

2022 Annual Report

Martins Creek Public School



2493

Introduction

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

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

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School vision

Martins Creek Public School provides a dynamic, innovative and personal education that develops the whole child. Our inclusive teaching and learning programs are underpinned by professionalism, integrity and the principle of life-long learning.

Martins Creek PS is a small school with a big heart. We have high expectations of ourselves and our community. Our mission is to grow- academically, socially and physically- and transform Martins Creek PS into a local community hub and focal point for families in our district.

Every student is known, valued and cared for.

School context

Martins Creek Public School is a picturesque small country school situated on Worimi Country in the hills of the Paterson valley midway between Maitland and Dungog. The school population comes from the village and local area. Our school motto is *Attitude Determines Altitude* and within a dynamic and varied teaching and learning program our students are given the opportunity to achieve their best in a rich educational environment.

Our school focuses on promoting student engagement through the effective use of modern pedagogy, engagement and technology to meet the needs of 21st Century learners in all aspects of the curriculum, particularly literacy and numeracy. Martins Creek PS attracts a high level of resources, both in support services and finances, that are directed to our teaching and learning programs and enable our pursuit of educational excellence.

We offer an outstanding education with highly skilled staff, including a range of specialists, support teachers and School Learning Support Officers. Our school provides a well-balanced curriculum that is engaging and motivating, with practical connections to allow children to thrive. We value educational sustainability, equity and diversity, fostering interconnections with all stakeholders, particularly our parents/carers, P&C, community groups and Youyoong AECG. All stakeholders are invested in our school and support a progressive educational approach with children invested and driving their learning pathways.

In our school, every student is known, valued and cared for. Martins Creek students develop a sense of citizenship within a rural community as a result of learning about, caring for and enhancing our beautiful natural surrounds. They experience positive interactions with community members, local service groups, the Hunter Principals Network and collaboration with other small schools in the area.

Our 2020 Situational Analysis sought information from all stakeholders and generated our three Strategic Directions of: Student Growth & Attainment; Curriculum & Pedagogy and Wellbeing. We tailor our teaching and learning programs at student point of need to maximise student achievement and consolidate individual learning, social and emotional goals. We are constantly evaluating, analysing and refining our pedagogical and assessment practices to ensure that our community's high expectations are met and that student opportunities are maximised.

We celebrate diversity, with our student population including a range of abilities and strong representation of Aboriginal students. We pride ourselves on providing opportunities for students to develop socially, emotionally, academically, physically, spiritually and creatively.

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	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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

All stakeholders work collectively to ensure that every student accesses the curriculum to reach their potential.

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.

- Assessment & Data
- Teaching and Learning Programs

Resources allocated to this strategic direction

Low level adjustment for disability: \$7,660.60

AP Curriculum & Instruction: \$30,114.00

Professional learning: \$2,322.00

Summary of progress

Our focus for Strategic Direction 1 has been to build on and extend the implementation of rigorous, customised educational programs that cater to the specific needs of each student in the unique Martins Creek PS context. Processes and systems have been implemented to guarantee that students have been given the opportunity to access the curriculum meaningfully, demonstrate achievement and meet authentic outcomes. Assessment data has been reviewed and students have been tracked regularly to reliably gauge the effectiveness of our programs. Strategic Professional Learning, coupled with ongoing professional dialogue, ensure that all decisions were informed and consistently implemented. Teaching and learning programs reflect best practice and have engaged and motivated students to achieve significant growth.

The key outcomes of this initiative have been that all staff have a sound understanding of student academic and wellbeing requirements. They are able to critically reflect on the effectiveness of their practice, as well as analyse and modify programs to meet student need. Staff have analysed, interpreted and extrapolated data and responded to trends in student achievement. Individual tracking for all students in Numeracy and Reading has been conducted. Data shows growth in Reading and Numeracy. Assessment records indicate growth across all KLAs. All staff have an understanding of the specific needs of students and this has been documented clearly in teaching and learning programs / individual learning plans.

