

2022 Annual Report

Quandialla Public School



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Introduction

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

Quandialla Public School

Third St

Quandialla, 2721

<https://quandialla-c.schools.nsw.gov.au>

quandialla-c.school@det.nsw.edu.au

6347 1207

School vision

At Quandialla Public School we are committed to empowering students to be confident, self motivated learners who are challenged to deliver their best and continually improve. They learn in a culture of high expectations developing resilient independent learners for future success. A strong commitment to student wellbeing is a focus within the school's inclusive community through fostering positive relationships.

School context

Quandialla Public School is a small K-6 school which is located in central NSW and the hub of a small farming community. In 2016 the school transitioned from a central school to a primary school. Since that time numbers have remained reasonably steady, ranging from 19 to 26 with the current enrolment in 2022 of 19 students. Aboriginal and Torres Strait Islander student numbers have fluctuated greatly with a peak of 5 students (19%) in 2017 to this year with no Aboriginal enrolments. Despite the effect of the drought on families, at this time it hasn't affected enrolment numbers. Based on children in the community aged 0-5 our enrolments should remain steady without any significant increase due to minimal employment opportunities in the area.

Our socio-economic ratings rank is above average with a FOEI of 97 in 2022 (school average is around 110) and an ICSEA of 1010 in 2021 (school average is 1000). We are resourced accordingly and use funding and resourcing to support students and build community engagement.

The school is staffed by committed and caring teaching staff who, together with our School Learning Support Officers, non-teaching staff and external professionals, provide high quality educational programs and support to cater for the varied learning needs of all students. Our school has a strong commitment to the development of the whole child, with a balance between reaching expected individualised academic achievement and a positive and supportive school environment where student wellbeing is supported resulting in increased academic success.

Building on from the findings of the Situational Analysis, the major focus included a commitment to a well-planned whole school approach to continuous school improvement and student performance, high expectation of relationships and a focus on the individual learner. Our focus will include

- School wide consistent assessment schedule and use of the Literacy and Numeracy Progressions.
- School wide consistent procedure for creating learning goals and learning intentions and informing parents of learning goals
- Adopt a cycle of identifying a focus, planning, implementing and reviewing
- Regular classroom observations.

Consultation has been conducted throughout the strategic improvement plan development through regular and ongoing discussion with P&C, parents and staff.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to provide continuous improvement for all students in Reading and Numeracy there is a whole school strategic and planned approach to implementing the most effective explicit teaching methods. The teaching will be supported by regular, consistent and reliable student assessment and continuous tracking of student progress and achievement.

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.

- Whole School Reading Strategy
- Whole School Numeracy Strategy

Resources allocated to this strategic direction

Literacy and numeracy: \$2,662.00

Professional learning: \$5,000.00

QTSS release: \$4,022.00

Integration funding support: \$32,178.00

Socio-economic background: \$8,714.00

Summary of progress

In 2022, Quandialla Public School built on the learnings from the 2021 Intensive Support Small Schools Pilot. Using strategies from this pilot, observations were completed for the teaching principal with comprehensive feedback. Classroom teachers participated in less formal observations and were provided feedback against the teaching standards, providing professional discussion and direction on where to next in teaching numeracy.

As a result, there is now a whole-school approach to teaching additive strategies, with teachers using the What Works Best research to underpin teaching. A whole school numeracy strategy was created and implemented. The strategy formed the basis of change and growth in the teaching and learning of additive strategies at Quandialla Public School. Staff indicated that the additive strategies professional learning, using the digital learning resources helped staff to have a deep and narrow focus, taking one problem of practice to adapt.

The school is moving towards a whole-school collaborative approach in planning and programming and the numeracy block was adjusted to add explicit teaching in additive strategies. There is a more consistent approach and commitment to the use of progressions and expertise in the school to develop consistency across the whole school. A cycle was created to ensure continuous improvement in both reading and numeracy. The cycle consists of identifying a need, professional learning, changing practice and reviewing. During 2022 this was adjusted to be done in 8 week cycles.

In 2023, after a review, this cycle will be continued. The whole school reading and numeracy strategy will continue to be implemented, reviewed and adjusted in line with new syllabus 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
NAPLAN top two bands A minimum of 40% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN Reading. (System network negotiated targets 40.4 - 45.4%)	The Temora Small Schools' Network, combined NAPLAN scores indicate an increase in the percentage of students in the top two band for reading showing significant change from the baseline and meeting the upper bound target of 45% for 2022.
NAPLAN top two bands A minimum of 40% of Year 3 and Year 5 students achieve in the top two bands	The Temora Small Schools' Network, combined NAPLAN scores indicate an increase in the percentage of students in the top two band for numeracy showing positive change from the baseline to just below the 2022 lower bound target.

in NAPLAN Numeracy. (System network negotiated targets 31.9% - 36.9%)	
A minimum of 60% Year 5 students achieve expected growth in NAPLAN results.	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.
A minimum of 60% Year 5 students achieve expected growth in NAPLAN results.	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.
To be Sustaining and Growing in the theme of 'Student Growth' within the element of Student Performance Measures (Learning Domain).	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Student Performance Measures in the theme student Growth. Most students are showing expected growth on internal school progress and achievement data. The school is working towards students being more aware of their expected growth.

