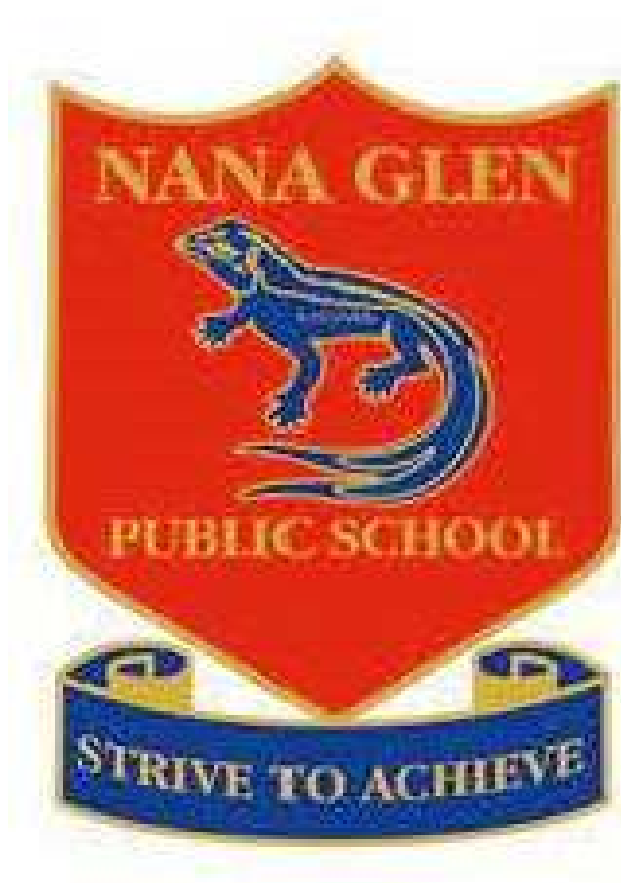


2022 Annual Report

Nana Glen Public School



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Introduction

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

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

School contact details

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School vision

We foster a culture of high expectations of behaviour, attendance and engagement in learning. High academic success and wellbeing is embedded across the school to empower students to become resilient, socially and emotionally competent and successful life-long learners. Students demonstrate learning qualities, understand how they are learning and what their learning goals are.

We provide high quality teaching through differentiated and challenging learning opportunities to ensure equity and educational attainment for all. Teachers provide evidence-based strategies for all students in reading, writing, vocabulary, numeracy and all key learning areas.

Community partnerships are strong to ensure a sense of belonging which enhances wellbeing for all. Parents are well informed of their children's learning progress and engaged partners in their learning. Students attend school daily and are fully engaged in all the opportunities offered.

School context

Nana Glen Public School is a P1 school set in a semi-rural location with a student population of approximately 130 students, with a FOEI of 113. The student body is made up of 22% Aboriginal students, 6% EALD and 10% students with current Integration funding. The school has a strong welfare platform that supports student learning and behaviour systems. The school has partnered with the Department of Health's Got It program, the Beyond Blue program, 'Be You'. In addition the school piloted an Emotional Assertive program, that has enabled students to deal with their own emotions when faced with either emotional or social challenges, and continue to implement and engage with this pedagogy.

The school actively promotes challenge learning and the successful qualities of a learner. Students, staff and parents are encouraged to seek and provide feedback. Our classrooms promote high expectations through rich dialogue, visible learning strategies, formative and summative assessments to guide student learning, and differentiated and challenging learning opportunities for all students. We have strong ties to our local Gumbaynggirr heritage and languages and Aboriginal perspectives are taught and embedded into all classrooms.

The school provides rich diverse extra curricular opportunities through school and our community of schools partnerships; Premier's Sports and Arts Unit, STEM focus days, debating, cross country, swimming and athletics carnivals, and enrichments days for science, mathematics and art. These activities provide students with opportunities to try new tasks, enrich knowledge and promote high performance. The school engages in strong partnerships with the other schools in the Orara Valley as well as our feeder High School, Orara High. We receive support and expertise from the Department of Education's support staff as well as research based external agencies. These opportunities enable strong growth in staff capacity, supporting student learning and provide chances for staff leadership.

Improving student results and supporting our students to grow in Literacy and Numeracy is our focus. We have planned our next four years directions to improve the performance of students in Reading, Numeracy and Writing, wellbeing and school attendance. Our focus is to improve student attainment and growth in numeracy, reading and writing, use of data to improve practice, collaborative practice and communication and partnerships with our community.