Our next steps will be to continue our focus on quality individual programming and further implementation the SWANs explicit structured programming and assessment system that allows for authentic individual plotting of student growth and achievement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
100% of students to be accessing the curriculum, actively engaged in their learning and demonstrating improvement.	Internal data shows that 100% of students are accessing the curriculum and are actively engaged in their learning. Individual tracking for all students in Literacy/Numeracy/Communication occurs on a regular basis. SWANs data shows strong growth in Literacy (Levels 4-6), Numeracy (L4-5) and Communication (L2-4).
Top 2 bands Reading- Improvement in the percentage of students achieving in the top two bands to be above the Network lower bound system negotiated target in Reading (NAPLAN).	NAPLAN data is unavailable for 2022. MCPS enrolments did not include any Year 3 or Year 5 students in 2022.

Top 2 bands Numeracy- Improvement in the percentage of students achieving in the top two bands to be above the Network lower bound system negotiated target in Numeracy (NAPLAN).	NAPLAN data is unavailable for 2022. MCPS enrolments did not include any Year 3 or Year 5 students in 2022.
Aboriginal Student Achievement: Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system negotiated target.	NAPLAN data is unavailable for 2022. MCPS enrolments did not include any Year 3 or Year 5 students in 2022.
Personalised learning records indicate growth in Numeracy.	Individual tracking for all students in Numeracy occurs on a frequent basis. Data shows strong growth in numeracy.
Aboriginal Student Achievement: Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school's lower bound system negotiated target.	NAPLAN data is unavailable for 2022. MCPS enrolments did not include any Year 3 or Year 5 students in 2022.
Personalised learning records indicate growth in Reading.	Individual tracking for all students in Reading occurs on a regular basis. SWANs data shows growth in this area.

Strategic Direction 2: Curriculum and Pedagogy

Purpose

Implementation of consistent, inclusive K-6 teaching and learning programs, as well as appropriate Teacher Professional Learning to support student growth.

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.

- School Planning

Resources allocated to this strategic direction

Location: \$917.00

Low level adjustment for disability: \$1,315.00

Professional learning: \$2,322.00

Summary of progress

Throughout 2022, our focus for Strategic Direction 2 has been the refinement of our programming practices to ensure there is a continuum of learning for all students within their differentiated, inclusive programs. Teaching and Learning Programs have become more sequential in nature as scope and sequences have continued to be developed. All teaching staff have engaged with the NSW Literacy and Numeracy Progressions to inform decision making around whole-school scope and sequence development. Document analysis of teaching and learning programs shows that 100% include evidence of adjustments made to accommodate individual student needs. Processes for program collection, monitoring and evaluating are being formalised to ensure that all staff are aware of MCPS programming requirements. Self-assessment against the School Excellence Framework showed that in the theme of Differentiation the school's practice remains at sustaining and growing. The SWANs Support Scheme has supported our students learning with additional needs and built staff capacity of Inclusive Education Best Practice.

The key outcomes in this initiative have been the development of teaching and learning programs that reflect the needs of our students. Evidence-based practices, including utilising the SWANs Support Scheme, have been used to further develop our effective assessment practices. The NSW Progressions, SWANs Support Scheme, NSW Syllabus and PLAN2 data have all provided tools for teachers to develop academic and social goals for students. Staff have visited specialist settings (such as Hunter River Community School) and improved their knowledge around formative assessments, explicit instruction for students with additional learning needs. Self-assessment against the School Excellence Framework showed that in the theme for Formative assessment the school's practice is at sustaining and growing and at delivering for summative assessment. Due to the development of our current cohort, the majority of data collected has been qualitative, including professional discussions, teacher/executive reflection, student work samples, photographs, teacher observations and community/stakeholder feedback.

Our next steps will be to strengthen the systems and processes in our teaching and learning programs to ensure that evidence-based practices are scheduled in to our curriculum and assessment cycles. We will continue to work with staff, external providers and stakeholders to implement high impact professional learning to support teaching and learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Consistently and effectively use Inclusive Programs for all KLA's K-6.	100% of Teaching and Learning programs demonstrate evidence informed strategies aligned with Inclusive Program philosophy.
Consistent staff implementation of <i>What Works Best</i> strategies, emphasising inclusion, differentiation and implementation of appropriate assessment strategies and explicit teaching.	Analysis shows that consistent staff implementation of <i>What Works Best</i> strategies, emphasising inclusion, differentiation and implementation of formative assessment strategies and explicit teaching is occurring.

Strategic Direction 3: Wellbeing

Purpose

Ensuring high expectations of student engagement is generated and maintained to support the wellbeing and growth of every student.

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.

