

# 2022 Annual Report

## Tucabia Public School



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## Introduction

The Annual Report for 2022 is provided to the community of Tucabia 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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Tucabia Public School

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## School vision

Sustain an inclusive environment where all students LIVE happily and LEARN successfully.

Expect that all students become life long learners, positive members of the community and have healthy, fulfilling lives.

Know that the school community values our commitment to holistic education and wellbeing practices.

## School context

Tucabia Public School is a small, rural school in the Clarence Valley, with current enrolment trends of twenty nine students, which has gradually decreased for the past four years.

Aboriginal enrolments total 30% of the student population.

Tucabia has a significant number of students with high disability needs who require individualized, targeted interventions.

Tucabia Public attracts additional Low Socio-Economic funding to assist students learning.

Tucabia Public School offers a range of programs including leadership development, sustainability education, Inquiry based learning opportunities and the sustained embedding of technology into classroom practice. A high ratio of computers, laptops and iPads engage our students to think critically and creatively in acquisition of knowledge and the presentation of learning. Our students regularly participate in physical activities to develop life long healthy lifestyles.

Student centered decision making develop shared responsibility and a strong sense of belonging. Enthusiastic teachers who have a passion for education, utilize high impact, visible learning environments within flexible groupings and learning spaces.

Shared commitment to student success by all members of the school community ensures a genuine positive, caring culture for everyone.

Membership of the Clarence Valley Community of Small Schools enhances collaborative sharing, professional learning and student engagement.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

- Continually improve visible, student centered teaching and learning practices that enable all students and all staff to make optimal progress and develop self regulatory processes to critically evaluate their own development.
- Have inclusive, holistic student wellbeing processes so every student can thrive and be successful.
- Utilize quality collegial partnerships with like schools to effectively improve Quality Teaching, use high quality collective efficacy, have consistency in planning and assessment and have an unwavering focus on increasing student engagement and attainment.

### 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 Teaching
- Student Centered Learning Processes
- Life Skills and Work Habits
- Interschool Partnerships
- Attendance

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$33,873.00

**Integration funding support:** \$82,823.50

**Location:** \$11,206.00

**Funds Carried Forward:** \$51,951.00

**Rural Access Gap:** \$21,000.00

**Socio-economic background:** \$66,278.00

**Aboriginal background:** \$22,585.00

**QTSS release:** \$6,665.00

**Professional learning:** \$3,493.00

**Per capita:** \$9,096.00

**School support allocation (principal support):** \$2,000.00

### Summary of progress

We have continued to engage in targeted teacher professional learning to improve teacher quality and efficacy using a strategic Professional Development Planning cycle. The skills of Explicit Teaching through learning intentions, success criteria, targeting questioning and timely/meaningful feedback formed the core of the year. Staff need resulted in the allocation of resourcing to utilize mentoring, team teaching and flexible staffing arrangements to successfully cater for beginning teachers and aspiring leaders. As a result both beginning teachers gained accreditation and one of the aspiring leaders gained a promotion.

Student centered strategies of goal setting, strategic vocabulary development processes and targeted reading interventions have continued this year. Our data shows that even though goal setting is seen as important by students, it is not valued and it is evident more consistency is required in processes and implementation. Planning for the teaching of vocabulary has improved and it is more consistently delivered in all lessons. The focus on developing an improved culture around reading has seen a doubling in the engagement in home reading and an increase in library borrowing.

Strategic assessing, planning, teaching and analysis of writing has seen an increase in most targeted areas of 50% or above.

### 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
• All staff members will continue to develop quality teaching and learning	• Purposeful and targeted Professional Development Planning has allowed for the successful achievement of school based and personal goals.

<p>strategies as part of PDP process.</p> <ul style="list-style-type: none"> <li>• Staff will engage is targeted reflective practices via lesson observation procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeting resource management strategies has allowed for quality mentoring, team teaching, point of need support and professional observation strategies to be successfully utilized.</li> <li>• Formative and summative data indicate excellent teacher development this year.</li> </ul>
<ul style="list-style-type: none"> <li>• All staff will assist students to develop techniques to strategically plan how to achieve goals.</li> <li>• All staff will assist students to develop skills to monitor their own progress in achieving goals.</li> <li>• Growth Targeted and Aboriginal students is reported on every 5 weeks to staff and students.</li> <li>• Staff will investigate and trial digital portfolio strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school planning for goal setting resulted in class teacher implementation of a more systematic approach to goal setting processes. PLP's were discussed in teams, written in consultation with students and involved input from homes. Data shows that even though staff and students can see the importance of goal setting greater consistency and ownership is needed to become more valuable.</li> <li>• PLP's have been developed with greater care but we need to utilize improved processes in their consistent monitoring and updating to improve their effectiveness.</li> <li>• Student work space and collaboration platforms have move to be cloud based. Additional investigating and skill development is required to create a quality digital portfolio.</li> </ul>
<ul style="list-style-type: none"> <li>• School leaders establish processes to evaluate, analyze and provide feedback on interschool and each others processes regarding student progress, quality teaching and resource management.</li> <li>• Develop Interschool partnerships between teaching peers for common professional learning needs.</li> <li>• Embed shared student learning activities and part of school routines.</li> </ul>	<ul style="list-style-type: none"> <li>• We have been able to re-establish school partnerships for students and staff with a focus on building relationships and developing a collective focus on student needs.</li> <li>• Significant student or teacher collaboration did not eventuate but pathways for future success were set up.</li> </ul>
<p>Increase the percentage of students attending &gt; 90% of the time to be at or above the lower bound system negotiated target of 70%.</p>	<ul style="list-style-type: none"> <li>• Professional learning and consultation lead to the development of the School Attendance Action Plan. Interventions including clear messaging to home, automated communication tools and whole school reward system resulted in clear improvement in unexplained absences.</li> </ul>