Feedback and consultation were undertaken with all stakeholders: students, parents, staff and the local community, including our local Aboriginal community.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy, numeracy and all key learning areas.

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.

- Effective Classroom Practice
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$57,283.00

Professional learning: \$7,754.43

Summary of progress

In 2022 we have seen the following progress:

Staff evaluated their own practices using the Effective Differentiation in Teaching Reflection Tool. The data analysis indicated that further work and focus is to continue to embed skills in Scaffolding Student Learning, and Building Peer Relations, in addition our assistant principals will continue to support and build differentiation strategies within class programs. Staff will continue to reflect on their professional practice and work within a coaching model building on individual skills in 2023.

In writing across the school, we saw a significant improvement in the quality of language used, structure, grammar and punctuation at sentence level and this development has seen improved writing skills in the upper grades. Teacher capacity to enable this improvement has been very strong with evidence in teaching programs, lesson observations and collegial feedback being positive. In 2023 the school will further embed the Writing Revolution strategies as they align with new curriculum implementation.

The utilisation of information technologies across all key learning areas has grown over 2022 with the engagement in, and support of, the Rural Access Gap program.. The development of a scope and sequence of skills has been trialed and is prepared for implementation from K-6 in 2023.. The school looks forward to continued involvement in the Rural Access Gap initiative.

In 2022 all teaching staff engaged in the Mathematics Capacity Building professional learning with facilitation by the Principal and supported by the Assistant Principal Curriculum and Instruction. In 2023 staff will continue to embed learned strategies and build on skills to enable staff to implement new curriculum while continuing to cater for all students at point of need.

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 in the top two bands in NAPLAN Reading to between 41.3% and 46.3%.	We achieved our projected targets for 2022 with a 7.88% uplift from baseline data to 42.5% of students represented in the top 2 bands NAPLAN.
Increase the proportion of students in the top two bands in NAPLAN Numeracy to between 28.3% and 33.3%.	In 2022 the school achieved an uplift of 7.02% from baseline data, slightly below anticipated target with 27.5% of students achieving in the top 2 bands NAPLAN.
• Increase the percentage of students achieving expected growth in NAPLAN reading to between 50.6% and 55.6%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and

<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN reading to between 50.6% and 55.6% 	carers throughout the year.
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN numeracy to between 53.6% and 58.6% 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Instructional Leadership & Best Practice

Purpose

To strengthen high quality teaching, we will strategically implement high quality professional learning, planned and supported reflective collaboration and feedback with a focus to improve student growth in literacy and numeracy.

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
- Instructional Leadership and Collaboration

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$150,571.00

Location: \$46,332.98

Low level adjustment for disability: \$38,781.50

Summary of progress

In 2022, the school saw significant improvement in the areas of focus of Data Skills and use and Instructional Leadership and Collaboration and will continue to build on this strong foundation in 2023. School Executive established a collaborative data wall for all students identifying student learning growth, achievement and interventions. NAPLAN, Check-in Assessments and in school monitoring have reflected significant growth. Staff engaged in lesson studies and share lesson observations and feedback opportunities with a focus on differentiation, writing and numeracy. The establishment of the assistant Principal Curriculum and Instruction has supported the strengthening of staff capacity and in providing feedback in implementing the new curriculum as a part of the Accelerated Adopter program. Challenges the school faced included staffing shortages and staff backfilling, preventing consistency of school processes, however, staff did engage fully and achieved all intended outcomes.

In 2023 school Executive will continue to lead engagement in data analysis through the data wall and referencing internal and external data sources. Instructional leadership will embrace a coaching model to strengthen staff capacity and teaching practice. The school will continue to implement the new curriculum as it is released and review and evaluate teaching practice through collaboration focus days and individualised support. Staff will maintain a focus of equity across the student population ensuring Aboriginal student achievement levels continue to improve.

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
65% or more students K-6 achieving stage level or above in Whole School Pre and Post Writing Assessment tracked on PLAN2 and in-school data.	Whole school pre and post writing student achievement reflected target met in 2022.
Results for Aboriginal students are equivalent to or exceeding the growth and achievement of all students.	Across the school, Aboriginal students are achieving equivalent to or exceeding the growth and achievement of all students in both literacy and numeracy.

Strategic Direction 3: Wellbeing, Engagement and Partnerships

Purpose

To support the wellbeing and effectiveness and responsiveness of our learning community with a culture of high expectation.

