

2022 Annual Report

Tarago Public School



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Introduction

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

Tarago Public School

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School vision

Tarago Public School promotes and fosters a culture of care, respect and enrichment. We are committed to every student, staff member, leader and school improving every year. We strive to ensure this happens by promoting high expectations, personal growth and achievement for all of our students. We aim towards developing highly literate and numerate, future focused learners through the provision of quality, evidence-based teaching and learning programs. Our school community works in partnership to prepare students who are positive, responsible, respectful and resilient global citizens.

School context

Tarago Public School is located in the village of Tarago, in the Southern Tablelands of New South Wales. Situated 39 kilometres south of the city of Goulburn and 69 kilometres north-east of Canberra, within the Goulburn Mulwaree Council area. The school is positioned on the Goulburn-Braidwood Road and has provided education to the Tarago community since 1892. Tarago Public School draws students from within Tarago village as well as students from surrounding rural areas.

At Tarago Public School we provide an inclusive learning environment and empower students to take responsibility for their learning through our core values of being respectful, safe learners who 'Strive To Excel.' We deliver academic programs that challenge and provide our students with differentiated instruction and skills for future success. Students learn in comfortable and well-resourced classrooms. They use the latest technology which promotes engagement in their learning and every child has access to a device to assist in their learning.

Our staff are enthusiastic, dedicated and caring and provide a safe, supportive learning environment where every child is known, valued and cared for. Our school is developing a culture of evidence based, data informed decision making and aims to build the capacity of all teachers to lead and improve learning in an innovative setting.

Our students enjoy participating in a variety of extra curricular activities including music, Japanese, public speaking and sport to develop their confidence and talents. We also collaborate with the Goulburn Community of Public Schools and the Tablelands Rural Education Community.

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

At Tarago Public School we will continue to create an engaging student-centred learning environment, through evidenced based high impact teaching practices, that guide, challenge and motivate all students to become effective, skilled problem solvers who can confidently apply thinking skills, mathematical reasoning and reading comprehension across all key learning areas and in their everyday lives. This will be underpinned by high expectations of teachers to deliver a curriculum that is differentiated, reflective, evaluated by data informed practice and relevant to meet the needs of the students 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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$9,772.00

Aboriginal background: \$6,140.00

Low level adjustment for disability: \$29,984.00

School support allocation (principal support): \$10,458.00

QTSS release: \$6,664.00

Per capita: \$8,584.00

Professional learning: \$6,108.00

Literacy and numeracy: \$4,632.00

English language proficiency: \$2,296.00

Summary of progress

Evidence of activity:

- During 2022 we have utilised our Assessment Schedule and interpreted and triangulated external and internal data sets such as NAPLAN data, Check in Assessments, PLAN2 and anecdotal records to identify trends and set reading and numeracy progress measures accordingly for each student. NAPLAN results for 2022 showed an upward trajectory for Year 5 and Year 3 in reading, writing and numeracy compared to 2018. In 2018 the average NAPLAN numeracy result was 363.8 for Year 3. This year our students' average score was 428.4 for Year 3. We can see the impact that literacy and numeracy groups by stage and ability have made on student learning compared to students using text books in 2018.
- We successfully participated in the Accelerator Adopter School program and trialed the new English and Mathematics Syllabuses in K-2. Staff participated in targeted Professional Learning for the introduction of the new K-2 English and Mathematics syllabus. We purchased decodable readers for the early grades and have found these readers to be quite helpful in speeding up the reading process compared to PM readers.
- Current student Individual Learning Programs have been periodically reviewed and the necessary adjustments made to inform and plan for student learning throughout the year. Student data indicates steady growth at age appropriate levels as measured through our internal and external assessment.

Next steps 2023

In 2023 we will further embed and refine our assessment practices and update our Assessment Schedule to include the new DOE assessments, to improve our explicit teaching programs. We will plan for Professional Learning to be centred around the different aspects of the new K-2 Syllabuses and prepare for the 3-6 Syllabuses for 2024. Further Professional Learning will be undertaken in multiplicative strategies which reflects a state wide and network need to further refine and embed these practices.

