

2022 Annual Report

Stokers Siding Public School



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Introduction

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

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

School contact details

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School vision

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership. To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success. To nurture engaged global learners to become confident, creative citizens who champion Future Focused Learning, strengthening our community for the future.

School context

Stokers Siding Public School, which is situated 8kms south of Murwillumbah, forms part of the Stokers Siding village. Our core purpose is to facilitate learning in a positive teaching and learning environment, catering for the needs of all students. We have well-resourced learning centres, which are open and modern, enhancing future focused learning practices.

Stokers Siding Public School provides outstanding professional and caring teachers who embrace the opportunities to further develop their skills and knowledge through research and professional learning. All members of our school are supportive of each other, working collaboratively, enabling them to develop the skills and values to interact and contribute as effective members in any community.

Our reading, writing and mathematics programs provide a sound basis for lifelong learning. We focus on healthy lifestyles and environmental awareness. We have a supportive, active whole school community who willingly involve themselves in school life. Our Motto: Strive to Achieve.



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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated learning for all students. Students will 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.

- Effective Classroom Practice in Literacy and Numeracy
- Effective Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$4,900.34

Socio-economic background: \$1,635.90

QTSS release: \$2,298.42

AP Curriculum & Instruction: \$30,114.20

Integration funding support: \$97,093.00

Summary of progress

Despite the challenges faced in 2022 due to the flood recovery process and COVID, the focus for Stokers Siding Public School was on the use of explicit teaching practices to improve reading across all subject areas. Reflection on resourcing and classroom timetabling, staff planned and implemented explicit reading instruction, using electronic readers and daily peer, shared and modelled reading sessions, enabling students time and opportunity to develop and practise their reading skills and strategies.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base is a focus for future staff meetings, to ensure student learning is at the forefront of all practices and these practices are targeted at student need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement in reading. This has been shared with all stakeholders.

In 2023, we will work as a staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs. With the support of the Assistant Principal Curriculum and Instruction (APCI), we will work towards an integrated approach to quality teaching, curriculum planning, delivery, and assessment, promoting learning excellence and responsiveness in meeting the needs of all students. This will support further improved teaching practice across the school, with a focus on writing. We aim to deepen our collaborative practice and professional learning across our Community of Small Schools, to enhance our knowledge and skills.

In numeracy, the key areas of focus have been number sense and place value. Teachers continue to develop their understanding of what quality teaching in numeracy looks like, collaboratively designing and delivering lessons, as well as building evidence-based pedagogy through professional learning around Jo Boaler's work in Mathematical Mindsets. Our focus in 2023, is to further develop teaching and learning skills and strategies through engaging in the Starting Strong to Big Ideas professional learning.

With the support of our APCI, we aim to develop a clear understanding, for all staff, as to what a quality numeracy lesson looks like, through modelled, shared, guided and independent activities and sharing feedback through supportive peer observations.

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 percentage of students achieving in the top two	The proportion of Year 3 and 5 students achieving in the top two bands of reading is progressing toward the network negotiated target. An increased

NAPLAN reading bands contributing to the achievement of the network negotiated target.	percentage of students achieved in the top two skill bands for reading contributing to the network small schools target, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
Improvement in the percentage of students achieving in the top two NAPLAN numeracy bands contributing to the achievement of the network negotiated target.	The proportion of Year 3 and 5 students achieving in the top two bands of numeracy is progressing toward the network negotiated target. A percentage of students achieved in the top two skill bands for numeracy contributing to the network small schools target, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
The percentage of students achieving expected growth in reading meets the network negotiated target for 2022.	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.
The percentage of students achieving expected growth in numeracy meets the network negotiated target for 2022.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.



Strategic Direction 2: Student Engagement and Wellbeing

Purpose

To ensure that all students are engaged in the teaching and learning cycle. There will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Initiatives

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

- Wellbeing and engagement
- Improving Attendance

Resources allocated to this strategic direction

6101: \$30,000.00

Aboriginal background: \$6,197.03

Location: \$1,577.89

Socio-economic background: \$1,312.36

Per capita: \$3,284.84

Low level adjustment for disability: \$28,255.28

Summary of progress

2022 was a complex year and student wellbeing and engagement has been at the forefront of school planning. Stokers Siding Public School was significantly impacted by flooding, resulting in the total loss of our classrooms and resources. This natural disaster, as well as the impact of COVID 19, had an impact on student wellbeing, as evidenced in student and community voiced feedback and engagement data.

Towards the end of 2022, we embraced opportunities for school community events and activities. We found that parents and carers actively participated in and supported school events where possible.

Attendance has been significantly impacted by the floods and incidents of COVID infections and the subsequent anxiety experienced by students and the community.

Staff supported student academic, social and emotional wellbeing by maintaining a consistent positive and supportive learning environment, where student achievement and growth was recognised and celebrated.