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, Learning and Support
- Communication and Partnerships

Resources allocated to this strategic direction

Professional learning: \$7,724.95

Integration funding support: \$1,080.00

Socio-economic background: \$1,179.00

Summary of progress

In 2022 the school recorded daily attendance well above state and local network levels, however student data reflecting attendance of more than 90% of the time was impacted by COVID interruptions, and localized flooding incidents. Daily attendance of students was also above state and local network schools with 89.5% of students attending school daily. Attendance and belonging shows a direct correlation between increased attendance (term 3) and student sense of belonging. As a school we will continue to implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. With our movement to School Bytes, the implementation of attendance texting will be introduced to parents to assist with responding to absentee issues. The school flow chart process of monitoring attendance will be adjusted so that all staff are clear on the process and accountability for follow-up. On-going weekly and 5-weekly attendance tracking will continue and be added to the attendance data wall. The school will continue to monitor and track student attendance and work with the community to improve school attendance in 2023.

Staff engaged in professional learning in 2022 supporting understanding trauma, emotional-assertiveness, resilience, and MAPA (Management of Actual or Potential Aggression) training in response to growing school needs and identified student, staff and community concerns. Two staff members have now become trainers in Emotional Assertiveness and Resilience, ensuring succession of the program within and beyond the school. Staff also implemented the 'Life Skills Go' initiative measuring and tracking students' emotional state and providing the 'what next' to improve learning and emotion regulation. Student intervention programs and individualised learning plans shifted from a reactionary approach to a more responsive, strategic approach supporting student learning, engagement and wellbeing.

In 2023 Staff will continue current practices for communication and partnerships ensuring strong collaborations between parents, students and the community that inform and support continuity of learning for all students. Areas of focus will be:

- Implementing school-based surveys for parents at regular intervals
- Continue promoting positive, respectful relationships that are evident and widespread
- Reporting processes will return to a two-term process which will also meet new syllabus requirements as a result of parent feedback
- Report format will be evaluated and updated to be aligned with new syllabus K-6. Presently K-2 are aligned with new syllabus
- Communication processes that have been developed will continue into 2023 as both staff and community value these processes

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students attending school 90% or more to	53.9% of students attended school more than 90% of the time in 2022, this was below the anticipated target.

between 75.4% and 80.4%	
<ul style="list-style-type: none"> • Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 89.7% and 94.7% 	In 2022 the percentage of students reporting positive wellbeing on the Tell Them from Me Survey was 84.44%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$281,896.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nana Glen 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"> • Wellbeing, Learning and Support • 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) <p>The allocation of this funding has resulted in the following impact: All identified students requiring learning adjustments have been appropriately supported to engage successfully in their learning.</p> <p>After evaluation, the next steps to support our students will be: In 2023 all identified students requiring additional support will be supported in their learning and engagement at Nana Glen Public School.</p>
<p>Socio-economic background</p> <p>\$88,628.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nana Glen 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"> • Effective Classroom Practice • Numeracy • Wellbeing, Learning and Support • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support specific program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The funding source has provided equity for all students to engage in their learning. Teacher capacity was enhanced through engagement in high impact professional learning opportunities.</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding source will continue to support all students and staff, ensure equity in access to quality education and support.</p>
<p>Aboriginal background</p> <p>\$35,432.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nana Glen 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>

<p>Aboriginal background</p> <p>\$35,432.00</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 • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The implementation of the Aboriginal Community Liaison officer was highly successful with community engagement increasing in both interactions regarding student needs as well as attendance and interaction at whole school activities. Additional staff support in classrooms for our Aboriginal students has seen outcomes continue to improve with the majority of our Aboriginal students, academically on par or above their grade peers.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school will continue to strengthen this support program for all Aboriginal students and the broader community.</p>
<p>English language proficiency</p> <p>\$8,960.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nana Glen 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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: In 2022 students with English as a second language continued to grow in confidence, and ability with outcome achievement increasing for all students.</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding source will continue to support identified students to access the curriculum and engage in their learning with individualised programming and support.</p>
<p>Low level adjustment for disability</p> <p>\$76,139.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Nana Glen 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"> • Instructional Leadership and Collaboration • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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: This funding source provided high impact professional learning building staff capacity to best support students with identified additional learning needs, differentiation and implement high potential and gifted education policy and programs.</p>

