

2022 Annual Report

Quaama Public School



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Introduction

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

Quaama Public School

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School vision

Quaama Public School fosters a community of respect where people feel connected and safe. A strong sense of wellbeing is promoted through a positive practices tailored to meet each individual's needs to support academic attainment and development of the whole child.

School context

Quaama Public School is a small, community focused school with a current enrolment of 41 students from K-6, situated between Cobargo and Bega on the Far South Coast. School numbers have fluctuated over the past seven years with student numbers ranging from 40 to 70 students. Our FOEI has increased 20 points over the last 3 years indicating a demographic change in the area. The school has 4 classrooms, a library and additional learning space. The school has a variety of areas for students to play and engage in outdoor activities ranging from a football oval, playground equipment, large shaded areas and a covered basketball court. Students also have access to a school bike track and a large orchard resulting from projects initiated by the school P&C.

The whole school approach to learning and wellbeing focuses on the values of Respect, Responsibility and being a great Learner. Teachers reinforce school wide expectations through positively acknowledging student behaviour and explicitly teaching expected behaviours.

Quaama PS is committed to improving the quality of teaching across all classes through targeted ongoing professional development. Teachers are dedicated to quality classroom practise and the training and reflection needed to for continuous improvement. There is a significant focus on improving the quality of numeracy teaching and improving student growth from year 3 to year 5. All students experience high quality music lessons each week with selected students taking part in a large music event at the Sydney Opera House each year. Quaama PS offers Japanese lessons once a week where all students are given the opportunity to learn the language and about the culture.

Quaama Public School is a proud member of the Sapphire Coast Learning Community (SCLC) working collaboratively to strengthen productive partnerships with Bega and Eden Community of Schools and Far South Coast Principals' Network. Together the schools serve a student population of over 3500 students from diverse and complex backgrounds. The schools have strong cultures of excellence in the arts and sporting pursuits and take great pride in the provision of a broad-based curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

Our situational analysis concluded that a strong emphasis on embedding effective classroom practices is a foundation to everything that occurs in the classroom. With a solid understanding of "what works best" in highly effective classrooms, teachers can reflect and coach each other to make the ongoing progress needed into the future. Embedding these quality practices will help build sustainability for any incoming teaching staff and avoid the issues that can pose challenges for small schools.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will develop a deeper understanding of the concepts that underpin numeracy and literacy and how to effectively teach and assess these concepts. Staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

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.

- Evidence Based Data Driven Numeracy Practices and Interventions
- Embedding Evidence Based Best Practice in Teaching Early Years Reading

Resources allocated to this strategic direction

Low level adjustment for disability: \$31,549.00

English language proficiency: \$2,400.00

Socio-economic background: \$30,000.00

Aboriginal background: \$5,680.00

Professional learning: \$6,400.00

Location: \$250.00

AP Curriculum & Instruction: \$30,114.00

Summary of progress

In 2022 our staff increased their use of Essential Assessment to assess, track, analyse numeracy across the entire year for Stage 3. The regular systematic numeracy assessments across the year allowed teachers to clearly track student progress in all strands of maths. Targeted teaching of specific concepts was undertaken in small groups. The teacher had a clear understanding of what the students needed and taught them explicitly in that concept or strand. Students received specific and immediate feedback related to formative and summative assessments.

Teachers were supported to access and effectively use the Department of Education diagnostic tools in ALAN. Teachers were given time and support to assess students using these tools and analyse the results. Teachers used diagnostic assessment results to cross-reference with other data to confirm their understanding of individual student's needs.

Teachers developed a shared understanding of effective-based reading instruction for K-2. We took time to extensively read books, articles and reports related to the science of reading. This increased understanding and value of evidence-based approaches that will drive all professional learning in 2023.

We used this increased knowledge of reading science to select a specific literacy program for K-3. Two teachers undertook the necessary training, and the necessary resources were purchased to aid the systematic implementation of the program.

A specific teacher was employed to support literacy and numeracy student learning needs in K-2. This experience and expertise catered for and helped target the individual needs of students who are learning to read and write.

