

2022 Annual Report

Moulamein Public School



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Introduction

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

Moulamein Public School strives for excellence in an inclusive learning environment where every student is supported to connect, thrive and succeed across the curriculum. Our school community is committed to working collaboratively to provide diverse learning opportunities for all students to achieve their personal goals.

School context

Moulamein Public School was established in 1867 and is a small isolated school in the Riverina district along the Edward River. Our school is the hub of a caring and supportive community who feel a strong connection with the school. Our school population includes families who have had generations educated at the school. We also have a transient community, drawing students from surrounding farms and the small local township. Our enrolment includes a growing population of EAL/D students and ATSI students.

Our school enrolment has increased by over 50% in the last four years and therefore our teaching and support staff have also increased. We have a current enrolment of 63 students and our classes change in structure according to cohort numbers each year, so our school is dynamic and flexible. An increasing number of students require additional support to access the curriculum and develop proficiency in English.

The school is well resourced and benefits from a supportive parent body and dedicated staff who are committed to providing a quality education across all key learning areas. Improving the literacy and numeracy standards of each student is a priority and teachers continue to learn how to differentiate the curriculum to meet the needs of each individual through explicit teaching. Staff provide engaging creative arts workshops, sporting opportunities, music lessons and digital technology lessons for all students. Our parent body value extra-curricula activities and enrichment programs.

We continue to strive for improvement in our delivery and academic successes. Our common goal is that all students obtain a year's growth in learning for a year's teaching. Our situational analysis highlighted that we needed to improve the way in which we collect evidence of achievement and also improve our assessment practices. With enhanced measures in data collection and use, plus embedding systematic assessment practices, we aim to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice. We aim to ensure teachers have the skills to make informed, evidence-based decisions. We strive to closely monitor the growth in literacy and numeracy and triangulate data so teachers are making consistent judgements and comparisons with national benchmarks, standardised tests and syllabus outcomes. With increased formative assessment practice and reflecting on teaching effectiveness, we aspire to see all students improving in literacy and numeracy continuously.

With our rising number of students enrolling into our school with additional needs we must ensure that we are offering an education that is inclusive. We aspire to cater for the growing needs of our students through informed and targeted teaching. We must ensure that we use our low-socio economic funding wisely to support over half our students who are in the bottom two quartiles. All staff will need to access professional learning to develop the skills to cater for students with Autism Spectrum Disorder, intellectual disabilities, mental health issues, behavioural disorders, EAL/D needs and more so they have the confidence and ability to cater for these needs within mainstream classes. Individual learning plans and adjustments must be purposeful and ensure relevant growth occurs for each student. We aim to ensure our ATSI students are continuously improving each year and will access additional support to ensure they reach standard benchmarks. The other side of inclusion is to ensure those students who need enrichment and extension programs are also given this opportunity to excel and thrive in different parts of the curriculum. The community are very passionate about enhancing extra curriculum opportunities for students and ensuring our curriculum is enriching for all students attending our school.

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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, student assessment data is regularly used school-wide to identify student achievements in order to reflect on teaching effectiveness and inform future school directions. Our school aims to develop systematic and reliable assessment practices in reading and numeracy, and ensure that formative assessment is practised expertly by teachers. Measurable student improvement for all students must be evidence-based by the end of 2024.

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 skills and use

Resources allocated to this strategic direction

Professional learning: \$10,650.00
AP Curriculum & Instruction: \$15,100.00
QTSS release: \$11,867.00

Summary of progress

Assessment

Teachers have had personalised professional learning to ensure student progress is monitored and tracked in accordance to the school's new literacy tracking schedule. Learning support has been adjusted and delivered according to results and data, ensuring students who are not meeting benchmarks have been provided with targeted, differentiated learning support. Students who also plateaued were highlighted and focus groups were formed in each classroom to ensure growth occurred for all students K-6. Staff were provided with opportunities to work with the AP C&I to develop an understanding of the Check-In Assessment and NAPLAN data and how to use this information for future teaching. Staff developed a strong understanding of the literacy and numeracy learning progressions and developed a deep appreciation of how these can be used to measure improvement.

Next year, the focus in this initiative will be to make necessary changes to literacy and numeracy assessments to accommodate for the new K-2 syllabus.

Data skills and use

Professional learning was provided to teachers across the year to ensure teachers could efficiently access and use PLAN2 and SCOUT data to record, analyse and monitor student learning. Department of Education training modules were accessed and utilised with success by all staff. External data was more thoroughly analysed this year than in previous years, with common findings and threads highlighted. A new system of using data strategically has been developed for the future. Through the support of the AP C&I and the triangulation and extrapolation of data, strategic priorities and new goals have been easily established for 2023. This includes targeted professional learning and the development and implementation of new plans to ensure continuous improvement and to address any gaps.

Next year, the focus in this initiative will be to implement targeted programs to address areas of need, according to the school data.