Purpose

In order to support the social, emotional, behavioural and intellectual engagement of all students, a strategic and planned approach will be taken to implement whole school wellbeing evidence-based practices within the school. This will result in measurable improvement in wellbeing and engagement for students to support 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.

- Whole school planned approach to wellbeing

Resources allocated to this strategic direction

Location: \$12,000.00

Professional learning: \$1,000.00

Low level adjustment for disability: \$15,852.00

Summary of progress

In 2022, training was extended to the whole staff in the high impact professional learning of the Positive Living Skills program to further embed the explicit teaching of healthy coping strategies, resilience and self-regulation.

Growth in student wellbeing and belonging at Quandialla Public School was measured in a survey indicating more than 77% of students reported a positive sense of wellbeing. While overall attendance data indicated a decline to 83.8% in 2022, it is noted flooding impacted this data.

Staff engaged in discussion around the high expectations and wellbeing chapters in the What Works Best document. An attendance strategy was created with a reward system for those students with regular attendance, articles in the newsletter promoted the benefits of regular attendance and phone calls home if a child was absent. Individual plans were written with parents and student input for students who were attending school less than 85% of the time.

In 2023, a focus will remain on building healthy coping strategies, resilience and self-regulation, working to the improvement measure of 90% attendance rate and 83% of students reporting a positive sense of wellbeing.

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 (similar school groups) attending more than 90% of the time by an uplift of 10% or above.	The number of students attending school 90% of the time or more has decreased by just under 9% to 47.6%. This is 19% less than the targeted 10% uplift.
Increase the school attendance rate to be at or above 90%	In 2022 Quandialla Public School's attendance rate decreased to 83.8%. This will continue to be a focus in 2023.
Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 80%.	More than 77% of students indicated a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating achievement of this school-based progress measure.

Strategic Direction 3: High Expectations Leadership

Purpose

The school builds educational aspirations and continuous whole school improvement through a culture of instructional leadership and high expectations of learning and engagement resulting in sustained and measurable growth.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High expectations leadership

Resources allocated to this strategic direction

Professional learning: \$2,697.00

Location: \$4,306.00

Aboriginal background: \$866.00

Per capita: \$5,558.00

Summary of progress

In 2022, staff collaborated to work through the High Expectations component of the What Works Best document and study case studies of other schools who experience sustained growth. Evidence base findings lead to a focus of continually challenging students with new learning and clear and consistent expectations for learning and behaviour.

Teachers promoted high expectations through differentiating instruction, providing individualised feedback and engaged in ongoing and meaningful classroom interactions. A common set of guidelines were created across the school to reward positive behaviour. These expectations included uniform and attendance to support a sense of belonging. Parents were informed through face to face meetings and the school newsletter.

Professional learning was also focused around the school wide goal of growth in numeracy, in particular additive strategies.

Classroom observations indicated 100% of teachers had implemented changes to their teaching programs and practices to include differentiation and individualised feedback. All teachers rewarded positive behaviour according to guidelines that had been created, both in and out of the classroom. Measuring against the learning progressions for additive strategies 79% of students showed a year or more growth.