Positive Behaviour for Learning (PBL) was continually implemented with a weekly PBL focus and expectations explicitly taught. Students were surveyed to give voice to their knowledge and understanding of their learning, engagement, and wellbeing needs.

In 2022, we welcomed the formation of an active Parent and Citizens group. We value parent and community involvement in forums, garden activities and volunteering in classrooms, as well as being involved with sport and creative and practical arts projects.

In 2023, the school will be further supporting student wellbeing and engagement through the implementation of a sustainable schools program involving creating an Aboriginal resource garden and installing a native bee hive.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target of 70%.	Due to the impact of flooding and Covid, the number of students attending greater than 90% of the time or more has further decreased by 44% since 2021. This progress measure was not met.
Wellbeing data (School Excellence)	Self-assessment against the School Excellence Framework shows the

Framework) demonstrates improvement in community engagement.

school currently performing at sustaining and growing in the theme of community engagement.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$97,093.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Stokers Siding 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"> • Effective Collaborative Practice <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: eligible students demonstrated progress towards their personalised learning goals. All personalised learning support plans (PLSPs), were regularly updated and reviewed according to student learning needs and progress ensuring eligible students received personalised learning and support within their classrooms. The emotional, social and wellbeing needs of students, were also supported. The School Learning Support Officers (SLSO), were able to support teachers in a range of outdoor learning activities which enriched student learning experiences.</p> <p>After evaluation, the next steps to support our students will be: to further enrich student learning experiences by resourcing our SLSO team strategically in order for eligible students to be supported in accessing their learning and to support their wellbeing needs. This endeavour will enable students with additional learning needs to develop academically, socially and emotionally.</p>
<p>Socio-economic background</p> <p>\$2,948.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stokers Siding Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice in Literacy and Numeracy • Wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: following the devastation of the floods and the loss of our teaching and learning resources, students were able to be supported in their learning using online resources. Student growth was observed in reading and numeracy during Semester 2, 2022, with 55.5% of Stage 2 and 3 students achieving above state average in reading. 75% of Year 1 students achieved at or beyond stage outcomes in reading.</p> <p>After evaluation, the next steps to support our students will be: to continue to fund online teaching and learning resources, with a focus on reading and numeracy programs. This will enable consistent access to valuable resources, offering digital learning opportunities for our students and to develop their technology skills.</p>
<p>Aboriginal background</p> <p>\$6,197.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stokers Siding 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</p>

<p>Aboriginal background</p> <p>\$6,197.03</p>	<p>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"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • excursion expenses • purchase of Aboriginal literacy resources <p>The allocation of this funding has resulted in the following impact: students actively participated in a range of excursions, including attending a NAIDOC Day celebration and an excursion to Dolphin Dreaming at Byron Bay. 96% of students attended both events and gained a deeper understanding of Aboriginal culture. Teaching resources purchased were used to support the inclusion of Aboriginal perspectives across all key learning areas.</p> <p>After evaluation, the next steps to support our students will be: to build staff knowledge and skills through engaging in Aboriginal Cultural training. This will enable staff to support Aboriginal and Torres Strait Islander students and create a culturally safe school environment.</p>
<p>Low level adjustment for disability</p> <p>\$28,255.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Stokers Siding 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"> • Improving Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students in order for them to access the Nature Explorer program within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: students with a range of disabilities accessed the Nature Explorer program in a supported manner, enabling them to access their learning. 100% of parents surveyed indicated that their children valued participating in the program. Due to the impact of flooding and COVID-19, attendance data continued to fall in Semester 1. Semester 2 saw an increase in students attending 90% of the time.</p> <p>After evaluation, the next steps to support our students will be: to further expand the Nature Explorer program and participate in the Sustainable Schools program. The school will provide additional support for identified students through the employment of SLSOs.</p>
<p>Location</p> <p>\$1,577.89</p>	<p>The location funding allocation is provided to Stokers Siding 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"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • excursion expenses • teaching resources to increase student engagement