- Wellbeing

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: \$1,000.00

Socio-economic background: \$3,336.00

Summary of progress

Our focus for Strategic Direction 3 has been to continue to improve wellbeing outcomes and ensure the viability of the school is maintained. Significant focus on sustaining the high levels of student attendance through positive, respectful relationships has remained steady and successful.

The key outcomes of this initiative show that formal and informal consultation with stakeholders has increased throughout 2022 and that our immediate school community continues to support our school's direction. Our community is invested in improving our school and is working collaboratively with us to help promote the school across a wider setting. Inclusive and productive learning environments, consisting of 21st Century learning spaces, outdoor learning spaces and socioemotional regulation spaces, have continued to be developed and refined to support the school culture of high expectations in the pursuit of both academic and social advancements. All teaching and learning programs have high expectations embedded throughout, with the continuation of positive and respectful relationships key to their success. Relationships among all stakeholders that are respectful, collaborative and positive have continued to strengthen and ensure that negative incidents of behaviour continue to diminish in intensity and frequency. Our school has attracted continued positive community feedback and MCPS students and staff were able to attend a wide variety of events and functions to reconnect with our community.

Martins Creek PS attendance figures have continued to remain high throughout 2022 and student participation in planned excursions, programs and learning activities is at 100%. The mutually beneficial relationships that were forged throughout 2021 continue to strengthen and the solid foundations established with families remains present. Parents and carers of students trust all MCPS staff to care for their child and acknowledge that every student is known, valued and cared for everyday. Our social media sites continue to gain momentum through strategically developed posts and interactions with our school community that illustrate the progress of our students, staff and school. Although our school is beginning to be seen as a community hub there is more progress to be made in this area.

Our next steps will be to refine our approach to positioning MCPS as a community hub. Opportunities that have been planned for include hosting an Assistant Principal, Curriculum and Instruction Network, Dungog LMG Aboriginal Cultural Day, community sports day and some historical appreciation days.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
100% of students engaged in learning and positive about their school environment. New enrolments secured.	Internal data (programs/daybook records/assessment/anecdotal records) report 100% student engagement in teaching and learning activities. Student positivity about school environment is evident through intrinsic motivation, demonstrated academic growth, positive wellbeing outcomes and high rates of attendance. Enrolments have fluctuated in 2022, but remained low. Current enrolment figures are expected to remain unchanged next year.

There will be an upward trend from the lower bound targets for Attendance.

Attendance figures have been consistently high in 2022 with 100% of students attending at a rate >90%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$106,657.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Martins Creek Public School in mainstream classes who require moderate to high levels of adjustment.</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 targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: 100% of students with additional needs have effectively accessed and engaged with mandated NSW DoE K-6 curriculum and demonstrated academic achievement.</p> <p>After evaluation, the next steps to support our students will be: Refinement and enhancement of teaching and learning programs to further support students with additional needs.</p>
<p>Socio-economic background</p> <p>\$6,672.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Martins Creek 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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement curriculum delivery to support identified students with additional needs • professional development of staff through to support student learning <p>The allocation of this funding has resulted in the following impact: All students supported in accessing curriculum and meeting growth targets. Internal data (SWANs) demonstrates growth in Literacy, Numeracy and Communication.</p> <p>After evaluation, the next steps to support our students will be: strategic allocation of human resources (staffing) to maintain growth and achieve targets. Broadening SWANs assessment areas to include Digital Literacy and Learning Skills.</p>
<p>Aboriginal background</p> <p>\$4,869.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Martins Creek 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>

<p>Aboriginal background</p> <p>\$4,869.00</p>	<ul style="list-style-type: none"> • community consultation and engagement to support the maintenance of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal students and their families engaging in the PLP process, resulting in the creation of authentic, meaningful and culturally significant documents.</p> <p>After evaluation, the next steps to support our students will be: Stengthening and refinement of authentic PLPs. Engagement with Aboriginal families to support learners while building meaningful relationships</p>
<p>Low level adjustment for disability</p> <p>\$14,121.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Martins Creek 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"> • Assessment & Data • Teaching and Learning Programs • School Planning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging APC&I to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Development and implementation of equitable programs that have catered for diverse student needs. Enhanced support for students requiring additional assistance in accessing K-2 curriculum</p> <p>After evaluation, the next steps to support our students will be: Enhanced provision of additional support for identified students through the continuation of strategic staffing and human resources.</p>
<p>Location</p> <p>\$917.00</p>	<p>The location funding allocation is provided to Martins Creek 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"> • School Planning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • collaboration with other schools in local area • collaboration/professional observation and sharing of resourcses with Schools for Specific Purposes (WLC) • purchase and implemtation of Students With Additional Needs (SWANs) assessment, programming and reporting framework <p>The allocation of this funding has resulted in the following impact: increased opportunities for students and increased staff capacity and awareness of supporting students with special needs.</p>

