

2022 Annual Report

Toomelah Public School



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Introduction

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

Toomelah Public School
off Old Bruxner Hwy
Boggabilla, 2409
<https://toomelah-p.schools.nsw.gov.au>
toomelah-p.school@det.nsw.edu.au
07 4676 2223

School vision

Our vision is to have a school with strong community links, cultural learning, and perspectives that provide a challenging and stimulating learning environment. All students are supported to learn, to ensure they are powerful, skilled and educated lifelong learners who achieve academic success.

School context

School context

Toomelah Public School is a Connected Communities primary school located in the far north west New South Wales and stands proudly on Gomeri Country. We have a current enrolment of 45 students, all of whom are Aboriginal. School numbers have increased over the past four years which is a positive trend. Due to the transient nature of our school community numbers can fluctuate throughout a year. Our FOEI is 226 identifying us as a low socio-economic rural and remote school. We receive a high level of funding due to these combined circumstances. Toomelah has a high staff mobility.

Toomelah Public School is committed to excellence in education. There is a strong ethos of inclusion and commitment to education of the whole child through the provision of quality education and welfare practices. We value a culture of teamwork, with community involvement encouraged in all aspects of school life. The school works closely with the local AECG and its community reference group.

Toomelah is a Positive Behaviour for Learning school and also uses the Berry St model school wide. Language and Cultural teaching is a feature of the school and students have weekly lessons delivered by the Aboriginal Education Officer, Community Elders and local community members.

The Connected Communities (CC) strategy, positions Toomelah Public School as a community hub. It broadens the influence of our community and school leadership, to play a role in the delivery of key services and supporting, inspiring and motivating children from birth through to transition to school and transition to high school.

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	Delivering
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	Delivering
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance all staff will use evidence-informed strategies and embed evaluative practice to meet the needs of individual students. Students will become resilient and confident lifelong learners who are aware of their own progress. There is a culture of high expectations from 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.

- Quality Literacy and Numeracy
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$141,225.00

Aboriginal background: \$79,603.00

English language proficiency: \$94,017.00

Summary of progress

- Literacy and Numeracy- Toomelah Public school engaged with a literacy consultant to help support staff and students in our focus area 'reading'. The team analysed data, reviewed current programming, and devised strategies aimed at addressing areas of student need. These included learning behaviours focused on the development of Learning Intentions and Success Criteria. The positive impact included more self-reliant students and a whole school focus on reading stamina. The COVID Intensive Learning Support Program supported stage 2 and 3 in financial literacy and whole number. Toomelah Public School is a member of the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA). This alliance resulted in whole school resource development that connects the history and culture of Toomelah. Staff participated in targeted professional learning which was celebrated in an outdoor ATSIMA day, and the resources are embedded in class programs. The barriers include a small cohort which leads to unmeaningful data and inability to cover classes hinder professional learning. Our next steps are to train staff in SMART goals, to be included in their own Performance and Development Plan and in students Personalised Learning Pathways. We will continue to work with our Literacy Consultant further developing students' learning behaviours and reading skills and include training parents and community on how best to support student learning at home and the tracking of whole school reading data.
- Attendance- Our school attendance is monitored by all staff and regularly discussed at staff and executive meetings. A variety of systematic processes and initiatives are implemented to engage the school and community. The Leader Community Engagement has regular contact with parents regarding attendance and works closely with staff. Our Aboriginal Engagement Officer started a walking bus to collect students. We have a morning breakfast, sport and art program encouraging students to arrive on time. The school funds two buses to assist students' daily attendance and provide transport to extra-curricular activities outside of school hours, such as the Police Citizens Youth Club afternoons and holiday vacation care activities. Our students receive regular rewards due to great attendance; this includes recognition on the board in the front foyer, assemblies, in class and attending reward excursions. Our barriers include 'sorry business' and ongoing student health issues. Next steps will include student and community voice on why they feel attending school is important and what can we do to best support them.