Low level adjustment for disability \$76,139.50	<p>After evaluation, the next steps to support our students will be: In 2023 the school will continue to embed best practice in all classrooms supporting student engagement and achievement.</p>
Location \$46,332.98	<p>The location funding allocation is provided to Nana Glen 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"> • Data skills and Use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • supporting whole school collaboration in data collection and analysis <p>The allocation of this funding has resulted in the following impact: The appointment of the Assistant Principal Curriculum and Instruction in 2022 well supported the school staff in implementing practices and processes for collaboration, data collection and analysis informing the teaching cycle.</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding source will continue to support students in equitable access to the curriculum and broader opportunities in their learning.</p>
Professional learning \$15,479.38	<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 Nana Glen 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"> • Effective Classroom Practice • Wellbeing, Learning and Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff engagement in high impact professional learning opportunities <p>The allocation of this funding has resulted in the following impact: Professional learning funding ensures consistency and continuity of professional learning for all staff Kinder to Year 6 and implementation of successful strategies for all students.</p> <p>After evaluation, the next steps to support our students will be: In 2023 Professional Learning funds will continue to support strengthening staff capacity to improve student outcomes.</p>
QTSS release \$22,524.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nana Glen 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"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: In 2022 Executive staff provided mentoring and coaching for supervised staff ensuring consistency of practice and building staff capacity based on individual need and identified experience and goals.</p>

<p>QTSS release</p> <p>\$22,524.00</p>	<p>After evaluation, the next steps to support our students will be: In 2023 QTSS funding will continue to support and strengthen the school leadership with a continued focus on student outcomes through a coaching and mentoring model.</p>
<p>COVID ILSP</p> <p>\$77,880.00</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 to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy and high potential and gifted education program delivery <p>The allocation of this funding has resulted in the following impact: School data reflected significant growth in student improvement directly correlating with the COVID intervention programs.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the school is focused on continuing intervention and support programs and will monitor and track student progress informing further initiatives.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	71	64	57	58
Girls	72	71	67	61

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	88.8	93.4	90.0
1	92.6	84.8	92.4	90.8
2	92.5	88.0	89.0	90.4
3	92.0	87.7	92.6	90.0
4	91.5	83.1	92.2	92.2
5	90.7	85.0	88.3	90.7
6	91.4	87.8	89.7	91.9
All Years	92.0	86.3	91.0	90.8
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)	2
Classroom Teacher(s)	6.83
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.71

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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	171,650
Revenue	2,359,440
Appropriation	2,334,755
Sale of Goods and Services	669
Grants and contributions	22,838
Investment income	1,179
Expenses	-2,279,782
Employee related	-2,026,857
Operating expenses	-252,924
Surplus / deficit for the year	79,659
Closing Balance	251,309

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	266,313
Equity Total	209,159
Equity - Aboriginal	35,431
Equity - Socio-economic	88,628
Equity - Language	8,960
Equity - Disability	76,140
Base Total	1,514,099
Base - Per Capita	31,332
Base - Location	46,333
Base - Other	1,436,434
Other Total	229,288
Grand Total	2,218,859

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

Students, staff and parent/caregivers were surveyed at different points in the year to gain feedback on initiatives, satisfaction and future directions.

- Satisfaction of all stake holders was high in external and internal surveys, with 100% parents who completed the survey, highly recommending the school.
- Communication processes were also ranging in the high to very highly satisfied range with all stake holders.

- Students felt they were part of learning communications as well as receiving opportunities to participate in outside opportunities, with COVID restrictions beginning to lift. Walk through feedback from students indicated 100% of students could name at least one adult in the school that they felt safe to talk to. More than 62% students stated they could talk to any adult in the school, and the majority of the remaining students could name more than 3 adults.

- Parents were very satisfied with the different forms of communication available, rating the fortnightly class emails, the school newsletter and class Facebook posts with the highest levels of engagement. 75% of parents surveyed chose the option of returning to a 2 yearly reporting process, rather than a 4-term written school report.

- Staff felt that the communication processes within the school were effective and manageable and requested that they continue in 2023.

Future Directions:

- Communication processes will continue in 2023 for all stake holders.
- The school will revert to 2 formal written reports. One at the end of semester 1 and the second at the end of semester 2.
- The school will continue to build connections with students to ensure that all students have 1 or more safe adults they feel comfortable with to talk to.
- The school is to offer parents information sessions to inform them of initiatives in the school. This will begin with newsletter "taster" information in term 1.
- Now that COVID restrictions are lifting the school is to return to pre-COVID family events such as morning BBQ's and a colour-run.
- 2023 surveys will continue with a focus to gain greater feedback numbers from our parent body.

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.