

# 2022 Annual Report

## Rocky River Public School



2983

# Introduction

The Annual Report for 2022 is provided to the community of Rocky River 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

---

Rocky River Public School

Uralla-Bundarra Rd

Uralla, 2358

<https://rockyriver-p.schools.nsw.gov.au>

[rockyriver-p.school@det.nsw.edu.au](mailto:rockyriver-p.school@det.nsw.edu.au)

6778 4122

## School vision

At Rocky River Public School, we believe our main purpose is **LEARNING FOR ALL**.

This ensures that:

- \* all students are engaged as learners in all areas of the curriculum
- \* all students develop as literate, numerate, well informed and creative individuals
- \* all teachers are provided with quality professional learning and leadership opportunities.

The school's motto **Learn to Succeed** encapsulates the high expectation of students and staff.

Our vision and values, combined with our school's focus on student progress, achievement and wellbeing, guide all that we do. We are privileged to have a highly engaged and supportive school community, a truly dedicated staff and of course, wonderful students who are at the centre of everything we do.

## School context

Rocky River Public School is the oldest school in the New England region. The school has continuously provided quality teaching and learning for over 160 years.

It is a small rural school situated 5km north west of Uralla on the Thunderbolt's Way. The students are from a wide socio economic range within the local area and Uralla. It is currently classified as a TP2 with a two full time classroom teachers along with other additional staff as employed through school funding opportunities.

Rocky River Public School works within a cluster of small schools known as *The Thunderbolts Alliance* in the areas of sporting, cultural, social and professional development activities. The school is also a member of the *Armidale Community of Schools* (ACOS) which supports principals, staff and students across the New England area.

The school provides comprehensive educational experiences to enhance the academic, cultural, physical and social development of students. A dedicated staff, excellent resources and a beautiful rural setting, combine to develop in the students, a love of learning which, together with strong academic fundamentals, will carry them through their education and their lives in the 21st Century.

In this small school, students interact across age groups, playing with and caring for each other as a family. Small class sizes ensure individual attention - each child is treated as an individual and their own needs, interests and talents are understood and catered for.

Student attendance at Rocky River PS continues to be at state or above state averages. The school will continue to embed strong practices in following up on student absence after 24 hours of being away from school, and to work closely with families on having attendance at school as a top priority.

The school is an important part of the Rocky River community. Staff, parents and local residents actively work to provide a strong foundation for learning excellence. The local community is very supportive and all major school activities are well attended. We have a holistic view of education encouraging our students to be involved in not only academic and sporting activities but also actively promoting student leadership, values and contributing to the wider community. In the small school environment, students are encouraged to work independently and cooperatively to become self-motivated learners.

Through a thorough evaluation of practice and procedures, we have concluded that our improvement areas will be in literacy, numeracy, quality teaching and a personalised learning approach for every student.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

To improve and build student learning through the development and delivery of consistent, high quality teaching practice. This involves students planning and monitoring their own 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.

- Data and Assessment

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$17,091.25

**Aboriginal background:** \$8,164.00

**Socio-economic background:** \$6,564.00

**Professional learning:** \$6,529.35

**QTSS release:** \$6,435.58

**AP Curriculum & Instruction:** \$30,114.20

**Per capita:** \$9,096.48

### Summary of progress

In 2022 our school has engaged with the new K-2 English and Mathematics syllabuses and support documents (phonics and spelling scope and sequence) and trialled the implementation of these in the Lower Division classroom. The Assistant Principal Curriculum and Instruction (APC&I) delivered PL on an introduction to the new K-2 syllabuses to staff, who worked collaboratively to analyse similarities and differences between the current and new syllabus documents and identified areas of greater focus in the new documents. All teaching staff engaged in training in the K-2 syllabuses, with the understanding that it was important for everyone to be aware of the changes and new structures. Staff began working through the My PL English K-2 and Mathematics K-2 modules together initially. Due to time constraints, staff have continued to engage in this training individually with opportunities to discuss and reflect on ideas and new learning from these modules during staff PL meetings. Support in implementing teaching and learning experiences using the new syllabus outcomes and content was provided through regular modelled and team teaching sessions with the Lower Division teacher. In term 4, timetables were adjusted to enable more collaborative planning time between APC&I and the Lower Division teacher, this will be a consideration moving into engagement with the 3-6 syllabuses in 2023. The purchasing of resources, such as quality texts to support English units and additional decodable readers for reading instruction and home reading is in process. We postponed the development of our own K-2 scope and sequences and units of work in English and Mathematics until department developed examples were published/released. We have planned to adopt and adapt these documents to suit our school context.