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
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<p>The students will not have NAPLAN data to reflect student growth due to NAPLAN testing in 2020 not being conducted.</p>	<ul style="list-style-type: none"> • 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 school has measured student growth through Check-In Assessments and internal data. We are progressing towards the system negotiated target.
<p>The students will not have NAPLAN data to reflect student growth due to NAPLAN testing in 2020 not being conducted.</p>	<ul style="list-style-type: none"> • 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 school has measured student growth through Check-In Assessments and internal data. We are progressing towards the system negotiated target.
<p>The students will not have NAPLAN data to reflect student growth due to NAPLAN testing in 2020 not being conducted.</p>	<ul style="list-style-type: none"> • 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>The students will not have NAPLAN data to reflect student growth due to NAPLAN testing in 2020 not being conducted.</p>	<ul style="list-style-type: none"> • 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: Connect, Succeed, Thrive and Learn

Purpose

At Tarago Public School we will continue to provide a safe, supportive and innovative environment where every child is known, valued and cared for and actively connects to their learning. To ensure that all of our students are able to connect, succeed, thrive and learn, quality school wellbeing policies, plans, programs and procedures will be planned effectively to meet the needs of all students, staff 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 Processes

Resources allocated to this strategic direction

Location: \$4,608.00

Summary of progress

During 2022 we continued to embed our Positive Behaviour Policy across the school, making sure that all students are able to succeed in the framework and are earning behaviour awards for all expectations. This year we finally have our first 6 Diamond Members. This is a sign of excellent behaviour all year, respecting school values and rules on a daily basis.

Our well-being initiatives, the Breakfast Club and Crunch and Sip, have continued to run and are still well received by students. Shared learning days and events were held with other small schools. We continued to contribute monthly to the local newspaper to engage the community in our activities. These activities strengthened our connections with the wider community and contributed to school wellbeing and student engagement. A whole school survey was undertaken with all students demonstrating an overwhelmingly positive view of the school culture. In Term 4 we created our first School Council. Students representing each grade were included in the Council and we look forward to regular meetings with the School Council to plan activities and events for 2023 and discuss areas of the school which need improvement. The new playground was built this year and the students enjoy playing on it everyday.

We are currently not meeting the system negotiated targets for Attendance. Currently 50% of our students attend more than 90% of the time. Our attendance rate is 88.7%. 1% higher than the DOE State and 6% higher than the Network. We need to keep working on improving this target. The fortnightly 100% attendance awards have been assisting and the yearly prize of a tablet for the student with the highest attendance rate is also an incentive which we will continue to do in 2023. Our next steps will be to participate in the Guided Attendance workshops. We will focus on implementing intervention strategies for Tier 1 students and identify a context specific plan. We will identify absences of specific cohorts for Tier 1 students (80-90%) and deepen understanding of universal supports across the department.

We will also lead the implementation of the Inclusive Engaging Respectful (IER) policy in 2023 and design the new Behaviour School Management Plan to ensure an inclusive, engaging and respectful school environment.

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 % of students demonstrating positive wellbeing (sense of belonging, expectations for success, advocacy at school) to a minimum of 70%.	1. The results of a school wide survey undertaken at Tarago Public School in 2022, indicate the percentage of students demonstrating a sense of belonging has increased to 90%, the percentage of students with high expectations for learning has increased to 100%.
Improvement in percentage of students attending 90% of time to the lower bound of the system negotiated target (70%).	• The attendance rate is at 88.7% however the percentage of students attending more than 90% of the time has not increased and is currently at 50%.

Purpose

At Tarago Public School staff will demonstrate the capacity to lead a collaborative, consultative culture of continuous improvement, which is evidence - based and research informed, so that every student, every staff member, every leader and the school improves every year.

Staff will model instructional leadership and demonstrate high quality teaching practices and share responsibility for student improvement in literacy and numeracy across the school and create a culture of high expectations resulting in sustained and measurable improvement.

Staff will continue to improve their professional competence and keep up to date with the latest quality practices in teaching, assessment, reporting and reflection to create a culture of consistent school-wide assessment and reporting practices that are streamlined, timely and student-centered to exceed the diverse needs of the students, staff and the 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.

- High Performance Culture

Resources allocated to this strategic direction

Professional learning: \$2,440.00

Summary of progress

Throughout 2022 Tarago Public School has continued to work collaboratively with Tirranna Public School and the Yass Small School Network, focusing on improving teacher and student formative assessment and feedback practices to improve targeted, differentiated teaching and learning. The PLC focus has shown increased student learning due to the explicit, quality feedback being provided to students and increased student reflection. Our K-2 teacher has participated in the Accelerator Adopter School program this year and has participated in all of the professional learning about the new K-2 English and Mathematics Syllabuses.

