

2022 Annual Report

Clergate Public School



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Introduction

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

At Clergate Public School we believe in 'Our Best Always'. Our school community is committed to creating a learning culture based on high expectations, providing quality educational opportunities and is dedicated to striving for school improvement.

Fundamental in achieving our vision is a focus on wellbeing, with an emphasis on the school's core values of being respectful, responsible achievers, guiding students to be confident and resilient community members.

School context

Clergate Public School is situated on the northern outskirts of Orange in a quiet rural setting. It has a current enrolment of 80. Our enrolment includes a population of 6% students that identify as Aboriginal. The school is strongly partnered with a supportive and active parent and community group that fosters a culture of high expectations for all students.

The school is led by highly dedicated staff, committed to providing a student focused, nurturing educational environment. Students access excellent resources and are supported by quality personalised educational programs designed in partnership with parents and carers.

Through our situational analysis we have identified the need for a continued commitment to embed quality teaching practices in literacy and numeracy. Implementing high impact teaching strategies and collaboration with colleagues will provide opportunities to improve teacher practice and ensure students achieve expected growth in their learning. The school will focus on this by developing feedback strategies in order for all staff to deeply reflect on teaching and learning.

Professional learning in effective data literacy to inform teaching will be a focus in the next school planning phase. The school will refine processes to systematically collect and review quality data. A deeper analysis and understanding of assessment tools and recording class data will provide opportunities to continually improve reflective teacher practice and enable students to achieve expected growth. Alongside data literacy, staff will continue to engage in Quality Teaching Rounds and professional learning focused on the literacy, numeracy and wellbeing needs of students.

Wellbeing remains a priority for students, staff and all families. There will be a strong focus on empowering the whole school community with knowledge, understanding and use of effective practices to support wellbeing. Student voice reports a positive sense of self-belonging. Ongoing targets include developing resilience strategies and ensuring every child is known, valued and cared for.

Attendance whilst positive will remain a priority given the notable link between attendance and achievement in learning. The school will work in partnership with parents and carers to increase the number of students attending greater than 90%

The school maintains a culture, which focuses on continuous improvement and personal best for staff and students.

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

To improve student learning outcomes through the development and delivery of consistent high-quality collaborative, reflective teaching and feedback practices. The collection of quality, valid and reliable data will provide differentiated teaching for all 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.

- Data skills and use for explicit teaching
- Embedding Assessment and Feedback practices

Resources allocated to this strategic direction

Socio-economic background: \$12,320.00

Professional learning: \$4,000.00

Summary of progress

In 2022 the focus was on using various data sources to inform explicit teaching practices. Sustaining and embedding High Impact Professional Learning completed in 2021 was a priority in 2022, in particular using InitialLit, PAT and Check In data. Staff collaborated in how the syllabus and progressions linked together and what is required to assess effectively. Our school worked closely with the Collaborative Support in Unique Settings (CSUS) project team to track, monitor and implement modified teaching practices in the teaching of fractions and decimals. Initial assessments completed in fractions and decimals were unable to capture all outcomes and staff had to develop a modified assessment to ensure all outcomes were able to be assessed in order to make an informed decision in addressing areas of focus.

As a result of participating in the CSUS project, changes to teaching practice to promote and sustain student growth has been observed across the school. PLAN 2 was used to capture baseline and ongoing data. There has been great growth in the targeted area of fractions and decimals observed as a result of changes to teaching practice and ongoing evaluative processes. Teachers are using PLAN 2 as a formative assessment tool consistently across all classes and are using indicators to form learning intentions. Learning intentions were then used as observation points to ensure students could demonstrate the identified skill on a consistent basis. All staff have increased their data entry to ensure observable skills are tracked regularly and with fidelity. Students were provided with individual feedback in their understanding of fractions and decimals and a school wide approach to including learning goals in individual learning plans will be considered in 2023.

Guided literacy and numeracy data indicated that comprehension and multiplicative and additive strategies needed to be a school wide focus. Staff teaching 2-6 collaborated to use the Universal Resource Hub to identify quality resources and teaching strategies that could be used across the school. A consistent school wide approach was able to be implemented and was embedded in numeracy sessions. Students showed growth measured from the base line data.

A focus for 2023 will be to provide individual feedback in numeracy (identified from data analysis) and an aspect of reading to students to ensure anticipated growth is achieved for all students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top two NAPLAN reading bands by 6.5%	2022 NAPLAN data indicates a percentage decrease of students in the top two skill bands for reading indicating the school did not achieve the system negotiated target.
Increase the proportion of students achieving in the top two NAPLAN numeracy bands by 6.5%.	2022 NAPLAN data indicates a percentage decrease of students in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.

