

# 2022 Annual Report

## Maroota Public School



2480

## Introduction

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

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

### School contact details

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## School vision

Maroota Public School engages students, parents and the community in a shared learning journey.

Our school is committed to delivering high quality educational opportunities that actively engage, guide, inspire and challenge all students to achieve and thrive as learners, leaders and responsible productive citizens.

At Maroota Public School, every student is known, valued and cared for. Students are treated fairly and respectfully in a learning environment that is safe, supportive and inclusive.

We provide 'Quality Education in a Caring Environment'.

## School context

Maroota Public School is a small semi-rural school situated on the lands of the Darug people in the Hawkesbury region. The school takes great pride in providing a safe and highly educational environment for each student to explore their learning potential.

Maroota Public School serves students from the surrounding areas of Maroota, South Maroota and Lower Portland and in 2023 has an enrolment of 31 students. The school has two classes and caters for a wide range of needs and learning abilities. The small school atmosphere and small class sizes enable genuine relationships to develop and quality time is given to each student, ensuring that individual academic, social and emotional needs are met.

Maroota ensures that successful, evidence based teaching programs are developed and implemented across all stages. Reading and numeracy are focus areas and all staff ensure visible learning, differentiation and innovative programs are implemented to enhance student learning and engagement in all Key Learning Areas.

Students have opportunities for extracurricular participation including representation across a range of sports, debating and public speaking competitions and academic competitions all made possible by a committed and passionate staff.

Maroota has an enthusiastic and dedicated parent community. The Parents & Citizens Association (P&C) has generously supported learning programs and the installation of infrastructure for learning within the school.

The students of Maroota Public School enjoy the benefits of a small school whilst being provided with a range of opportunities similar to those available in larger schools. We have strong connections with the Hawkesbury region small schools and actively collaborate to provide opportunities for our students.

Maroota Public School has strong connections with the Da Murrytoola Aboriginal Education Consultative Group and works in partnership to provide personalised support for Aboriginal and Torres Strait Islander students and their families.

## 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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
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

In order to maximise student outcomes in Reading and Numeracy and to build strong foundations for academic success, 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.

- A culture of Differentiated Learning
- Data informed practices in Literacy and Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$4,477.00

**Socio-economic background:** \$7,897.00

**English language proficiency:** \$2,400.00

**Low level adjustment for disability:** \$3,806.00

**QTSS release:** \$3,677.00

**AP Curriculum & Instruction:** \$30,114.20

### Summary of progress

#### SUMMARY OF PROGRESS SCAFFOLD

- **Evidence of Doing-** The school participated in the CSUS program, beginning in Term 2, 2022, focusing on identified areas of need within numeracy: fractions, decimals and place value and number sense.
- **Evidence of Process Quality (enablers)-** Significant High Impact Professional Learning was undertaken, daily formative assessment used to inform differentiated and targeted teaching and learning programs. This was supported by the APC&I.
- **Evidence of Process Quality (barriers)-** Although collaboration was planned with the Learning Community of Schools, it was difficult to obtain due to physical distance between schools, individual, existing school commitments and time available as a result of these factors.
- **Impact-** Student engagement increased with students becoming more enthusiastic about participating in numeracy sessions, student learning was meaningful, with students being met at their point of need, retention of concepts taught was evident and growth was recorded for each and every student. Teacher confidence increased, lesson quality and content improved considerably, understanding and use of the Numeracy Progressions was developed, resulting in marked improvement of the use of Plan 2 for data recording and data snapshot accessibility.
- **Evidence of Impact -** The project has ensured quality differentiation of curriculum for all students, guaranteed to meet their learning at their point of need. It has resulted in retention of mathematical concepts and provides clear information of next steps.
- **Implications-** In 2023 this initiative will continue with the next identified area of need within mathematics (measurement and place value). It will also be extended to the identified areas of need within literacy (grammar, punctuation and sentence structure).