## Strategic Direction 2: Data Driven Decision Making

### Purpose

- Have embedded whole school processes so evidence of student progress and impact of interventions are quantified and qualified as part of regular practice.
- Have quality, usable documentation that demonstrates the systematic collection, analysis and evaluation.
- Have clear processes where data informs targeted teaching, the modification of interventions and the tracking of student progress over time.
- Have a whole school community culture where the discussion of needs, progress and achievements are informed by data.

### 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 Processes
- Data Usage
- Data in Management

### Resources allocated to this strategic direction

**Professional learning:** \$3,000.00

**Socio-economic background:** \$5,000.00

**School support allocation (principal support):** \$3,500.00

### Summary of progress

In 2022 school executive completed the audit of staff data skills. Analysis of data informed professional learning for the year. With the support of the Digital Classroom Officer, data collection and tracking systems were trailed, teacher skills were developed through staff engagement in moderation of data sources and data handling processes agreed upon for implementation in 2023.

Processes were established to regularly assess and analyse student performance and growth. While assessment schedules were followed and results compiled, the deep analysis of the information to inform future teaching and learning was inconsistent. When this did happen in whole school or in stage meetings there was no documentation of what was discussed, what resulted from the discussion and the impact it had on future teaching and learning.

### 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
<ul style="list-style-type: none"><li>• Audit teacher data skills and knowledge. Adjust PL.</li><li>• Develop and refine school data tracking systems and procedures.</li></ul>	<ul style="list-style-type: none"><li>• In 2022 all professional learning was determined by the audit and analysis of teacher data skills.</li><li>• Staff trailed and evaluated systems for data collection and tracking.</li></ul>
<ul style="list-style-type: none"><li>• Evaluate and refine processes and schedules to ensure data from formative and summative assessments are used to develop teaching and learning programs.</li><li>• Analyze processes for evaluating student growth.</li><li>• Refine processes to discuss students needs and growth with colleagues and students.</li><li>• Establish processes to discuss student data with parents.</li></ul>	<ul style="list-style-type: none"><li>• Assessment schedules utilised and modified.</li><li>• Assessments refined and updated. Some assessments were substituted for others that gave more usable or accurate data.</li><li>• "Assessment" was a consistent meeting agenda item. Assessments were discussed but results and future learning rarely were.</li><li>• General results were discussed with parents at 3 Way Conferences but not the specific achievement of goals.</li></ul>

<ul style="list-style-type: none"> <li>• School management establish and use a variety of processes to gather data and make judgements regarding the effectiveness of resource management decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings were timetabled and organisation for management of meeting minutes established.</li> <li>• Formal meetings rarely happened. Informal meetings happened regularly but were not minuted.</li> <li>• Processes need to be formalised and documented for future administrative staff.</li> </ul>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$82,823.50</p>	<p>Integration funding support (IFS) allocations support eligible students at Tucabia 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>• Quality Teaching</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 2 full time Student Support Officers.</li> <li>• Employment of addition Assistant Principal time to support teacher planning, teaching and assessment of students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who required targeted interventions received them in a timely and professional manner. Teachers and support staff who required support or professional learning were able to access it efficiently and effectively.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintain processes that have proven successful in the achievement of Integration Goals. Ensure new staff have access to the professional learning and support necessary for teacher and student success.</p>
<p>Socio-economic background</p> <p>\$71,278.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tucabia 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>• Quality Teaching</li> <li>• Student Centered Learning Processes</li> <li>• Data Usage</li> <li>• Interschool Partnerships</li> <li>• Attendance</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>• employment of additional staff to provide targeted small group and flexible learning for all students.</li> <li>• employment of teacher mentors to provide support for beginning teachers and targeted interventions inside classrooms.</li> <li>• provide professional learning and necessary time to implement and evaluate visible learning and explicit teaching strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teachers developed greater skill and confidence in using explicit, visible teaching strategies. All beginning teachers achieved accreditation. One mentor teacher received a promotion. All students received targeted learning supporting identified learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure new staff have the opportunity to develop visible, explicit teaching skills. Develop clearer documentation processes for monitoring identified student needs, goal setting and tracking progress.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tucabia Public School. Funds under this</p>