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 achieving top 2 bands in reading by 4.4 %.	2022 NAPLAN data indicates an increase of 4.55% of students in the top two skill bands for reading indicating achievement of the system negotiated target.

• increase the percentage of students achieving top 2 bands in numeracy by 5.8%.

2022 NAPLAN data indicates a decrease of 11% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.

Strategic Direction 2: Inclusive Education

Purpose

We aspire to have an inclusive teaching and learning programs across the school with evidence of adjustment to address individual learning needs, so continual improvement occurs for all students. We aim for our staff to be committed in identifying, understanding and implementing the most effective explicit teaching methods so students are productive, engaged and responsible learners. Enrichment and support programs will be embedded and taught expertly by the end of 2024.

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.

- Curriculum & Differentiation
- Effective Student Management

Resources allocated to this strategic direction

Low level adjustment for disability: \$28,131.20

AP Curriculum & Instruction: \$15,000.00

Socio-economic background: \$42,945.77

Location: \$45,110.00

Aboriginal background: \$3,678.00

Summary of progress

Curriculum and Differentiation

New and beginning teachers were supported in learning how to explicitly teach reading and phonics across the school meeting the needs of the students. A whole school approach ensured the most effective evidence-based teaching methods were used, optimising the learning progress for all students, across the full range of abilities. Effective methods were modelled and promoted until teachers demonstrated their own mastery.

All classrooms were supported to ensure learning environments were well managed. Teachers were supported to ensure students were engaged and learning in each classroom. Support was given to those classes and students who needed it with the presence of another teacher, and SLSO or the school chaplain to help promote learning in classes with diversity and high needs. Due to the high needs of students, classes were kept as small as possible so differentiation was manageable.

Extra curricula activities included a new music program, coding and robotics, visual arts and sporting workshops. All extension and enrichment classes were valued by students and parents. Parents felt that staff provided a range of learning opportunities that improved the wellbeing of their child.

Next year, teachers will spend time working on the new K-2 English and Mathematics syllabus and make necessary changes to school programs, including the phonics program and numeracy practices. Time will be allocated to teachers to understand the new Year 3-6 English and Mathematics Syllabus and plan for the implementation. A focus on improving attendance through strategic extra curriculum activities will be considered.

Effective Student Management

Location and school chaplain funds were used to improve attendance and wellbeing of students through targeted programs to improve students' self-worth, confidence, ability to deal with anxiety and increase engagement. Some students participated in specialised programs to help them improve their emotional regulation and personal issues that were interrupting their ability to learn in class. Structured playground support led to an improvement in behaviours outside and inside the classroom. Teachers built a stronger rapport with students across the year within our wellbeing programs.

Next year in this initiative, the school will work with staff, students and parents to continue providing opportunities to students to cater for their diverse learning needs and isolation to ensure that students can access the curriculum. This will include catering for the students' wellbeing needs, updating the welfare policy and supporting staff to understand and cater for the context of the school. Staff will need to spend time addressing the new and updated policies around restrictive practices and initiating any changes necessary.

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
<ul style="list-style-type: none">• Increase the % of students achieving at or above the expected growth in NAPLAN reading by 5% from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none">• Increase the % of students achieving at or above the expected growth in NAPLAN numeracy by 5% from baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students attending school more than 90% of the time by 3% or above.	The percentage of students attending 90% of the time has increased by 3.98%, indicating achievement of the annual progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$144,309.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moulamein 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"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$42,945.77</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moulamein 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"> • Curriculum & Differentiation <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 support literacy and numeracy differentiation program implementation. <p>The allocation of this funding has resulted in the following impact: *Year 5 NAPLAN Reading above both state and SSSG *Year 5 NAPLAN Writing above both state and SSSG *Year 5 NAPLAN Spelling above SSSG *Year 5 NAPLAN Grammar and Punctuation above both State and SSSG *Year 5 NAPLAN Numeracy above both State and SSSG</p> <p>After evaluation, the next steps to support our students will be: to ensure the school will continue to engage an extra classroom teacher to support the differentiation of literacy and numeracy to support trajectory towards achieving targets.</p>
<p>English language proficiency</p> <p>\$4,610.35</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Moulamein 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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$4,610.35</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. EAL/D students are reaching reading benchmarks across K-6 due to the intervention programs and support in and outside the classroom.</p> <p>After evaluation, the next steps to support our students will be: to provide personalised and targeted instruction for EAL/D students will be provided to each student to ensure they have the ability to access the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$28,131.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Moulamein 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"> • Curriculum & Differentiation <p>Overview of activities partially or fully funded with this equity loading 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 • 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 <p>The allocation of this funding has resulted in the following impact: employment of additional staff to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p> <p>After evaluation, the next steps to support our students will be: to ensure that the school provides additional support for identified students through the employment of trained SLSOs and teachers.</p>
<p>Location</p> <p>\$45,110.00</p>	<p>The location funding allocation is provided to Moulamein 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"> • Curriculum & Differentiation • Effective Student Management <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • additional staffing to implement wellbeing program, enrichment and extension opportunities across K-6 • Employ a teacher to run an extended transition program for 2023 kindergarten students <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: supporting the school to increase engagement and overcome isolation by providing extra curricula activities at the school for students</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$10,650.00</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Moulamein 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"> • Assessment • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • training of new staff to implement a literacy K-6 assessment schedule • employment of a teacher to train new staff in the implementation of a synthetic K-2 Phonics program • employment of trained SLSOs to deliver evidence-based Macqlit program to a larger group of students than previous years • AP C&I delivery of NAPLAN, Check-in data analysis session for teachers across the year to identify student strengths and weaknesses for targeted teaching. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of literacy resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: to provide personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$11,867.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Moulamein 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"> • Assessment • Data skills and use <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 learning how to use PLAN2 and ALAN platforms to track student learning progress. • additional RFF for teachers to learn components of SCOUT and its capabilities to help improve student learning in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: 100% of staff are engaged in tracking student progress in SCOUT, PLAN2 and ALAN, leading to target evidence-based practice</p> <p>After evaluation, the next steps to support our students will be: to provided opportunities for teachers to learn the new K-2 syllabus and support teachers to use the links to the learning progressions version 3.</p>
<p>COVID ILSP</p> <p>\$34,600.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>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