Improvements in using diagnostic assessment tools were made to effectively assess individual student needs in phonics and maths. Teachers were given ongoing support to implement the assessments and analyse the results. All students in K-3 were assessed on multiple occasions throughout the year to track progress and highlight areas for ongoing support.

Teachers took time to collaborate and share their findings from our extensive research related to the science of reading. We made decisions on what practices to eliminate and the resources we should no longer use when teaching reading.

We have targeted teachers to work with specific cohorts of students to support their early reading skills. The knowledge and clarity needed to teach reading well is improving steadily but still needs time and targeted support.

Student progress is being tracked more comprehensively and gaps in their reading knowledge is being addressed sooner and more thoroughly. PLAN 2 is being utilized to track and reference student progress more frequently.

We plan to continue to develop teacher knowledge and understanding of Essential Assessment and the tools available to assess, track and plan student learning. Teachers will triangulate the numeracy data gathered from Essential Assessment, IFSR and teacher observations to accurately plot student progress in PLAN 2.

Teachers will continue to be supported and reflect on their teaching practices and develop lessons that reduce student cognitive load. By refining lessons to the key features students can focus more on the intended outcomes and less on irrelevant distractions.

There will be support for teachers to review their literacy teaching practices through lesson observations, team teaching and collaborative lesson planning. Revisiting professional development modules related to reading and ensuring best practice is embedded in all lessons and ineffective approaches are avoided. Support teachers to self-assess their teaching practices against the 'What Works Best Self-Assessment Tool' and High Impact Teaching Strategies tool.

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
Improvement in the proportion of students achieving in the Top 2 bands NAPLAN numeracy by 12.1%.	A decreased percentage of students achieved in the top two skill bands for numeracy indicating the school did not meet the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Improvement in the proportion of students achieving in the Top 2 bands NAPLAN reading by 10.8%.	A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: High quality, high impact evidence informed teaching practice

Purpose

In order to maximise the learning outcomes for every student, all staff will investigate the evidence that supports high impact evidence informed teaching practice. To ensure teachers become highly effective practitioners they need to understand and implement practices that have the most impact on student learning and wellbeing.

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.

- Explicit Teaching and Targeted Purposeful Feedback
- Whole School Wellbeing and Effective Classroom Management

Resources allocated to this strategic direction

Socio-economic background: \$4,386.00

QTSS release: \$7,814.00

Professional learning: \$3,991.00

Location: \$8,309.00

Summary of progress

All staff continued to reinforce school expectations throughout the day at assemblies during the transition from playground to classroom. We continued to support positive student behaviour with effective and efficient transition procedures that reduce the likelihood of negative behaviours entering the classroom. Clear expectations have increased the likelihood of students entering the classroom ready to learn. Smooth transitions are the backbone of getting students engaged in learning. The soft slow music continues to support students during transitions times by reducing the speed and urgency they move around the school.

The school developed and implemented a whole school system to reinforce positive student behaviour. To ensure we got the balance right related to the number of students we have in the school we celebrate student achievement at an assembly every three weeks. Multiple students are nominated by all staff for outstanding effort and behaviour and one student is chosen above the others to receive a Principal Award for their efforts.

The school continued to track school-wide patterns of negative behaviour via our online system and analyse the data regularly.

With an increase in data and knowledge about individual student learning needs in literacy and numeracy we have been able to create fluid student groupings in class. These groups have been provided explicit targeted teaching to meet their specific needs. SLSO have also been included in supporting these groups via direct instruction from the classroom teacher.

Students have significantly decreased negative behaviours in the playground and classroom over the last three years and now sit at a very low rate (2020=160 incidents 2021= 62 incidents and 2022= 61 incidents). Students are calmer during the transition times and have more time to self-regulate if heightened before entering the classroom. Classrooms are much calmer and more conducive to learning. Teachers have commented often how much more time they now have to teach compared to previous years that were spend calming students or resolving conflict.

