

# 2022 Annual Report

## Stratheden Public School



3122

# Introduction

The Annual Report for 2022 is provided to the community of Stratheden 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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## Message from the principal

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2022 began with every hope that normality would return to our school as COVID19 became less virulent. Unfortunately, this year, we were confronted with a Flood Event that greatly affected our neighbouring communities and resulted in our school being closed due to access difficulties. Thankfully our school was not damaged, like many other schools.

Stratheden Public School, in 2022, had high hopes for the students, staff, parents/carers and the community to embrace the return to participating in a variety of regular and highly anticipated activities.

Our school participated in Grandparent's Day, the Biggest Morning Tea, the Premier's Reading Challenge, the Premier's Sporting Challenge, CLUBS, Operation Art, NAIDOC activities, the C.L.A.S.S. Swimming Carnival, C.L.A.S.S. Cross Country, C.L.A.S.S. Athletics Carnival, a school Athletics Carnival, a Mini-Fete, Intensive Swimming in Kyogle, Swimming in Kyogle, Sporting Schools Soccer and Tennis, a "Mary Poppins" Excursion to Brisbane (Combining with Rappville Public School), Year 6 Canberra Excursion and Presentation Night. All of these activities were enthusiastically embraced.

The school depended greatly on the continuing support of parents/carers and the community and this was evident throughout the year.

The staff worked collaboratively during 2022 to ensure all students were able to achieve to the best of their ability and that they felt secure in their environment.

Thank you to everyone for the tremendous effort during 2022.

Catherine Kauter

Principal

## Message from the school community

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The P&C undertook a number of activities in 2022, including a Pie Drive, a Krispy Kreme Drive, a Clearing Sale and a Christmas Raffle.

We were able to contribute to the "Mary Poppins" Excursion to Brisbane by providing morning tea and half the cost of the bus. We also supported the Year 6 students who visited Canberra by providing funds to offset the cost of the excursion.

The P&C contributed to both Leeville Public School and Dyraaba Hall to assist them after the severe flooding that they experienced.

The P&C continued to support the students by allowing a Book Prize to be purchased from the annual Book Fair.

In 2022, the Tuckshop was able to operate and this provided some normality to return to the school.

Hoping that 2023 will allow the P&C many opportunities to participate in supporting our students.

Letitica Smith

President

### Message from the students

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The Student Representative Council (SRC) supported the Cancer Council and the Lismore Floods (South Lismore Public School) in 2022. Money was raised by having a Pancake Day, an Easter Raffle, the Biggest Morning Tea and a Mini-Fete. Money raised provided lunches for all students, staff and parents/carers who attended the "Mary Poppins" Excursion to Brisbane in November.

Aylah Hill and Lucian Kelly attended the Grip Leadership Course in May, helping them develop understandings of what being a leader is.

Mikey Hegedus, Aylah Hill, Olive Hannigan, Amity Schaefer, William Humphreys, Lucian Kelly

SRC Members 2022



Face Painting at our Mini-Fete.

## School vision

Stratheden Public School develops and nurtures students to be equipped with the skills, knowledge and values needed to create their own futures in the complex world that is unfolding before us. Students are encouraged to develop resilience and ensure that their wellbeing needs are being met.

## School context

Stratheden Public School is a vibrant, small, rural school in the Northern Rivers of N.S.W., approximately 20 kilometres from Casino, set within an active collaborative community. The dedicated and committed staff embrace a forward thinking mindset that ensures our students are ready for their futures.

Stratheden Public School provides focused, high quality educational programs covering Learning Support and the six mandatory Key Learning Areas, incorporating the perspectives of Aboriginality, Equity, Multiculturalism and Environment. Individual Education Programs are prepared with the support of the teachers, parents and students to ensure that the needs of students are catered for in the most appropriate way.

Stratheden Public School has an Assistant Principal Curriculum and Instruction who provides the school with the knowledge and understandings to accurately assess students and use the data to target specific teaching and learning activities in Literacy and Numeracy.

Student Welfare is of the highest priority. Students are encouraged and helped to take responsibility for their own learning and wellbeing and for the wellbeing of others. Effective transition to Kindergarten and to Year 7 programs are in place at Stratheden Public School.

Stratheden Public School strongly supports its Student Representative Council, that makes a substantial contribution to the running of school programs each year.