### 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
Achievement of 2023 system negotiated lower bound target:  A minimum of 55% of Year 3 and Year 5 students achieving expected growth in Reading.	<ul style="list-style-type: none"><li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li></ul>

<p>Achievement of 2023 system negotiated targets:</p> <p>A minimum of 70% of Year 3 and Year 5 students achieving expected growth in Numeracy.</p>	<ul style="list-style-type: none"> <li>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<p>Achievement of 2022 system-negotiated targets:</p> <p>Increase the percentage of students achieving in the top two bands in Reading.</p>	<ul style="list-style-type: none"> <li>20 % of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress yet to be seen toward the lower-bound target.</li> </ul>
<p>Achievement of 2022 system-negotiated targets:</p> <p>Increase the percentage of students achieving in the top two bands in Numeracy.</p>	<ul style="list-style-type: none"> <li>0 % of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress yet to be seen toward the lower-bound target.</li> </ul>

## Strategic Direction 2: Positive Engagement and Wellbeing

### Purpose

To ensure that all students and staff are known, valued and cared for in an environment that supports high levels of wellbeing and engagement.

### 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.

- Student, staff and Community Engagement and Wellbeing

### Resources allocated to this strategic direction

**Location:** \$3,147.00

### Summary of progress

#### SUMMARY OF PROGRESS SCAFFOLD

- **Evidence of Doing-** the school openly and systematically welcomed parents, encouraging them to become increasingly involved and engaged in their children's school experiences, school life and learning.
- **Evidence of Process Quality (enablers)-** the school initiated and provided opportunities for family involvement and attendance through educational and social platforms. These included Open Day, Book Parade and Book Fair, Grandparents Day, Art Show with afternoon tea, Literacy Afternoon with afternoon tea, school assemblies and The Maroota Muster. 96% attendance was consistently achieved at each of these events. Attendees' (parents, students and teachers) feedback was positive, with each cohort stating that they would enjoy attending a similar event in the future.
- **Evidence of Process Quality (barriers)-** many of the school's families are time poor. Hosting events during the school day or even after school proves to be a drain on their resources.
- **Evidence of Impact-** families demonstrated appreciation of the opportunity to visit the school. Resulting attendance at school assemblies has increased by an average of 50% and P&C meeting attendance has doubled.
- **Implications-** In 2023, in this initiative, the school will continue to offer opportunities for families to participate in and enjoy the school, engage in and understand their children's learning. The school will also investigate other avenues of communicating and sharing learning and experiences, including Facebook, Podcasts, recordings shared via QR code and the development of a Student-led news channel.

### 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 percentage of students attending to 70% of the time to be at or above the lower bound system negotiated target.	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 and flooding which took place throughout 2022.</li></ul>
<b>Community Engagement</b>  * TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above 90%.	<ul style="list-style-type: none"><li>• TTFM well-being survey was not conducted in 2022.</li><li>• Internal well-being survey data indicated that 96% of families of a positive mindset with regard to learning culture, learning content and knowledge of students, their needs and their learning. They noted that student voice was heard and accommodated, that students and families felt valued and were known. Each student was able to confidently identify a staff member that they could relate to and seek out, in times of need. Families stated that the school acted as advocates for their children and that students were positively engaged in school life and in their learning.</li></ul>
Delivering in the theme of attendance within the learning culture domain.	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of</li></ul>

Delivering in the theme of attendance within the learning culture domain.	Learning Culture.
<b>Staff Wellbeing</b>  Staff indicate they have a high degree of wellbeing satisfaction as evidenced in the TTFM survey and internal survey data.	Internal surveys of staff (full-time and temporary) have demonstrated positive attitudes towards their work, school culture, student engagement and general work environment. Resources are up-to-date and sufficient and there are opportunities for staff to practise innovation in a safe, supportive environment.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,621.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Maroota 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>• 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>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students identified with high level needs were successfully supported with their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of individual support for these students.</p>
<p>Socio-economic background</p> <p>\$7,897.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Maroota 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>• A culture of Differentiated Learning</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 CSUS program implementation.</li> <li>• professional development of staff through Breakspear's Learning Sprints to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have successfully programmed for and catered to students, at their point of need, in the area of numeracy (number sense, place value and fractions and decimals). They have confidently sourced quality resources from the Universal Resource Hub, engaging students by using best practice, resulting in significant growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The CSUS program will continue to be our way of working. It will be continue to be utilised for updated identified areas of need in numeracy (measurement of time) and extended to cater for identified areas of need in literacy (grammar and punctuation).</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Maroota 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>• A culture of Differentiated Learning</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 delivery of targeted initiatives</li> <li>• high impact professional learning in Breakspear's Learning Sprints</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> enabled teachers to be released for 1 hour per week to facilitate data talks</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>and collaborative planning of programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> release teachers for staff to engage with and analyse data to support the continuation of this program.</p>
<p>Low level adjustment for disability</p> <p>\$15,298.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Maroota 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>• A culture of Differentiated Learning</li> <li>• Other funded activities</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 CSUS program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students identified with high level needs were successfully supported with their learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of individual support for these students.</p>
<p>Location</p> <p>\$3,147.00</p>	<p>The location funding allocation is provided to Maroota 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>• Student, staff and Community Engagement and Wellbeing</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>• community events showcasing the school to local and extended communities (Maroota Muster, KLA afternoons, Community Carols)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> successful planning and implementation of community events showcasing the school as an important meeting place and centre of connection within the local and extended community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue with the organisation and implementation of existing community events and plan for additional opportunities to engage our immediate and extended communities, including businesses, families, neighbouring schools and staff.</p>
<p>Professional learning</p> <p>\$4,477.00</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 Maroota 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>• A culture of Differentiated Learning</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>• engaging an external program provider to support the CSUS focus on Numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