The school team and Small Schools Professional Learning Community (PLC) has cross referenced the High Impact Professional Learning Continuum and the Key Practices for Instructional Collaboration Matrix so that staff are reflecting and working towards leadership growth against the descriptors of practice.

Teachers across the PLC are using specific assessment data to diagnose student need, provide suitable interventions and evaluate their impact using progress data. The PLC engaged in targeted Professional Learning using the What Works Best resources and worked collaboratively to analyse and reflect on school data. The PLC has collaborated to reflect on Implementation and Progress monitoring and determine implications and next steps. Throughout the year, staff have engaged in consistent teacher judgement processes across schools; discussed what a year's growth looks like within each school context; and conducted data analysis to inform shifts in teaching practice.

Our next steps are to ensure that all professional learning relating to student learning can be applied in classroom practice and is based on identified student needs. The PLC needs to enhance its systems and processes for sharing resources and best practice across schools, as well as improving the collection of evidence of student learning so that staff can consistently see the links between targeted professional learning and ongoing student improvement.

Next year our K-2 teacher will work in the capacity of AP Curriculum and Instruction for Tarago, Windellama and Tirranna.

Future Professional learning focus for the PLCs will include leading and preparing for the 3-6 English and Mathematics Syllabuses and Curriculum Reform.

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>THE PLC will move from developing practice in the key Practices for Instructional Collaboration Matrix.</p>	<p>Teachers are working collaboratively at building their collective efficacy. The PLC are collecting data that identifies student progress. We have been working with our Literacy and Numeracy Strategy Advisor. Completed PL on the new K-2 English and Mathematics Syllabus. We have aligned school plans within our PLC.</p>
<p>The school (as a member of the PLC) will demonstrate emerging descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.</p>	<p>Teachers collect and use assessment data that monitors achievement and identifies gaps in learning to inform planning for particular student groups and individual students. There is shared responsibility for ongoing professional learning and growth in teaching practice. The school collects and analyses student progress and achievement data to identify areas for further development.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$9,772.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tarago 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to assist students performing below the expected stage level. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students have been achieving at or above expected growth in NAPLAN results. Teachers have been able to deliver quality, differentiated teaching and learning programs. Students have been able to participate in literacy and numeracy groups catered for their individual needs which has resulted in improved learning outcomes as evidenced in the Check In Assessments and placement of students on the Literacy and Numeracy Progressions.</p> <p>After evaluation, the next steps to support our students will be: continue to engage additional support within the classes through employing SLSOs to support our trajectory towards achieving targets. Continue to deliver targeted literacy and numeracy stage based learning.</p>
<p>Aboriginal background</p> <p>\$6,140.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tarago Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: SLSO support throughout the school was supplied allowing Aboriginal students additional support and access to support as needed.</p> <p>After evaluation, the next steps to support our students will be: to continue providing SLSO support for Aboriginal students and release time for teachers to develop and implement personalised learning plans.</p>
<p>English language proficiency</p> <p>\$2,296.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tarago 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"> • Personalised Learning