Stratheden Public School has an active association with local schools: C.L.A.S.S. (Community of Learning Across Small Schools). This association provides for extensive sporting, cultural, social and learning opportunities for our students.

As a result of analysis and consultation with staff, P&C, community and AECG, an area for improvement for Stratheden Public School is the use of reliable data to inform where students are at in relation to literacy and numeracy and how to enhance each individual's learning outcomes to meet their needs. Attendance and engagement by the students is also an area for improvement and this will be achieved by ensuring that parents/carers have access to good communication facilities and the ability to participate fully in school activities.



Kindergarten

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Implement a whole school approach to quality teaching, planning and assessment, driven by the refined use of data, to ensure maximum individual growth in literacy and numeracy.

### Initiatives

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

- Data Skills and Use
- Research Informed Practice

### Resources allocated to this strategic direction

**Integration funding support:** \$61,819.00

**Professional learning:** \$4,920.00

**Socio-economic background:** \$11,820.41

**Low level adjustment for disability:** \$6,510.72

**QTSS release:** \$2,068.58

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

### Summary of progress

In 2022, the school placed a strategic focus on the collection and analysis of student learning data. This was successfully embedded in whole school practice through the new position of Assistant Principal Curriculum and Instruction working collaboratively with the Principal and whole staff. The school reviewed and refined their Assessment Schedule, aligning formative and summative assessment tasks and identifying key benchmarks for student achievement. The Assistant Principal Curriculum and Instruction supported staff through maintaining a focus on data driven teaching practice and connecting student learning achievement data with identifying how students learn. Small group intervention programs including Learning and Support Programs and COVID ILSP interventions provided an opportunity for individualised student learning support. Unfortunately, collaboration around the Small Schools Network Target for Reading and Numeracy was impacted throughout the year by COVID, as well as staffing shortages. Stratheden Public School, however, achieved excellent results in NAPLAN Top 2 Bands for student achievement. In 2023, the school will continue to maintain a strategic focus on instructional leadership and data driven practices to support student growth and achievement.

Stratheden Public School has had a deliberate professional learning focus on introducing and familiarising staff with the new English and Mathematics curriculum materials ready for implementation in 2023. The Principal and Assistant Principal Curriculum and Instruction have been regularly engaged in Curriculum Reform meetings across the Network of schools and are working with a small school group leading into 2023 to provide joint professional learning supporting successful implementation of the new curriculum for Kindergarten to Year 2. Staff engagement in the Micro-Learning sessions has strengthened both teaching and non-teaching staff members' understanding of curriculum changes in pedagogy. In 2023, the school will continue to lean into research informed practice and a focus on Years 3-6 will prepare staff for the continuation of new curriculum materials becoming available.

### 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
• Achieve an uplift of 5% of Years 3 and 5 students achieving in the top two bands in NAPLAN Reading from our baseline data.	100% of students in Years 3 and 5 achieved in the top 2 bands for NAPLAN Reading.
• Achieve an uplift of 6% of Years 3 and 5 students achieving in the top two bands in the NAPLAN Numeracy Assessment from our baseline data.	100% of students in Years 3 and 5 achieved in the top 2 bands for NAPLAN Numeracy.

<ul style="list-style-type: none"> <li>• The proportion of students achieving expected growth in NAPLAN Reading is working towards system negotiated lower bound target.</li> </ul>	<p>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.</p>
<ul style="list-style-type: none"> <li>• The proportion of students achieving expected growth in NAPLAN Numeracy is working towards system negotiated lower bound target.</li> </ul>	<p>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.</p>



Strath Cafe



## Strategic Direction 2: Connect, Succeed, Thrive and Learn: Wellbeing

### Purpose

Embed a planned approach to wellbeing that is inclusive of all students, staff, parents and 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.

- Wellbeing and Engagement
- Learning Culture

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$22,984.20

**Per capita:** \$3,284.84

**Location:** \$982.63

**Socio-economic background:** \$11,492.10

### Summary of progress

In this Wellbeing Strategic Direction, Stratheden Public School recognises the need for student self-regulation and support in strengthening student focus and readiness to learn. The principal has trained in Smiling Minds as a Mindful Champion and is leading staff in professional learning to implement the Smiling Minds Program with students commencing in 2023. Student voice initiatives including involvement in the GRIP Leadership program and Student Representative Council activities support all students to contribute at school, to share their ideas and aspirations for their school, providing an authentic space for students to contribute back into their school. Attendance data in 2022 does present a challenge for the school as COVID and other student leave has impacted regular attendance. The school continues to communicate the importance of daily attendance at school for all students. Of particular concern is the high percentage of student data reflecting late arrivals to school. The school leadership has already focused strategies on improving student attendance and further communications between school and home is critical in 2023. The transition to school program incorporates the Jumbunna Outreach Pre-School based at Stratheden Public School. In 2023 this pre-school will operate on Thursdays and Fridays; the pre-school transition program involves students in whole school activities including the Swim Program, student initiatives including the Mini-Fete and Presentation Night events.