<p>COVID ILSP</p> <p>\$34,600.00</p>	<p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards literacy and numeracy goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,100.00</p>	<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>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 skills and use • Curriculum & Differentiation <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy updating reading resources to meet the needs of students • to train staff and assist with data analysis in Literacy and Numeracy <p>The allocation of this funding has resulted in the following impact: teachers were able to adjust their programs from the data analysis to ensure student gaps were addressed and all staff were trained in PLAN2 with guidance from the AP C&I</p> <p>After evaluation, the next steps to support our students will be: implementing plus one growth model to identify future professional learning and actions. Formative assessment will be prioritised across the school, focusing on immediate feedback.</p>
<p>Aboriginal background</p> <p>\$3,678.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moulamein 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"> • Effective Student Management <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 to improve their wellbeing and engagement <p>The allocation of this funding has resulted in the following impact: 100% Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: to closely monitor the literacy and numeracy results of our Aboriginal students and ensure students are engaged in literacy and numeracy support where required.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	28	31	34	39
Girls	31	31	32	28

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	96.2	92.6	93.0
1	91.0	94.8	91.7	93.4
2	95.0	95.9	93.2	93.9
3	95.5	97.1	95.5	92.7
4	94.2	95.5	96.3	92.1
5	93.9	95.2	94.6	95.2
6	93.6	93.7	92.3	89.6
All Years	94.2	95.5	93.5	93.1
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)	0.2
Classroom Teacher(s)	2.5
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.5

*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	61,177
Revenue	1,220,044
Appropriation	1,196,759
Sale of Goods and Services	32
Grants and contributions	23,096
Investment income	157
Expenses	-1,140,001
Employee related	-1,027,723
Operating expenses	-112,278
Surplus / deficit for the year	80,043
Closing Balance	141,221

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	144,309
Equity Total	79,366
Equity - Aboriginal	3,679
Equity - Socio-economic	42,946
Equity - Language	4,610
Equity - Disability	28,132
Base Total	752,616
Base - Per Capita	16,677
Base - Location	45,328
Base - Other	690,612
Other Total	72,767
Grand Total	1,049,059

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 Satisfaction

Parents completed a survey through survey monkey. Parents felt the Breakfast Program run by staff was an excellent initiative that supported families and their well being. Parents valued the robotics and coding program and felt this program was important. Another valued program was the gymnastics program for students across K-6 due to the inability to access gymnastics in their local area. Parents also valued the music program and suggested that students in the future have the opportunity to learn an instrument during school hours. Just over half of our surveyed parents felt they were prepared to help and assist with outdoor and well being activities at the school.

Student Satisfaction

Students completed the Tell them from Me Survey at the beginning of the year. Data informed the school that students felt they have someone at school who consistently provides encouragement and can be turned to for advice. Most students felt a sense of pride in the school and that they are treated with fairness and respect by teachers. A high percentage of students set challenging goals for themselves in their schoolwork and aim to do their best. The students identified they would like more shaded areas at school for when it is hot or it rains.

Teacher Satisfaction

Teachers completed the Tell them from Me Survey and scored highly in many areas. Teachers felt that they work with school leaders to create a safe and orderly school environment. Learning problems are discussed and supported. Teachers felt they monitored the progress of each student and set high expectations for students. All staff felt they used individual education plans to set goals for students with special learning needs. An area of improvement would be to integrate technology more in lessons.

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.