<p>\$22,585.00</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</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>• Employment of additional staff to create targeted small group teaching to cater for the individual learning, social and cultural needs of all students.</li> <li>• Provision of additional time to create, manage and deliver meaningful personal learning plans for all Aboriginal students.</li> <li>• All staff members undertook professional learning related to Aboriginal Cultural Education.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students were in small learning groups where they could feel known and understood. All students had Personal Learning Plans developed in consultation with themselves and their parents.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The utilisation of current planning and processes for Personal Learning Plans for Aboriginal Students. Clearer timelines for the use, management and updating of student plans. Ensure current Professional Learning related to Aboriginal Cultural Education is delivered in a meaningful, impactful manner.</p>
<p>Low level adjustment for disability</p> <p>\$33,873.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Tucabia 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>• Quality Teaching</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>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <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>• Purchasing of specialised resources for targeted interventions related to specific learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students with identified specific needs had targeted planning, resources and interventions for them. Staff members were given additional time, training and resources to plan, implement and evaluate targeted interventions for students with specific needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Coordinate with support agencies to develop skills and processes to cater for greater holistic needs of students related to wellbeing and culture. Ensure support for staff to complete planning, liaise with support staff, create resources and evaluate interventions is adequate and timetabled. Establish processes so new staff members can be inducted on methods used to support students with identified needs.</p>
<p>Location</p>	<p>The location funding allocation is provided to Tucabia Public School to</p>

<p>\$11,206.00</p>	<p>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>• Quality Teaching</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>• Additional release time to develop plans, educate staff and evaluate processes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students received increases individualised support and targeted interventions in the classroom. Staff developed greater confidence and skill in being able to assess and plan for the individual needs of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure new staff receive professional learning to be able to assess and plan for the learning needs of all students. Timetable clear times for planning and assessing of targeted interventions.</p>
<p>Professional learning</p> <p>\$6,493.00</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 Tucabia 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>• Quality Teaching</li> <li>• Data Processes</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>• Engaged in targeted professional learning related to vocabulary, writing and the use of data.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The teaching, teaching and assessing of Vocabulary improved in all classrooms. Clearer understanding of teacher writing instruction skills were developed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Develop specific professional learning scopes for targeted writing areas including sentence structure and punctuation.</p>
<p>QTSS release</p> <p>\$6,665.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tucabia 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>• Quality Teaching</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>• Employment of an additional day of APCI to implement quality teaching initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers received individualised support related to classroom practice. The APCI used additional management time to develop leadership skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide opportunities for aspiring leaders to lead and for</p>

<p>QTSS release</p> <p>\$6,665.00</p>	<p>teachers to have the individualised mentoring and support they require.</p>
<p>COVID ILSP</p> <p>\$10,453.00</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 teacher time to deliver small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted small group instruction improved the achievement of targeted students in writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintain and enhance processes to provide small group instruction within all classrooms.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	23	15	20	20
Girls	17	12	16	15

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	69.6	87.4	75.3
1	93.9	95.0	82.5	79.4
2	93.2	98.6	94.9	81.6
3	94.0	82.4	92.1	86.9
4	90.8	95.6	87.7	87.6
5	93.4	95.9	94.2	83.7
6	95.5	95.9	91.0	84.7
All Years	93.3	89.8	90.2	83.0
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

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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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	179,902
<b>Revenue</b>	840,937
Appropriation	826,264
Grants and contributions	14,000
Investment income	673
<b>Expenses</b>	-830,192
Employee related	-763,061
Operating expenses	-67,131
<b>Surplus / deficit for the year</b>	10,746
<b>Closing Balance</b>	190,647

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

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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>	91,992
<b>Equity Total</b>	127,492
Equity - Aboriginal	22,585
Equity - Socio-economic	71,278
Equity - Language	0
Equity - Disability	33,630
<b>Base Total</b>	514,909
Base - Per Capita	9,096
Base - Location	11,206
Base - Other	494,607
<b>Other Total</b>	52,824
<b>Grand Total</b>	787,217

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

### Parent/Caregiver

Through surveys, 85% of parents indicated the school was very good or excellent in the caring for students and catering for the individual learning and wellbeing needs of students. The same percentage indicated it was easy to raise concerns and ask questions but 30% said that they would like the school to communicate information in a variety of ways.

A consistent concern raised was regarding the need for more community events and combined activities with neighbouring schools.

### Staff

All staff indicated that the school did a good or excellent job of supporting staff to develop their skills and improve their practice. The same was indicated about processes that were in place to support the individual needs of all students and staff indicated their improvement in Technology skills has allowed them to use it more successfully in their planning and teaching.

Staffing shortages and the disruptions this caused to the consistency of planned programs and interventions was consistently highlighted as an issue.

### Student

88% of students indicated that they thought having extra teachers helped them learn and that they had someone they could go to if they were worried. 96% indicated their teachers were good at explaining what they were going to learn and how to be successful. 96% also said that the school's use of technology helped them learn. While 90% of students saw the value in goal setting, less than 50% enjoyed the process.

Students consistently wanted more play time.

# 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.

## 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.

## 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.