching staff K-6. to better deliver explicit teaching practice for the benefit of students.
COVID ILSP \$44,594.00	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: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • employment of teachers/educators to development resources, planning and deliver small group tuition, while supporting the administration of the program. The allocation of this funding has resulted in the following impact: The employment of our APC&I as a Covid intensive learning support officer to help assess, develop resources, plan and deliver small group tuition was particularly useful in driving change for the student focus groups. Administration of the program allowed for well managed and appropriate use of resourcing. After evaluation, the next steps to support our students will be: End of year data will inform which student focus groups are to be established and supported, particularly those who were unable to access the program in the past.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	51	66	62	61
Girls	56	52	51	52

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.8	91.5	96.3	89.4
1	96.3	92.9	95.1	90.0
2	94.8	91.7	93.4	90.7
3	94.2	93.2	93.8	87.9
4	93.8	90.6	91.2	86.7
5	93.7	89.8	92.8	89.1
6	91.4	89.4	90.9	84.4
All Years	94.6	91.2	93.6	88.3
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)	1.4
Classroom Teacher(s)	3.6
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.71

*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.

Teaching staff have committed to extensive professional learning throughout 2022, focusing on explicit teaching practice initially in the teaching of literacy. This professional learning in research based teaching practice is intended to flow into other areas of learning in the future.



Just some of the Maraylya Team!

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	146,184
Revenue	1,414,703
Appropriation	1,365,877
Sale of Goods and Services	-20
Grants and contributions	46,731
Investment income	2,115
Expenses	-1,423,585
Employee related	-1,276,537
Operating expenses	-147,048
Surplus / deficit for the year	-8,882
Closing Balance	137,302

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	0
Equity Total	53,375
Equity - Aboriginal	6,471
Equity - Socio-economic	13,371
Equity - Language	0
Equity - Disability	33,534
Base Total	1,036,771
Base - Per Capita	28,553
Base - Location	3,288
Base - Other	1,004,930
Other Total	229,039
Grand Total	1,319,185

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.



All fine after NAPLAN!

Parent/caregiver, student, teacher satisfaction

Based on Tell Them From Me data, the school saw a further improvement in parents feeling welcome at school, well beyond the NSW Govt norm. Even more parents than last year believe that the school supports learning, positive behaviour and safety, again all beyond the NSW Govt norm.

Parental support of learning at home, and the perception of the school's inclusivity school's perception, slightly below 2021 levels are still beyond state average. Parental perception of being informed in a timely fashion was commented upon directly in open feedback, with some feeling lead times to school events could be longer.

88% of families believe that the school is a culturally supportive, with the remaining 12% neither agreeing or disagreeing.

76% of families seeing improvement in learning due to the school's explicit approach to instruction in English and Mathematics.

86% of families indicated that they would welcome further information session in the teaching of Mathematics.

100% of responding families attended meetings at school either two to three times or more each year.



Open days are a great time to share practice and success!

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.