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
Attendance: <ul style="list-style-type: none">• A growth of 10% of students achieving 90% attendance or more.• A growth of 20% of students	We had 12% of students attending school greater than 90% and 62% of students attending greater than 80% of the time.

achieving 80-90% attendance or more.	
Reading <ul style="list-style-type: none"> • An increase of 10% of students in year 3 and 5 achieving expected growth in Reading as measured in NAPLAN. 	Due to the small cohort of students, NAPLAN is unable to give meaningful data. Our internal systems indicate that greater than 30% of students were reading at or above expected reading age.
Numeracy <ul style="list-style-type: none"> • An increase of 10% of students in year 3 and 5 achieving expected growth in Numeracy as measured in NAPLAN. 	Due to the small cohort of students, NAPLAN is unable to give meaningful data. Based on our COVID ILSP numeracy support, we saw an increase greater than 40% of students achieving stage outcomes in numeracy.

Strategic Direction 2: Effective Teacher Practice

Purpose

Teachers participate in evidence based professional learning to build knowledge and understanding of best practice that ensures continuous improvement of all students. Students are highly engaged across all KLAs.

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.

- Continuous improvement through best practice
- Students engaged through innovative practice.

Resources allocated to this strategic direction

English language proficiency: \$2,400.00

Low level adjustment for disability: \$65,260.00

Location: \$55,626.00

Professional learning: \$13,331.00

Literacy and numeracy: \$30,586.00

QTSS release: \$8,389.00

AP Curriculum & Instruction: \$60,228.00

Summary of progress

Effective Teacher Practice- the school team accessed High Impact Professional Learning (HIPL) from our Literacy Consultant, the Department's English as an Additional Language or Dialect (EAL/D) advisor, Mini and MultiLit program and technological support. We also have an alliance with two Sydney based schools who provide high quality mentors both online and in person and we combine our school professional learning when aligned. The impact is a visible improvement in student learning behaviours and staff engagement. Our staff knowledge of syllabus, learning progressions, developing learning intentions and success criteria as well as explicit teaching was developed through whole school and individual professional learning. In-class support for explicit teaching of reading included co-teaching, lesson observations and feedback. Our technology support included in-person and hybrid learning for staff and students. They developed their skills in movie making, camera work, and how to use a variety of programs including the EduMetaverse. The barriers include our location and inability to have staff off class to attend professional learning. The next steps include support from our technology consultant and building upon staff and student prior learning. In addition, we will strengthen the support from our school staff mentors to include specialist expertise, for example class management and EAL/D strategies and also include student voices on how they wish and want to learn and areas they wish to improve and learn. We will also train our School Learning Support Officers to support our whole school literacy program.

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 <i>Delivering</i> in "Underpin professional learning with strong evidence-based research", as mentioned in High Impact Professional Learning (HIPL) school self-assessment tool.	Teachers undertook professional learning targeting consistent teacher judgement and how to use a variety of data sources including SCOUT, PLAN2 and the Check In Assessment to develop individualised literacy and numeracy learning goals for all students. Teachers are working together to implement teaching and learning programs which explicitly model and guide student learning. This will continue to be worked on during 2023. Learning intentions, success criteria and student learning goals are continually being utilised by teachers. This is creating a culture of learning centred on continuous feedback.
Achieve <i>Sustaining and Growing</i> in "Professional Learning" in the domain of Teaching and Learning as measured in the School Excellence Framework.	Our whole school professional learning included catering for individual staff need. Our alliance with Smithfield and Dural Public Schools continued to grow, and provided staff mentors and collaborative learning sessions. All staff complete the '8 Ways pedagogy' training and aligned numeracy

<p>Achieve <i>Sustaining and Growing</i> in "Professional Learning" in the domain of Teaching and Learning as measured in the School Excellence Framework.</p>	<p>programs with the Aboriginal and Torres Strait Islander Mathematics Alliance. Additionally, we worked with the English as an Additional Language or Dialect (EAL/D) advisor. The school participated in a study on Aboriginal ways of using English.</p>
<p>Achieve <i>Sustaining and Growing</i> in "A Planned Approach to Wellbeing" in the domain of Learning as measured in the School Excellence Framework.</p>	<p>Student to adult ratio's including Aunties and Uncles at school help students to be able to seek support and advice. We have regular online school counsellor support. Our school administration team work closely with the Toomelah Health Clinic. All students have Personalised Learning Pathways. Our Positive Behaviour for Learning lessons are taught and constantly reviewed.</p>