<p>Location</p> <p>\$1,577.89</p>	<p>The allocation of this funding has resulted in the following impact: students actively participated in a range of excursions, including attending the NAIDOC Day and an excursion to Dolphin Dreaming at Byron Bay. 96% of students attended both events and gained a deeper understanding of Aboriginal culture. Teaching resources purchased will be used to support the inclusion of Aboriginal perspectives across all key learning areas.</p> <p>After evaluation, the next steps to support our students will be: to build staff knowledge and skills through engaging in Aboriginal Cultural training. This will enable staff to support Aboriginal and Torres Strait Islander students and create a culturally safe school environment.</p>
<p>Professional learning</p> <p>\$4,900.34</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 Stokers Siding Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice in Literacy and Numeracy • Effective Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchase of an evidence based mathematics program <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of numeracy, with a focus on number sense and place value, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching, developing their knowledge and skills in numeracy through participation in the Starting Strong to Big Ideas program.</p>
<p>QTSS release</p> <p>\$2,298.42</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stokers Siding Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • staff professional learning in the teaching of writing <p>The allocation of this funding has resulted in the following impact: in writing, 100% of students in Kindergarten and Year 1 were working at or above stage outcomes. 75% of students in Year 2-6 are working at or above stage expected outcomes in reading. In Years 4 and 6, 100% of students, according to Term 3 and 4 Check-in assessments, achieved above state average in numeracy. There was an observable increase in teacher capacity in the explicit teaching of writing.</p> <p>After evaluation, the next steps to support our students will be: ongoing professional learning for staff to ensure consistency of teacher judgement in assessment and data analysis. The focus for 2023, in writing, will be a focus on implementing teacher learning from the writing professional learning course, undertaken in 2022. Areas of direction include building vocabulary, modeled writing, and creating texts, including editing and publishing.</p>

<p>COVID ILSP</p> <p>\$10,358.00</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"> • providing intensive small group tuition for identified students <p>The allocation of this funding has resulted in the following impact: students participating in the Covid Intensive Learning Support program achieved significant progress towards their personal learning goals. Following a term of targeted intervention 75% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>In reading, 55.5% of students are achieving above state average in Semester 2. In numeracy, at the end of Semester 2, 55.5% of students in Years 3-6 were achieving above state average, according to the Check in assessment data.</p> <p>After evaluation, the next steps to support our students will be: to continue using SLSP support to implement literacy and numeracy small group tuition using teacher led data analysis to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	8	8	10	20
Girls	5	2	3	6

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.4	87.4	88.4	84.9
1	89.6	88.2	86.8	80.8
2	58.7	85.3	84.4	82.5
3	97.9	71.5	97.8	81.5
4	75.7	96.8	70.0	80.6
5	75.3	84.7	90.2	92.9
6	72.1	81.9		80.0
All Years	78.9	84.5	87.1	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		86.3
All Years	92.8	92.0	92.6	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)	1.27
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.2

*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	33,387
Revenue	776,526
Appropriation	761,870
Sale of Goods and Services	3,090
Grants and contributions	11,354
Investment income	212
Expenses	-724,583
Employee related	-612,381
Operating expenses	-112,203
Surplus / deficit for the year	51,943
Closing Balance	85,330

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	19,875
Equity Total	37,401
Equity - Aboriginal	6,197
Equity - Socio-economic	2,948
Equity - Language	0
Equity - Disability	28,255
Base Total	477,498
Base - Per Capita	3,285
Base - Location	1,578
Base - Other	472,635
Other Total	62,757
Grand Total	597,530

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

Parent/caregiver: We had 25% of surveys returned in Semester 1. A phone survey was conducted in Semester 2, with 100% of parents and carers participating. The feedback indicated:

- the school encourages a sense of pride in achievement and a sense of self worth
- parents/caregivers would recommend the school to others
- parents/caregivers feel their children are engaged in a positive learning environment despite the impact flooding has had on the school and the loss of its resources
- staff are committed and enthusiastic
- staff are approachable, caring and welcoming
- parents/caregivers value the small school/big family atmosphere of our school where every child is known, valued and cared for

Our future directions, based on parent/caregiver feedback are:

- continuation of the Nature Explorers program
- an increase in the gardening program, with a focus on sustainable living
- greater opportunities for family/community involvement in all aspects of school life

Students: Students were surveyed in Semester 1 and again in Semester 2. We had 100% of surveys completed. The feedback indicated:

- Students expressed feeling a sense of belonging
- students love playing with their friends
- Music and performance is valued by 92% of students
- students enjoy participating in Nature Explorers, gardening and Friday Fun Days
- students have many favourite subjects, such as, mathematics, writing and reading
- students love hands on activities and outdoor learning

Suggestions for the future based on student feedback are:

- continuation of Nature Explorers, gardening, Friday Fun days
- create a sustainable schools program and a sustainable resource garden with support from the Tweed/Byron AECG
- further develop the music program
- a greater focus on writing, mathematics and hands on learning
- maintaining learning breaks/brain breaks

Teacher: We had 90% of surveys returned. The feedback indicated:

- that 2022 has been a challenging year for staff and students due to the impact of flooding
- the school recognised student achievement
- there are clear expectations and students are developing ownership of their learning
- policies and procedures are in place to support staff and students within a positive learning culture
- Positive Behaviour for Learning is regularly discussed as a staff and students explicitly taught desired behaviours
- professional learning is planned, valued and shared

Our future directions, based on teacher feedback are:

- continue to develop and review procedures to streamline organisation and communication
- further develop student individual learning goals and learning expectations in 2023
- staff would like to see a greater incorporation of technology in teaching and learning
- overhaul the library books and update, in order to further engage our students



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.