In 2023 staff will continue to support all students to self-regulate or co-regulate when heightened. Staff will build on their knowledge of how the brain works under stress by completing 'Restorative Pathways' training to complement and build upon their current understanding.

As new staff and students join the school we have to make sure the behaviour expectations are known and reinforced via formal and informal systems. The school needs to continue to revise whole school behaviour data to look for patterns of behaviour that need to be addressed and supported with positive interventions. Staff need to increase formative feedback to students in a purposeful manner that impacts on their learning needs. Staff training needs to revisit the evidence and best practice research that supports how and when to provide meaningful feedback to students in a timely manner.

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 attending more than 90% of the time by 4.0%.	The number of students attending school 90% of the time or more has decreased.
Increase the proportion of students reporting a positive sense of wellbeing through Tell Them From Me by 3.6%.	Student wellbeing measures are unavailable for this progress measure in 2022 with an absence of Tell Them from Me survey data.
Improve SEF-SaS in one of four elements of the Teaching domain from Delivering towards Sustaining and Growing.	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$127,573.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Quaama 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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <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 regularly review integration funding allocations to ensure students are receiving targeted supports. 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>\$37,386.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Quaama 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"> • Evidence Based Data Driven Numeracy Practices and Interventions • Embedding Evidence Based Best Practice in Teaching Early Years Reading • Explicit Teaching and Targeted Purposeful Feedback • Whole School Wellbeing and Effective Classroom Management • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff in use of Essential Assessment to support student learning • employment of additional staff to provide increased Learning and Support • professional development of staff through Initial Lit to support student learning • resourcing to increase equitability of resources and services • staff release to engage in professional learning and collaboration to improve student progress and achievement <p>The allocation of this funding has resulted in the following impact: support is available to all students to ensure that they have equitable access to resources. NAPLAN results indicated the positive impact of the school's practices on student growth and attainment, specifically in the targeted area of numeracy. Our school is achieving above Statistically Similar Schools for Year 5 numeracy, with our results in Year 5 reading trending upwards.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$37,386.00</p>	<p>to continue to support teachers develop their professional practice through the use of assessment data to inform teaching and learning. We will also continue to employ additional staff to support individual and small group learning programs. Funding will remain available for those students who require support to access resources and services.</p>
<p>Aboriginal background</p> <p>\$5,680.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Quaama 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"> • Evidence Based Data Driven Numeracy Practices and Interventions • Embedding Evidence Based Best Practice in Teaching Early Years Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase in authentic and productive conversations with families, at times continuing for more than an hour as a result of the ongoing open communication. Increased student and school support from the multi-disciplinary team to target the social, emotional and learning needs of students. Increased attendance throughout the year and increased wellbeing and engagement while at school.</p> <p>After evaluation, the next steps to support our students will be: to increase student engagement in a literacy and numeracy as well as continuing a strong focus on developing social and emotional skills with a focus on improving self regulation skills</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Quaama 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"> • Evidence Based Data Driven Numeracy Practices and Interventions <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: EAL/D students are confident in their use of language when completing learning activities and when communicating with others.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide differentiated support in classrooms to meet their learning needs.</p>
<p>Low level adjustment for disability</p> <p>\$31,549.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Quaama 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</p>

<p>Low level adjustment for disability</p> <p>\$31,549.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Evidence Based Data Driven Numeracy Practices and Interventions • Embedding Evidence Based Best Practice in Teaching Early Years Reading <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 • 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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: students with additional learning needs working towards achieving personal learning goals in literacy and numeracy. Analysis of student progress and achievement data has supported teachers to respond to individual student needs by adjusting their practice and planning. The school has achieved a more consistent approach to student learning support by increasing collaboration between teachers when monitoring student learning progress and in planning teaching and learning activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide targeted support for students with additional learning needs through the provision of specialised support. InitialLit will be implemented in K-3 to strengthen instruction in phonics and phonemic awareness.</p>
<p>Location</p> <p>\$14,309.00</p>	<p>The location funding allocation is provided to Quaama 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"> • Embedding Evidence Based Best Practice in Teaching Early Years Reading • Explicit Teaching and Targeted Purposeful Feedback • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • additional staffing for principal to support school-based initiatives <p>The allocation of this funding has resulted in the following impact: accessibility to incursion and excursion throughout the year to broaden student knowledge and experience related to various key learning areas. Increased student engagement in learning tasks through more technology resources being available across the school.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide increased accessibility to incursions and excursions through subsidies. Support students to build a broad knowledge base via Increasing teacher awareness on the importance of explicitly teaching the content found in the curriculum that will support them.</p>
<p>Professional learning</p> <p>\$10,391.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Quaama 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 Evidence Based Best Practice in Teaching Early Years Reading