Professional learning \$4,477.00	<p>staff are confident in the application of Breakspear's Learning Sprints pedagogy, enabling them to formatively and summatively evaluate student achievement and plan forward to meet students at their point of need, enable understanding and proficiency.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to utilise the CSUS and Breakspear's Learning Sprints pedagogies, in numeracy and literacy.</p>
QTSS release \$3,677.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Maroota 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>• A culture of Differentiated Learning</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>• AP C&amp;I provided with additional release time to support classroom programs.</li> <li>• additional RFF to facilitate data talks between staff members to promote consistency of teacher judgement and scope of learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers know their students and how they learn, what their point of need is and where to take their students, next.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue data talks, plot student achievement on a data wall and meet regularly to discuss student direction.</p>
COVID ILSP \$18,093.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><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>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were identified, according to their needs and targeted intervention programs were devised. Individual or small groups undertook specifically designed programs to bridge gaps in learning and build solid learning foundations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue formatively evaluating student understanding, targeting students with specific learning needs as they are identified to promote cohesive and continued learning.</p>
AP Curriculum & Instruction \$30,114.20	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>

<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.20</p>	<ul style="list-style-type: none"> <li>• A culture of Differentiated Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• APC&amp;I to identify staff needs in professional learning, source and facilitate high impact professional learning to accommodate the successful explicit teaching of concepts in number sense, algebra and place value.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased confidence and competence of teachers regarding their collective capability to differentiate and explicitly teach number sense, algebra, place value, fractions and decimals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the CSUS pedagogy to ensure quality differentiation and explicit teaching of concepts to meet the learning needs of students at their point of need.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	17	19	9	11
Girls	12	15	10	15

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	95.3	93.4	85.4
1	97.6	86.0	85.2	87.6
2	97.6	95.9	90.5	88.6
3	78.8	92.2	96.3	80.0
4	97.8		93.6	84.7
5	93.8	94.4	94.5	81.2
6	93.5	92.2	99.5	93.0
All Years	95.8	93.2	93.3	84.9
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		92.5	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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.7
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.08

\*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>	66,354
<b>Revenue</b>	729,476
Appropriation	667,537
Sale of Goods and Services	294
Grants and contributions	59,375
Investment income	1,170
Other revenue	1,100
<b>Expenses</b>	-548,696
Employee related	-449,830
Operating expenses	-98,866
<b>Surplus / deficit for the year</b>	180,780
<b>Closing Balance</b>	247,134

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>	17,621
<b>Equity Total</b>	25,596
Equity - Aboriginal	0
Equity - Socio-economic	7,897
Equity - Language	2,400
Equity - Disability	15,298
<b>Base Total</b>	411,558
Base - Per Capita	4,801
Base - Location	3,418
Base - Other	403,339
<b>Other Total</b>	78,728
<b>Grand Total</b>	533,503

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

Regular conversations with parents, caregivers, students and teachers indicate significant positivity towards the school.

- Parent feedback demonstrates that parents feel that their students are known and valued, that the school is invested in their academic and social/emotional growth and that unwavering care and advocacy is evident in all school actions, decisions and programs.
- Student feedback indicates that students are happy at school and that learning is at their level. They feel challenged and supported and feel that the school is a safe place to take risks. They are comfortable receiving feedback and are happy to apply it in future learning.
- Staff feedback indicates that the school is a positive place to work. They feel supported and valued and enjoy working within the school community. Processes and procedures require tightening. Staff acknowledge that they are listened to and heard. Their professional learning needs are catered for.

# 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.