In 2023, a focus will remain on high expectations with professional learning focusing on trauma informed behaviour. Through this training staff will review teaching practice, behaviour management and attendance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
100% of teachers can show impact from Professional Learning.	All teachers were involved in Professional Learning in focus areas of numeracy, student wellbeing and high expectations, 100% of teachers had adjusted teaching programs and practice to reflect the professional learning.
To be Sustaining and Growing in the theme of 'High Expectations Culture' within the element of Instructional Leadership (Leading Domain).	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Instructional Leadership in the theme High Expectations Culture.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$32,178.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Quandialla 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"> • Whole School Numeracy Strategy <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 specific needs in additive strategies. <p>The allocation of this funding has resulted in the following impact: Learning goals were regularly reviewed and adjusted according to student need, ensuring eligible students received the support needed in their classroom. All students supported by this funding demonstrated progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: Regular review of individual student learning goals to ensure integration funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$8,714.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Quandialla 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"> • Whole School Numeracy Strategy <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 students with needs in additive strategies and other areas of numeracy. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Each student targeted with this funding had individual learning goals in numeracy and reading, that were created in collaboration with teacher, student and parent. Data from internal assessments and observations demonstrated all students supported reached their individual goals and showed growth on the learning progressions.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding will be directed towards attendance. Data has shown attendance for this equity cohort is not consistent and is impacting learning in both literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$866.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Quandialla 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"> • High expectations leadership <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$866.00</p>	<p>include:</p> <ul style="list-style-type: none"> • Quandialla Public School had no students who identified as Aboriginal in 2022. The funding received covered costs of activities in 2021. <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the Personalised Learning Pathways and, more importantly, conversations became more authentic.</p> <p>After evaluation, the next steps to support our students will be: A teacher involved in professional learning with a literacy and numeracy focus Aboriginal identified position to help further differentiate and personalise support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$15,852.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Quandialla 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"> • Whole school planned approach to wellbeing <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: 100% of students targeted for this funding were able to reach learning goals in both literacy and numeracy. Learning goals were regularly reviewed with students and parents, and all were aware of goals and next steps in learning. Through discussions, it was clear both students and parents believed this program and a positive affect on student learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to employ an SLSO to provide support for identified students.</p>
<p>Location</p> <p>\$16,306.00</p>	<p>The location funding allocation is provided to Quandialla 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"> • Whole school planned approach to wellbeing • High expectations leadership <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 • Creating an attendance strategy. • A whole school wellbeing program, Positive Living Skills, implemented. • School based professional learning around High Expectations. <p>The allocation of this funding has resulted in the following impact: A survey of students indicated more than 77% reported a positive sense of wellbeing, which was a rise of 2% from 2021. While overall attendance data indicated a decline of just under 9% to 83.8% in 2022, it is noted flooding impacted this data.</p> <p>After evaluation, the next steps to support our students will be: In 2023, location funding will continue to be directed towards building healthy coping strategies, resilience and a sense of belonging, to work towards the progress measure of a 90% attendance rate.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$8,697.00</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Quandialla 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"> • Whole School Numeracy Strategy • Whole school planned approach to wellbeing • High expectations leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of teaching staff to support attendance at professional learning. <p>The allocation of this funding has resulted in the following impact: Professional learning in additive strategies has resulted in whole school programs and measuring against the learning progressions for additive strategies 79% of students showed a year or more growth.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to have access to quality, evidence based professional learning in the areas of literacy, numeracy and wellbeing.</p>
<p>Literacy and numeracy</p> <p>\$2,662.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Quandialla 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"> • Whole School Numeracy Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Measuring against the learning progressions for additive strategies 79% of students showed a year or more growth.</p> <p>After evaluation, the next steps to support our students will be: A focus will remain on building a whole school numeracy strategy, in particular, the language of maths and number talks.</p>
<p>QTSS release</p> <p>\$4,022.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Quandialla 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"> • Whole School Numeracy Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Teachers employing high quality, evidence-based practice in additive strategies that has resulted 79% of students showing a year or more growth, when measuring against the learning progressions for additive</p>

<p>QTSS release</p> <p>\$4,022.00</p>	<p>strategies.</p> <p>After evaluation, the next steps to support our students will be: Provide teachers with release time to collaborate and create continuous learning programs, in numeracy, from Kindergarten to year 6 with the aim of creating consistent language and learning in numeracy.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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"> • releasing staff to analyse school and student data to monitor progress of student groups. • providing targeted, explicit instruction for student groups in numeracy. <p>The allocation of this funding has resulted in the following impact: Students in the program achieved significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: This program will continue to support targeted students in literacy and numeracy. Data analysis, meetings with parent, student and teacher and a program tailored towards specific needs will also continue.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	6	7	7	6
Girls	15	15	15	13

Student attendance profile

School				
Year	2019	2020	2021	2022
K	84.4	88.3	86.8	
1	90.5	83.5	85.8	87.7
2	85.4	88.1	86.6	87.8
3	88.0	78.9	89.3	83.5
4	96.2	84.0	85.8	82.3
5	96.3	91.1	90.7	81.7
6	93.8	88.7	94.6	84.3
7	100.0			100.0
All Years	90.9	86.4	88.9	84.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	
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
7	91.2			85.5
All Years	92.6	92.0	92.4	87.1

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)	1.88
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.23

*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	299,225
Revenue	720,437
Appropriation	710,030
Sale of Goods and Services	93
Grants and contributions	9,651
Investment income	489
Other revenue	175
Expenses	-673,255
Employee related	-609,415
Operating expenses	-63,840
Surplus / deficit for the year	47,183
Closing Balance	346,408

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	32,178
Equity Total	25,433
Equity - Aboriginal	866
Equity - Socio-economic	8,715
Equity - Language	0
Equity - Disability	15,852
Base Total	606,391
Base - Per Capita	5,559
Base - Location	16,306
Base - Other	584,525
Other Total	21,081
Grand Total	685,083

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

The results from the parent surveys indicated they believe Quandialla Public School is a well-resourced school, that has committed teachers who set high standards of achievement. There is regular communication with parents and the wider community through newsletters, meetings, assemblies and provides many opportunities for parents and community members to be involved with the students' education. In addition the school offers programs that cater to the specific needs to improve their child's educational outcomes and a high level of sporting opportunities. There is also very good student access to computers and technology programs.

The results from the student surveys indicated that the students of Quandialla Public School feel a sense of belonging and are happy with the school. The students commented on the provision of technology to all and how it supports their learning. The students agree their teachers set high standards and have set them up well for future learning.

The results from the staff surveys indicated they believe Quandialla Public School has a collaborative working environment and a clear shared focus across the school community. The staff feel they are heard and appreciated, they also stated they have had many opportunities to grow professionally during 2022.

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.