Increase the percentage of students achieving expected growth in NAPLAN reading by 5.3% from the target baseline.	This measure was unable to be obtained due to the unavailability of NAPLAN results during COVID-19.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 8.5% from the target baseline.	This measure was unable to be obtained due to the unavailability of NAPLAN results during COVID-19.

Strategic Direction 2: Empowered and Successful

Purpose

To enable successful and continuous school improvement that is driven by collaboration and evidenced wellbeing practices so the school community connects, succeeds and thrives.

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.

- Collaboration
- Wellbeing for success

Resources allocated to this strategic direction

QTSS release: \$0.00

Professional learning: \$528.90

Per capita: \$7,078.76

Summary of progress

The focus was on collaborating in implementing highly effective teaching practices in the teaching of additive thinking, multiplicative thinking and fractions and decimals. Collective data analysis enabled staff to work together to develop evidence-informed practices that could be implemented across the school. Resources were not able to be found on the universal resources hub that were suitable for students in the teaching of fractions and decimals. Staff used the syllabus and aligned resources to co-design and develop resources that were suitable for all students.

The Collaborative Support in Unique Settings (CSUS) project team assisted to develop strong collaborative processes. CSUS enabled quality systems, processes and planning structures to be implemented which then identified intentional improvement areas triangulating external data. A priority was ensuring staff had time to collaborate in order to identify the modification of practice which was inclusive of the mentoring and coaching of staff. The use of the Determining Implementation Gap (DIG) tool identified high quality professional learning and enabled professional dialogue around assessment, syllabus use and use of progressions which in turn enabled teaching sprints to be implemented across the school. Teaching sprints were implemented using internal and external data to enrich capabilities of staff and ensure a shared deep and narrow focus was enacted using the quality teaching cycle. All staff have been highly engaged throughout the process and feedback indicates it was strongly valued and supported classroom practice.

A focus in 2023 will be embedding the quality collaborative practices including use of assessment & data, use of syllabus, lesson planning and lesson observations.

Strategic alliances in our community of schools (Cumnock, Mullion Creek, Spring Hill) will also be a focus of developing and sustaining collaborative processes, targeting identified areas of literacy and numeracy.

Four staff leaders participated in training for "The Accidental Counsellor" which was then delivered to all staff inclusive of Administration Staff, Student Learning Support Officers building the capacity in the school.

The Resilience Project was delivered across all classes and focused on embedding the values of gratitude, empathy and mindfulness in all school settings.

A music teacher was employed to work across all K-6 classes. Weekly lessons were timetabled and there has been an observable positive impact on student wellbeing. Student voice has enabled students in years 3-6 to choose an instrument to play and develop their skills. Music lessons also support High Potential and Gifted Students (HPGE) identified in the creative domain. Feedback from staff, students and the community indicated strong support for the continuation of the music program, and it will again be implemented in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>Increase percentage of students attending school more than 90% of the time by 3.6% or above.</p>	<p>The number of students attending greater than 90% of the time or more has decreased however this figure was significantly affected by the public health orders and cessation of operations.</p>
<p>TTFM Wellbeing data (advocacy, belonging, expectations) improves by 5.4% to be at or above the lower bound system-negotiated target.</p>	<p>Tell Them From Me data shows advocacy has increased while belonging and expectations have not increased to be above the lower bound system-negotiated target.</p>
<p>Self-assessment of the School Excellence Framework at consolidating sustaining and growing in the:</p> <p>Element: Effective Classroom Practice - Theme: Explicit Teaching</p> <p>A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.</p>	<p>Self-assessment against the School Excellence framework shows the theme of Effective Classroom Practice: Explicit Teaching to be sustaining and growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$78,097.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Clergate 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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: Students requiring support and intervention were identified early through program assessment. These students were set revision tasks implemented on a daily basis. All students have shown growth toward their personalised learning plans.</p> <p>After evaluation, the next steps to support our students will be: Integration Funding Support will continue to be utilised to employ Student Learning and Support Officers to support students to achieve goals in literacy, numeracy, and wellbeing.</p>
<p>Socio-economic background</p> <p>\$34,550.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Clergate 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"> • Data skills and use for explicit teaching • 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 literacy and numeracy program implementation. • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: Teachers have developed personal learning plans in collaboration with parents, students and the Learning and Support Teacher. The Support Teacher Learning Assistant has worked closely with class teachers to implement the school's learning and support programs. Working closely with identified students to support their learning and wellbeing needs. Staff were well supported by the SLSO staff to assist with implementing wellbeing measures for identified students. Students that have been referred and where interventions have occurred have enhanced learning outcomes in literacy, numeracy, speech, and language. Specialised programs have been adopted in partnership with the school and home. The information gained from assessments has been shared with the families.</p> <p>After evaluation, the next steps to support our students will be: Continual SLSO support in 2023 will provide individualised and targeted learning to students to address gaps by implementing intervention programs</p>