Strategic Direction 3: Community, Connection and Culture

Purpose

There is a school and community wide, collective responsibility for student wellbeing and learning. Parents and community are active participants and regularly engage in school events.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation and collaboration with parents and community. Community support the students and school to connect to their culture and engage in learning opportunities.

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.

- Language and Culture
- Partners in Learning
- Wellbeing

Resources allocated to this strategic direction

Per capita: \$10,359.00

Summary of progress

Community, Connection and Culture- Toomelah staff and students participate in weekly language and cultural lessons. We also have whole weeks and numerous days per year dedicated to learning about Gamilaraay culture. Classes learn both in the classroom and on Country. During the year the community established the Toomelah/Boggabilla Aboriginal Education Consultative Group (AECG) as well as started a monthly 'yarn up' for community to attend. The purpose of our Yarn Up is to hear our parents and community voices on how best to support their children, the school consults with the AECG on initiatives run at Toomelah. Our NAIDOC week, Culture Week and on Country community events were well support and attended by community. Our Positive Behaviour for Learning team, created explicit lessons targeting behavioural expectations. The school is a member of the City Country Alliance- providing professional learning for staff and linking rural and remote students with city students. We have strong connections with allied health professionals including the Toomelah clinic, speech, hearing, dentistry, occupational therapy, and numerous other community support providers that assist both at home and school. Next steps will be the ongoing and continued review of current programs and all staff to participate in Connecting To Country, where we work with local community members to raise our cultural awareness, unique to Toomelah.

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 <i>Delivering</i> in "Community Engagement" in the Leading domain as measured in the School Excellence Framework.	Towards the end of 2022, we started a school 'Yarn Up' session. The school directly engaged with families to gather input and provide strategies on how best to support student learning at school and home. During the year we had many 'On Country' days involving community- this included Culture and NAIDOC Weeks and fishing days.
At least a 15% increase of students reporting Expectations for Success, Advocacy and Sense of Belonging at school as measured in the Tell Them From Me survey.	From the 'Tell Them From Me' survey we had an increase in advocacy at school and progress is yet to be seen in sense of belonging and expectations for success.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$141,225.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toomelah 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"> • Quality Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Multi Literacy to support student learning. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The literacy and numeracy funding allocation provided Multi Literacy professional learning for support staff and teachers, including resourcing. The COVID Intensive Learning Support Program (ILSP) provided individualised learning for students. Staff learnt how to support English as an Additional Language or Dialect students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue working with the COVID ILSP, Multi Literacy and EAL/D teams to support our student outcomes in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$79,603.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toomelah 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"> • Quality Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The school bus run and Aboriginal Educational Officer and Leader Community Engagement working closely with families results in greater communication and whole school attendance. Our morning breakfast program assists students being ready to learn.</p> <p>After evaluation, the next steps to support our students will be: We will continue to monitor attendance and come up with extrinsic as well as develop intrinsic motivational factors. Funding will continue to support students in being able to achieve individual and meaningful PLP goals. Funding will be used to help celebrate student success and connection with culture and the environment.</p>

<p>English language proficiency</p> <p>\$96,417.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Toomelah 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"> • Quality Literacy and Numeracy • Continuous improvement through best practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Targeted professional learning (PL) resulted in staff learning about how best to support EAL/D students and the specific phases for learning. All staff are trained in Multi Lit and whole school data is shared regularly. PL in consistent teacher judgement lead to whole school benchmarking.</p> <p>After evaluation, the next steps to support our students will be: Our next steps will be evaluating current reading programs and how best to support staff and students.</p>
<p>Low level adjustment for disability</p> <p>\$65,260.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Toomelah 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"> • Continuous improvement through best practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The additional staff in the classroom help cater for all student learning needs in a small group setting. The 8 Way framework gave staff an Aboriginal perspective to learning numeracy.</p> <p>After evaluation, the next steps to support our students will be: The training of support staff to help with small groups and including 8 Ways of Learning across other Key Learning Areas in 2023.</p>
<p>Location</p> <p>\$55,626.00</p>	<p>The location funding allocation is provided to Toomelah 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"> • Students engaged through innovative practice. <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 • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p>