In 2023, school staff will reflect on their practices in visible learning and the early recognition of students requiring additional support in daily attendance, self-regulation and being ready to learn.

### 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
The proportion of students attending school more than 90% of the time meets system generated lower bound target.	In 2022, 78.6% of students attended school daily, equivalent to local Network schools and below state average. 12.5% of students attended 90% or more of the time.
Wellbeing, behaviour and attendance plans are established and implemented for all students.	Individualised support plans were established, implemented, and monitored for all targeted students.
Tell Them from Me Student Surveys reflect increased accurate student responses around expectations for success, advocacy, sense of belonging and emotional resilience against 2021 data.	2022 Tell Them From Me Student Survey results reflected an 8.89% lift in student wellbeing, advocacy at school, expectations for success and sense of belonging.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$61,819.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Stratheden Public School in mainstream classes who require moderate to high levels of adjustment.</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 Skills and Use</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>• Additional support staff to implement intervention programs in collaboration with classroom teachers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All small group and individual intervention support programs were codesigned and implemented. Data indicated all students demonstrated progress and growth in learning achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the school will continue to support identified students requiring additional learning needs through Integration Funding.</p>
<p>Socio-economic background</p> <p>\$23,312.51</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stratheden 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 Skills and Use</li> <li>• Learning Culture</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>• professional development of staff through data collection and analysis to support student learning.</li> <li>• employment of additional staff to support transition program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The collection of data, its analysis and program and lesson development have resulted in targeted teaching to enable all students to have improved learning outcomes. The funding also provided additional support for all students to engage successfully.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, Socio-economic funding will continue to support learning needs of all students.</p>
<p>Low level adjustment for disability</p> <p>\$29,494.92</p>	<p>Low level adjustment for disability equity loading provides support for students at Stratheden 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 Skills and Use</li> <li>• Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$29,494.92</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Data and its analysis have resulted in program and lesson development for targeted teaching, which has enabled students to have improved learning outcomes. The funding also provided additional support for all students to engage successfully.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, Low level adjustment for disability funding will continue to support students with additional learning and support needs.</p>
<p>Location</p> <p>\$982.63</p>	<p>The location funding allocation is provided to Stratheden 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>• Learning Culture</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>• employment of additional staff to support transition programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The preschool transition program provided additional support for all students to engage successfully.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Location funding will continue to support transition programs in 2023.</p>
<p>Professional learning</p> <p>\$4,920.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Stratheden 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 Skills and Use</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>• Assistant Principal Curriculum and Instruction working between three small schools to upskill executive and staff, utilising targeted professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, the ability to work collaboratively with other small schools did not occur due to unforeseen circumstances. Stratheden Public School worked with the Assistant Principal Curriculum and Instruction to analyse NAPLAN data and set targets for student achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, Professional Learning funding will be directed to ensuring that the new curriculum - K - 2 English and Maths and 3 - 6 English and Maths, are successfully implemented.</p>
<p>QTSS release</p> <p>\$2,068.58</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stratheden Public School.</p>

<p>QTSS release</p> <p>\$2,068.58</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 Skills and Use</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>• Assistant principal provided with time to support classroom programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching practice has been reflected upon, ensuring consistent monitoring and analysis of student learning achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, QTSS release funding will continue to be used to enhance teaching practice.</p>
<p>COVID ILSP</p> <p>\$11,800.00</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> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Reading comprehension, fluency, additive strategies and measurement strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student improvement data indicated that the targeted students participating in COVID ILSP met or exceeded expected outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure that students who require intervention are recognised and provided with the specific intervention needed to improve their learning outcomes.</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>• Research Informed Practice</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 an Assistant Principal Curriculum and Instruction who has supported the educational leadership at Stratheden Public School.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enhancement of the capacity of staff to effectively use data and to analyse data, resulting in a greater understanding of how to explicitly program and teach to meet the needs of the students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Assistant Principal Curriculum and Instruction will continue to lead Stratheden Public School in comprehensively understanding data and its analysis and to further enhance an understanding of the Curriculum Reform that will be occurring in 2023.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	12	8	8	6
Girls	12	9	5	6