<p>Socio-economic background</p> <p>\$34,550.79</p>	<p>in literacy and numeracy. They will also work closely with teachers to assist students with wellbeing measures identified in Personal Learning Plans. Students will continue to be referred to the Learning and Support team for intervention programs such as the Centre For Effective Reading and MultiLit programs. The partnership between the NSW Allied Health Speech Pathology will continue as students are referred and re-assessed if already accessing support.</p>
<p>Aboriginal background</p> <p>\$3,495.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Clergate Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Students that have been referred and where interventions have occurred have enhanced learning outcomes in literacy and numeracy. Students were supported to participate in extracurricular activities allowing achievement in identified areas. A focus on creating opportunities for students to take part in extra curricula activities such as cultural dance, art, games and a First Nations Cultural Day were provided for all students.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to be supported by the Learning and Support Team, including SLSOs to achieve the goals set out in their Personalised Learning Pathway plans in literacy, numeracy and wellbeing. The funds will be utilised to create opportunities for students to participate in cultural learning.</p>
<p>Low level adjustment for disability</p> <p>\$34,128.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Clergate 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The Support Teacher Learning Assistant has worked in partnership with class teachers to identify students and to implement the school's learning and support programs. Staff were supported by the SLSO staff to assist with implementing in class activities as well as wellbeing measures for identified students.</p> <p>After evaluation, the next steps to support our students will be: Continual SLSO support in 2023 will provide individualised and targeted learning to students to address gaps by implementing intervention programs in literacy and numeracy. SLSOs will also work with teachers to assist students with wellbeing measures identified in Personal Learning Plans.</p>

<p>Location</p> <p>\$1,600.62</p>	<p>The location funding allocation is provided to Clergate 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • teaching resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Resources were purchased for student artworks to be included in the local SPARKE City project for our local network area. New books from the shortlisted CBCA were purchased for the students.</p> <p>After evaluation, the next steps to support our students will be: Ongoing involvement in the local network of schools' SPARKE projects. Utilising the resources to teach the new K-2 English Syllabus.</p>
<p>Professional learning</p> <p>\$9,277.66</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 Clergate 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"> • Embedding Assessment and Feedback practices • Wellbeing for success • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff released to complete Additive Strategies and Multiplicative Strategies • Attendance at Accidental Counsellor training • Completion of mandatory training • Teacher release days to gather and compare numeracy data and for peer lesson observation for the CSUS numeracy project. <p>The allocation of this funding has resulted in the following impact: Staff attended targeted mathematics professional learning to support teaching and learning in Additive Strategies and Multiplicative Strategies. The learning and resources were shared with all staff. A staff member attended the Accidental Counselling course and shared knowledge and resources with the whole school staff.</p> <p>After evaluation, the next steps to support our students will be: The knowledge gained from professional learning in mathematics will support the work done in targeted numeracy sprints in 2023. Staff has indicated that they would like to further their knowledge of Accidental Counselling techniques in 2023 and this will remain a priority for strategic direction 2 within the school plan.</p>
<p>Literacy and numeracy</p> <p>\$10,514.95</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Clergate Public School from Kindergarten to Year 6.</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"> • employment of School Learning Support Officers to provide target