Early in 2022, staff identified areas of need and established practices for collecting and entering data on the literacy sub-elements of creating texts 3-6 and phonological Awareness K-2, and the numeracy sub-element quantifying numbers. Staff engaged in PL on, and trialed new assessment practices that align with the new syllabuses, such as the Interview for Student Reasoning (IFSR), Phonological Awareness Assessment, Assessment of Reading Skills and Spelling Diagnostic Assessment. Teachers were given time off class to administer assessments and gather and enter data into PLAN 2. The APC&I analysed data and provided feedback to teachers around student progress and areas to focus future teaching. This has become a routine to occur each term. Further work around individual goal setting, in collaboration with students, will be a focus moving forward. The Lower Division teacher and APC&I participated in evidence based training aligned to the new mathematics syllabus (Additive Strategies 2022), to increase understanding of pedagogical approaches to teaching additive strategies. Learning from this training will be shared with other staff, and the Lower Division Teacher and APC&I will lead changes in practice in the area of number talks.

The impact of this initiative has been evidenced by student growth across the literacy sub-elements of creating texts 3-6 and phonological Awareness K-2, and the numeracy sub-element quantifying numbers. Between Terms 2 and 3, 85% of students from K-2 have progressed at least one level in the sub-element of phonological awareness and 78% have made progress of at least one level in the sub-element of quantifying numbers. Teacher confidence in using the National Literacy and Numeracy Progressions and PLAN 2 software to track student learning progress has increased. In regards to curriculum reform preparation, Rocky River PS is well positioned to implement evidence-informed literacy and numeracy practices in K-2 in 2023 using the new K-2 English and Mathematics syllabuses.

### 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
Implementation of new Maths and English syllabus requirements for K-2. Adapt and modify scope and sequences where needed.	Updated Maths and English syllabus scope and sequences created for K-2 based on new syllabus requirements.
<p><b>SEF - 'Curriculum' - Delivering</b></p> <p>School will self assess itself as Delivering in the Element of Curriculum, using the School Excellence Framework.</p> <p><i>Quality Teacher model - staff to be fully trained in using the framework to analyse their own programs and teaching approaches, and then use this knowledge to further enhance approaches to maximise best practice.</i></p>	All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
50% of students attain the expected growth in NAPLAN Reading.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
50% of students attain the expected growth in NAPLAN Numeracy.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

## Strategic Direction 2: High Expectations and Continued Improvement

### Purpose

To strengthen our school culture where students and staff members are responsible for their ongoing learning and development. We all strive for innovation and improvement and make strong connections within the school and school community.

### 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.

- Personalised Learning Plans for Every Student

### Resources allocated to this strategic direction

**Socio-economic background:** \$4,923.00

**Aboriginal background:** \$6,123.00

**Low level adjustment for disability:** \$11,837.94

**Location:** \$11,468.93

### Summary of progress

The school once again developed personalised learning plans for every student. These were created with a literacy, numeracy and personal focus by the teacher, student and parent. The plans were designed to give students some personal responsibility for their learning and to give them strategies on how to achieve these goals.

The Rocky River teachers created the learning plans and in consultation with students and their parents. These were re-visited throughout the year. Students were fully aware of how they were progressing towards their goals by reflecting on their practice and achievements. Students were asked to write a short paragraph on the semester 1 and 2 reports outlining how they felt were progressing.

In the future, the school will continue to follow this approach however, we need to reflect more regularly on their progress. Maybe we need to put some of their goals on display and return to change/adapt when necessary?

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>SEF - 'Learning Culture' - Sustaining and Growing</b></p> <p>School will self assess itself as Sustaining and Growing in the Element of Curriculum, using the School Excellence Framework.</p> <p><i>Feedback is used to provide students with timely and explicit information about their progress and achievements. Feedback is used as part of development and evaluation of personalised learning plans for every student in the school.</i></p> <p><i>Professional learning on "HOW" to</i></p>	<p>The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.</p>

*provide quality feedback is provided to all staff.*

Our school will work towards the systems lower bound target of 70% of students attending 90% of the time.

The COVID pandemic has certainly changed the attitudes of some student and their families towards attendance. Our school, along with other schools and state wide averages, saw student attendance fall below what is normally achieved. Students followed advice from the NSW Health Department and complied with directions on not attending school if students were showing any symptoms of cold and flu (COVID) conditions.