<p>English language proficiency</p> <p>\$2,296.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: All EAL/D students are showing progress on the EAL/D progressions and they are displaying more confidence in class when participating in speaking and listening activities. All E/ALD students are improving in their reading, comprehension and writing skills as evidenced by NAPLAN results and Check In Assessments.</p> <p>After evaluation, the next steps to support our students will be: to continue assisting our EAL/D students in class with additional support.</p>
<p>Low level adjustment for disability</p> <p>\$29,984.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tarago 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Mini Lit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. Students have been supported through quality teaching and learning practices. Students learning outcomes have been assessed and reported on. Students with additional learning needs have been supported in class through the employment of an SLSO.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide additional support for identified students through the employment of an SLSO.</p>
<p>Location</p> <p>\$4,608.00</p>	<p>The location funding allocation is provided to Tarago 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 Processes <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: All students were financially supported to attend school excursions, camps and other sports activities. Bus trips were subsidised by the school to lower the cost for families. Students feel known, valued and cared for and all students have access to the school uniform and necessary learning tools.</p> <p>After evaluation, the next steps to support our students will be: We will continue to spend the location funding allocation in the same way next year.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$8,548.00</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Tarago 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"> • Personalised Learning • High Performance Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All teaching staff are prepared to implement the new K-2 English and Mathematics Syllabuses and feel confident accessing the universal resource HUB. Teachers have increased their competency in making informed consistent teacher judgements when reviewing assessments. <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 the new K-2 English and Mathematics Syllabuses. Student engagement has increased with the continuation of staged based Literacy and Numeracy groups resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: To continue participating in targeted professional learning to increase teacher capacity and ensure student learning improvements.</p>
<p>Literacy and numeracy</p> <p>\$4,632.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tarago Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: All students have shown significant progress and improvement in their literacy and numeracy skills as evidenced by internal data collected and reviewing the students progression on the Literacy and Numeracy Progressions.</p> <p>After evaluation, the next steps to support our students will be: We will continue to do the same activities next year.</p>
<p>QTSS release</p> <p>\$6,664.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tarago 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"> • Personalised Learning <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

<p>QTSS release</p> <p>\$6,664.00</p>	<p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers embed evidence-based, high impact teaching strategies within their classroom practice.</p> <p>All teachers provide lessons differentiated according to students' needs as evidenced by their programs and class observations. All students improved in their reading ability and numeracy skills as evidenced by internal and formative assessments and data from the Literacy and Numeracy Progressions.</p> <p>After evaluation, the next steps to support our students will be: employing an Assistant Principal Curriculum and Instruction (APC&I) to lead improvement in teacher capacity to deliver the new K-2 English and Mathematics Syllabus and support teachers in developing their students' literacy or numeracy skills.</p>
<p>COVID ILSP</p> <p>\$18,800.00</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>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 targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: 100% of the students in the program are achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition 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 as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	16	19	20	18
Girls	15	15	14	8

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	92.9	88.1	82.3
1	90.9	94.9	80.8	72.7
2	93.8	94.3	89.7	75.9
3	96.0	98.2	89.6	87.2
4	92.3	95.6	93.1	71.5
5	96.9	92.3	93.6	91.7
6	88.6	94.7	92.2	87.7
All Years	92.2	94.3	88.6	79.4
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
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	60,123
Revenue	700,975
Appropriation	633,274
Sale of Goods and Services	3,124
Grants and contributions	64,102
Investment income	476
Expenses	-719,526
Employee related	-554,664
Operating expenses	-164,863
Surplus / deficit for the year	-18,551
Closing Balance	41,571

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	0
Equity Total	49,038
Equity - Aboriginal	6,124
Equity - Socio-economic	9,747
Equity - Language	2,522
Equity - Disability	30,646
Base Total	514,897
Base - Per Capita	8,591
Base - Location	6,146
Base - Other	500,161
Other Total	19,855
Grand Total	583,790

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 Satisfaction

Through parent/caregiver surveys, informal discussions and P&C meetings parents feel welcome and feel that they can easily speak with their child's teacher. Our parents support learning at home and encourage their child to do well at school. Parents believe their child is clear about expectations for learning and that their child feels safe at school. Triangulation of data from school based data, informal discussions and and parental feedback demonstrates a school culture where students are known, valued and cared for.

Student Satisfaction

Through the use of school surveys, students indicated their satisfaction and experience at our school against a number of areas. Our school scored significantly well in the following areas:

- * Students indicating positive relationships and positive behaviour at school.
- * Students believe the school has expectations for success (school staff emphasise academic skills and hold expectations for all students to succeed)
- * Students feel they have positive teacher-student relationships
- * Students highlight strong advocacy at school as they feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- * All students feel proud of their school.

Teacher Satisfaction

Throughout the year teachers provided valuable feedback through professional discussions.. Teachers felt that they all set high expectations. They believed their lessons were relevant to experiences and differentiated to meet the individual needs of each student. All teachers used results from formal and informal assessment tasks to inform future lessons.

Areas for further development formulated by the teachers were:

- * Increased opportunities for teachers to participate in a network with other teachers outside of the school to work collaboratively on a common focus
- * Increased opportunities for students to provide feedback on teaching
- * Increased opportunities for teachers to observe lessons delivered by their teaching colleagues in the small school community.

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.