<p>Literacy and numeracy</p> <p>\$10,514.95</p>	<p>interventions to students in literacy and numeracy.</p> <p>The allocation of this funding has resulted in the following impact: Students being provided with targeted interventions to address identified needs. such as MultiLit and InitialLit. Internal school data indicates all students showed growth against their personalised goals.</p> <p>After evaluation, the next steps to support our students will be: A similar program will be used in 2023 to develop students' skills in reading and numeracy.</p>
<p>QTSS release</p> <p>\$16,433.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clergate 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"> • Collaboration • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Staff are actively looking for ways to improve editing in writing and understanding of teaching editing and secretarial skills in their lessons as a result of PL, shared resources and lesson demonstrations delivered by the instructional leader. Students are more aware of the need for editing their work to improve their writing. The students are all working towards personal goals regarding editing. Students identified in the Nationally Consistent Collection Of Data were supported in the classroom and the playground with wellbeing needs by additional SLSO time allocation.</p> <p>After evaluation, the next steps to support our students will be: The allocation will continue to be utilised in 2023 to employ a teacher as an Instructional Leader, to continue working on improving student punctuation and grammar goals across the whole school as a part of the QTSS funding in collaboration with the new Assitant Principal Curriculum and Instruction. The allocation will also be combined to enable a Senior Administration Manager additional time to support the principal with administrative processes.</p>
<p>COVID ILSP</p> <p>\$34,809.75</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"> • employing staff members to coordinate, implement and embed programs for individuals and small groups of students to enhance targeted needs in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: School data shows positive trends for students in the program. Each student has demonstrated growth against personal learning goals.</p> <p>After evaluation, the next steps to support our students will be:</p>

COVID ILSP

\$34,809.75

The data gathered and student groupings for intervention from the previous year will be used to further support targeted students and their growth in literacy and numeracy. Next year Intensive Learning and Support funding will be used to engage SLSOs to continue to deliver initiatives and programs put in place across K-6 over the past two years.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	47	42	45	46
Girls	43	36	39	39

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	97.6	95.6	89.7
1	94.6	95.1	95.5	91.5
2	95.1	96.7	91.0	92.4
3	96.8	96.8	95.4	91.7
4	95.0	96.7	94.7	91.7
5	95.4	95.7	91.8	90.5
6	94.8	95.7	95.7	91.0
All Years	94.8	96.4	94.1	91.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.54

*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	92,888
Revenue	1,128,131
Appropriation	1,084,698
Sale of Goods and Services	1,593
Grants and contributions	41,274
Investment income	567
Expenses	-1,097,060
Employee related	-990,789
Operating expenses	-106,271
Surplus / deficit for the year	31,071
Closing Balance	123,959

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	78,097
Equity Total	72,174
Equity - Aboriginal	3,495
Equity - Socio-economic	34,551
Equity - Language	0
Equity - Disability	34,128
Base Total	846,422
Base - Per Capita	21,225
Base - Location	1,601
Base - Other	823,596
Other Total	37,241
Grand Total	1,033,934

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

Student Satisfaction

Forty-seven students in Years 4-6 participated in the Tell them From Me Survey at the end of 2022. 79% of students stated they were proud of their school.

Key Findings whereby the school mean was greater than the NSW govt mean:

- Student participation in school sports
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Other areas with positive trends were:

- 83% My teacher takes time in class to ask us to remember and explain things we have been taught before.
- 74% If students are being bullied or see someone else being bullied, they know where they can go for help.
- 90% I have enjoyed doing music lessons with Mrs. Cooke this year with guitar being the selected option for wanting lessons in it.

Parent Satisfaction

Parents were surveyed using the 'Partners in Learning' Parent Survey where 8 respondents completed the Parent Survey between 12 Sep 2022 and 09 Nov 2022.

The key findings where the school was greater than the NSW Government Norm:

- Parents feel welcome;
- Parents are informed;
- Parents support learning at home;
- The school supports learning; and
- Inclusive school.

Other findings include:

- 88% reported they talked with a teacher more than twice.
- 88% reported they had attended meetings or social functions at the school.
- 100% responded the school is a culturally safe place for all students.
- The most useful communication types at school for discussing children were informal meetings and formal interviews.
- The most useful communication about school news was text and school newsletters.
- 100% responded they would recommend their child's school to other parents.

Areas for further investigation include:

- Types of parent/carer workshops to support learning.
- Access to learning a musical instrument.

Staff Satisfaction

The school conducted an end of the year survey for teachers. Given this small number of teachers responding general trends will only be discussed to ensure privacy. Extended responses have been analysed and used to inform planning for 2023.

All staff

- indicated there was value in the personalised learning plans that staff develop with all students and parents as an effective way to set goals at the beginning of the year.
- responded that the personalised learning plans were used to inform and target the teaching for the individual student.
- acknowledged that as a school we need to investigate revising the use of assessment tools for 2023.
- positively responded on the effectiveness of student participation in the Resilience Project and the program Bounce Back.
- acknowledged the positive impact of the specialist teacher for music lessons initiative.

80% or more of all staff

- indicated they would be interested in having days to assess and use data better
- strongly acknowledged how effective the Speech and Language program had been from the Orange Health Service.

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.