Location \$917.00	<p>After evaluation, the next steps to support our students will be: refinement of implementation of Students With Additional Needs (SWANs) assessment and programming tool; broadening of SWANs assessment areas to include Digital Literacy and Learning Skills.</p>
Professional learning \$4,644.00	<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 Martins Creek 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"> • Teaching and Learning Programs • School Planning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning to build capacity of executive, teaching and support staff in the development of authentic, practical and meaningful teaching programs. Staff have engaged in learning for development of authentic whole-school processes for program collection/monitoring each semester. • all staff have been involved in the development and implementation of whole-school Scope & Sequences for all KLAs that reflect our school context and student need. • all staff have completed training in curriculum implementation for K-2 English and Mathematics syllabuses <p>The allocation of this funding has resulted in the following impact: all students being supported in accessing the curriculum at their point of need and achieving to their potential. Students have demonstrated progress and achievement across all Key Learning Areas.</p> <p>After evaluation, the next steps to support our students will be: identifying and accessing relevant professional learning and support to best meet the learning, social and wellbeing needs of our students.</p>
QTSS release \$574.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Martins Creek 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 100% of teachers reported lessons differentiated according to students' needs</p> <p>After evaluation, the next steps to support our students will be: Assistant Principal Curriculum & Instruction leading development and implementation of programs that lead to improvement in areas where teachers need support, such as literacy or numeracy.</p>
COVID ILSP \$8,619.00	<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</p>

<p>COVID ILSP</p> <p>\$8,619.00</p>	<p>school as most likely to benefit from additional support in 2022.</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 targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: strengthened implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	4	5	2	4
Girls	5	2	0	0

Student attendance profile

School				
Year	2019	2020	2021	2022
K	74.7	95.7		97.4
1			97.8	
2	92.2			86.3
3	91.6	96.8		97.5
4	91.0		100.0	
5	91.8	96.8		96.9
6	92.3	92.0	94.6	
All Years	90.0	94.4	97.5	93.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4		87.9
1			92.7	
2	93.0			87.8
3	93.0	92.1		87.6
4	92.9		92.5	
5	92.8	92.0		87.2
6	92.1	91.8	91.5	
All Years	92.8	92.1	92.2	87.6

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	-1,490
Revenue	572,801
Appropriation	570,593
Grants and contributions	2,203
Investment income	6
Expenses	-580,329
Employee related	-529,567
Operating expenses	-50,762
Surplus / deficit for the year	-7,528
Closing Balance	-9,018

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	106,658
Equity Total	25,664
Equity - Aboriginal	4,869
Equity - Socio-economic	6,672
Equity - Language	0
Equity - Disability	14,122
Base Total	310,246
Base - Per Capita	758
Base - Location	918
Base - Other	308,570
Other Total	66,203
Grand Total	508,770

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver: Formal meetings and informal discussions show a high level of support and satisfaction with school teaching and learning programs and individual student achievement. Families feel supported by the school and believe that their contributions are valued. Families report their trust in school teaching and executive staff and confidence in the quality of teaching programs. Parents have expressed satisfaction with the level of communication with the school and support its direction.

Students: Students demonstrate pride in the academic achievement and confidence in the value of their educational programs. Students report being supported to achieve to their potential and are show satisfaction with the opportunities provided by the school. Students report on their strong, productive and rewarding relationships with staff.

Teacher: Teaching and non-teaching staff report satisfaction with their work and feel supported in their professional development. Close collaboration and communication have have maintained a positive school culture where individual strengths and recognised and valued. Executive, teaching and non-teaching staff all contribute to shaping school programs and direction. Staff wellbeing is prioritised and feedback indicates stakeholders feel supported, valued and a strong sense of collegiality.

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.