It is worthy to note that our school still achieved a higher attendance rate than the state average.

The future focus of the school will be to implore on parents how important it is for students to be at school every day. Advertising in the school newsletter will feature messages as well.

The school awarded certificates to every student at the 2022 presentation day who achieved 90% attendance or more. A more substantial reward system will be in place for 2023.



Funding sources	Impact achieved this year
<p>Professional learning</p> <p>\$6,529.35</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 Rocky River Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• All staff completed online curriculum reform packages on English and Maths.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff are familiar with the new English and Maths syllabus and are able to implement this in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> All staff will begin to learn about the new 3-6 English and Maths syllabus and commence implementation of some aspects as they are released.</p>
<p>Socio-economic background</p> <p>\$11,487.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rocky River Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and Assessment</li> <li>• Personalised Learning Plans for Every Student</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Every student in the school had a personalised learning plan developed and actioned.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Every student is able to monitor their own learning through personal and meaningful goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further enhance this process by reviewing goals more regularly and having these change as needed and success is achieved.</p>
<p>Aboriginal background</p> <p>\$14,287.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rocky River 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and Assessment</li> <li>• Personalised Learning Plans for Every Student</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Creation of school literacy and numeracy resources embedding personalised content for every student.</li> </ul>

<p>Aboriginal background</p> <p>\$14,287.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> An increase (&gt;50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To facilitate improved community engagement, including the engagement of students and 100% of families with the personalised learning pathway process.</p>
<p>Low level adjustment for disability</p> <p>\$28,929.19</p>	<p>Low level adjustment for disability equity loading provides support for students at Rocky River Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and Assessment</li> <li>• Personalised Learning Plans for Every Student</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Development of a needs-based learning and support program in which classroom teachers build their own capacity to meet the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of a SLSO.</p>
<p>Location</p> <p>\$11,468.93</p>	<p>The location funding allocation is provided to Rocky River Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning Plans for Every Student</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase of technology resources to support every student to have their own device.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased subject opportunities and choices for students and supporting differentiation for learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>QTSS release</p> <p>\$6,435.58</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rocky River Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>QTSS release</p> <p>\$6,435.58</p>	<ul style="list-style-type: none"> <li>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers have a strong focus on formative and summative assessments. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice..</p> <p><b>After evaluation, the next steps to support our students will be:</b> Assistant Principal Curriculum and Instruction to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$16,200.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students.. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of ACP&amp;I from Term 2 to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery and differentiation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teaching staff have a full understanding of the English and Maths syllabus and are able to monitor student progress and achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> APC&amp;I to provide explicit support for classroom teachers in using the 3-6 Maths and English syllabuses.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	14	15	18	20
Girls	21	18	18	19

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	81.9	93.5	88.0
1	88.4	94.2	86.9	85.6
2	95.3	96.3	89.9	83.0
3	91.2	97.4	88.4	88.1
4	81.5	95.7	96.0	88.2
5	91.7	84.8	92.5	88.5
6	95.1	93.9	87.8	87.8
All Years	91.5	93.3	91.5	87.5
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)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.01

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	34,944
<b>Revenue</b>	670,184
Appropriation	656,918
Sale of Goods and Services	-479
Grants and contributions	13,234
Investment income	510
<b>Expenses</b>	-663,426
Employee related	-590,919
Operating expenses	-72,507
<b>Surplus / deficit for the year</b>	6,757
<b>Closing Balance</b>	41,701

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	54,674
Equity - Aboriginal	14,292
Equity - Socio-economic	11,492
Equity - Language	0
Equity - Disability	28,890
<b>Base Total</b>	522,640
Base - Per Capita	9,096
Base - Location	11,469
Base - Other	502,075
<b>Other Total</b>	52,147
<b>Grand Total</b>	629,461

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2022, parents and carers were surveyed on two areas:

- \* School Communication processes
- \* Areas for development

The school moved to an electronic version of the school newsletter using the iNewsletter platform. This was only done after providing parents with both a paper and electronic version for two weeks. Surveys overwhelmingly voted for an electronic version. In 2023, the school will seek out new platforms for communication such as SENTRAL.

Priorities for development include the continuation and expansion of the music/creative arts program and personalised learning approach, embedded at the school, as feedback from this program was most positive in 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.