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	79.2	92.3	86.6
1	87.8	91.4	89.2	81.1
2		85.1	70.5	71.6
3	87.1		83.9	86.1
4	86.8	86.4		77.2
5	82.8	77.3	90.9	
6	92.7	77.6	80.4	75.0
All Years	87.8	83.1	87.3	79.2
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		92.0	92.6	87.8
3	93.0		92.7	87.6
4	92.9	92.0		87.4
5	92.8	92.0	92.1	
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance data indicates that ways to increase full-time attendance , particularly in relation to partial attendances, needs to be addressed.

### 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

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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.



Kite Making

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*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.



Professional Development Plans were written with reference to Systemic Goals, School Goals and Personal Goals. All staff, including SASS staff, were required to undertake the writing of these Professional Development Plans. Teaching staff have undertaken collaboration, classroom observation, feedback and development of school-wide improvement in teaching and student outcomes under the guidance of Miss Sushira Bendall, Assistant Principal Curriculum and Instruction.

All staff were involved in the undertaking of professional development courses appropriate to their needs. E-Learning, Zoom, Microsoft Teams and Face-to-Face options were accessed where required. Collegial support and professional dialogue continued.



Teddy Bears' Picnic



## 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>	79,783
<b>Revenue</b>	596,518
Appropriation	578,966
Sale of Goods and Services	3,127
Grants and contributions	13,439
Investment income	986
<b>Expenses</b>	-580,354
Employee related	-500,091
Operating expenses	-80,263
<b>Surplus / deficit for the year</b>	16,164
<b>Closing Balance</b>	95,946

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.

Our financial statement includes salaries. Stratheden Public School endeavors at all times to use the resources available to enhance the outcomes for all students. Finances are allocated to ensure that there continues to be two classes.

## 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>	92,735
<b>Equity Total</b>	52,807
Equity - Aboriginal	0
Equity - Socio-economic	23,313
Equity - Language	0
Equity - Disability	29,495
<b>Base Total</b>	338,671
Base - Per Capita	3,285
Base - Location	983
Base - Other	334,403
<b>Other Total</b>	44,305
<b>Grand Total</b>	528,518

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.



Having fun on Grandparent's Day.

## 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.



Electric guitar playing

## Parent/caregiver, student, teacher satisfaction

Parents/Carers indicated through the use of Facebook, Seesaw, participating at school functions, development of Individual Education Plans and undertaking the Tell Them from Me Survey, as well as through general conversation, their support and satisfaction with the direction and teaching/learning activities that are provided at our school.

Students indicated that their academic and wellbeing needs were of importance at Stratheden Public School.

The staff indicated that they believed that Stratheden Public School is a very inclusive school where staff work collaboratively and that parents/carers involvement needs enhancement.



Athletics Stars

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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During 2022, the students of Stratheden Public School continued to raise the Aboriginal Flag each day. The school also participated in NAIDOC Day activities including art/craft activities developed by Rappville Public School.

Our School Administration Manager attend the Connecting to Country Course, ensuring that three members of staff have now completed this course.

All staff participated in Professional Learning relating to the Acknowledgement of Country and a more authentic Acknowledgement of Country was developed for our school events.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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Anti-Racism perspectives are integrated into teaching programs.

## Multicultural Education Policy

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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.

## Multicultural and anti-racism education - School Statement

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Multicultural perspectives are integrated into teaching programs across Key Learning Areas such as Geography, History and Creative Arts to ensure that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society. In 2022 this was enhanced through a unit of work on the Commonwealth Games held in Birmingham and participating in the CWA Country of Study, Latvia.

## Other School Programs (optional)

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During 2022 students from Stratheden Public School were able to participate in the Premier's Reading Challenge, Operation Art, the Premier's Sporting Challenge, the C.L..A.S.S Cross Country, the C.L.A.S.S. Athletics Carnival, the Stratheden Athletics Carnival, CLUBS, an excursion to "Mary Poppins" in Brisbane (combining with Rappville Public School), a Mini-Fete and the C.W.A. Country of Study (Latvia).



Year 6 Farewell



Premier's Reading Challenge Awards