<p>Professional learning</p> <p>\$10,391.00</p>	<ul style="list-style-type: none"> • Explicit Teaching and Targeted Purposeful Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning fees for staff to train in InitialLit • additional release time for teachers to collaborate on improving professional practice and use of assessment data to inform teaching <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed evidence-based teaching and learning strategies into classroom practice. Professional learning has deepened their understanding of effective strategies in teaching literacy and numeracy skills and knowledge and how to use assessment information to identify skill gaps for improvement and areas for extension.</p> <p>After evaluation, the next steps to support our students will be: to provide personalised and targeted professional learning through mentoring, classroom observations and co-teaching.</p>
<p>QTSS release</p> <p>\$7,814.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Quaama 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"> • Explicit Teaching and Targeted Purposeful Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • principal release to support staff participation in professional learning aligned with the Strategic Improvement Plan and student needs <p>The allocation of this funding has resulted in the following impact: improved staff confidence and capacity in teaching practice. Teachers are now implementing evidence-based, high impact teaching strategies within their classroom practice. Teacher knowledge of the new syllabuses has deepened, with the school's programs reflecting the current research base.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide time for teachers to collaborate with the Assistant Principal Curriculum and Instruction and school principal to improve professional knowledge and practice.</p>
<p>COVID ILSP</p> <p>\$29,107.00</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 a teacher to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: students' individual learning needs being explicitly addressed through small group and individual instruction. The majority of students achieved significant progress towards their individual learning 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</p>

COVID ILSP
\$29,107.00

using data sources to identify specific student needs. Regular monitoring of students as they transition back into the classroom will be incorporated into the COVID-ILSP program to ensure learning gains are maintained.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	25	26	16	18
Girls	29	28	25	22

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.9	92.5	88.8	87.7
1	91.9	92.5	82.3	84.7
2	89.6	94.0	91.8	78.3
3	93.1	93.8	96.8	86.0
4	92.6	93.8	93.3	87.8
5	89.6	93.2	92.6	79.6
6	91.2	89.3	90.5	81.6
All Years	91.3	92.7	90.5	83.2
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
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.36
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	82,448
Revenue	1,066,912
Appropriation	1,039,485
Grants and contributions	26,213
Investment income	1,214
Expenses	-1,045,047
Employee related	-934,016
Operating expenses	-111,032
Surplus / deficit for the year	21,865
Closing Balance	104,313

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	127,573
Equity Total	77,015
Equity - Aboriginal	5,681
Equity - Socio-economic	37,386
Equity - Language	2,400
Equity - Disability	31,548
Base Total	698,968
Base - Per Capita	10,360
Base - Location	14,310
Base - Other	674,299
Other Total	61,081
Grand Total	964,637

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

Parents and carers have acknowledged the continual improvements being made across the school environment. From verbal acknowledgements to written communication, parents feel welcomed and appreciate the support their children are receiving at Quaama PS.

Parents have been surveyed every year for the last 4 years and their responses indicate that their satisfaction levels are increasing, from an average satisfaction rating of 7.3/10 (2020) to 9.2/10 (2022).

Over 80% of families attended the end of year celebrations at the school to connect with teachers and other families. Feedback from this event demonstrated how much families are enjoying the social and academic opportunities provided by Quaama PS.

Survey results of the staff indicate a highly satisfied team that appreciates the support they receive and the clear and frequent communication in the workplace.

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.