<p>Location</p> <p>\$55,626.00</p>	<p>The purchase of online learning resources and additional technology to create an engaging learning environment. Providing food for all students including breakfast, lunch and fruit. The funding of excursions and extra curricular activities. Target PL for staff on how best to support all students in their classroom. The funding of a technology consultant to develop student skills and engagement.</p> <p>After evaluation, the next steps to support our students will be: To evaluate meal program with community and student voice. We will continue to support students with excursions and provide a hybrid learning experience for students and staff with our technology consultant.</p>
<p>Professional learning</p> <p>\$13,331.00</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 Toomelah 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"> • Students engaged through innovative practice. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a literacy consultant to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in the following impact: Staff worked with a literacy consultant with a focus on reading and learning behaviours.</p> <p>After evaluation, the next steps to support our students will be: We will continue to work with the literacy consultant and include a school wide reading program.</p>
<p>Literacy and numeracy</p> <p>\$30,586.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Toomelah 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"> • Students engaged through innovative practice. <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 • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed Visible Learning practices into all classrooms K-6 resulting in improved teaching and learning programs. The purchase of additional reading resources for both home and school.</p> <p>After evaluation, the next steps to support our students will be: Continue our partnership with our literacy consultant and build upon our learning intentions and success criteria across the school.</p>
<p>QTSS release</p> <p>\$8,389.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Toomelah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$8,389.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Students engaged through innovative practice. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Additional teaching staff provides students with reduced class numbers and additional staffing expertise in areas such as culture, art and sport.</p> <p>After evaluation, the next steps to support our students will be: to continue to identify and address individual student learning needs through class teachers, SLSOs and the learning and support team.</p>
<p>COVID ILSP</p> <p>\$34,613.00</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"> • employing staff to provide online tuition to student groups in literacy/numeracy - reading comprehension, whole number and financial literacy. <p>The allocation of this funding has resulted in the following impact: Small group tuition for students to participate in targeted learning.</p> <p>After evaluation, the next steps to support our students will be: to continue the online learning and review data to prioritise students and areas of need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	19	21	19	13
Girls	23	24	22	30

Student attendance profile

School				
Year	2019	2020	2021	2022
K	68.8	61.1	64.0	74.2
1	80.1	59.2	80.4	62.9
2	92.2	60.2	70.6	76.8
3	72.7	69.7	79.8	63.3
4	89.5	65.4	73.1	65.6
5	86.3	66.9	66.4	74.9
6	78.5	68.9	66.6	62.6
All Years	80.4	63.6	71.9	68.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.4
Classroom Teacher(s)	2.43
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.17
School Administration and Support Staff	1.9
Other Positions	1

*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	306,527
Revenue	2,427,473
Appropriation	2,372,247
Grants and contributions	50,782
Investment income	4,444
Expenses	-2,163,114
Employee related	-1,392,499
Operating expenses	-770,614
Surplus / deficit for the year	264,359
Closing Balance	570,886

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	382,506
Equity - Aboriginal	173,620
Equity - Socio-economic	141,225
Equity - Language	2,400
Equity - Disability	65,261
Base Total	513,391
Base - Per Capita	10,360
Base - Location	55,626
Base - Other	447,405
Other Total	761,470
Grand Total	1,657,368

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The small cohort of students in grades 4-6 make the Tell Then from Me Year student data unmeaningful. The data did capture that 90% of students have positive sense of belonging and 91% of students value their schooling outcomes.

Parents and caregivers have shown their satisfaction of two-way communication. The school scored very high in 'I feel welcome when I visit the school and teachers listen to concerns, I have'.

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.