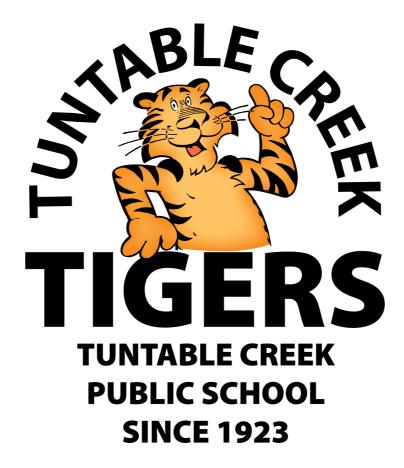# 2022 Annual Report

Tuntable Creek Public School

TUNTABLE CREEK PUBLIC SCHOOL SINCE 1923

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Introduction

The Annual Report for 2022 is provided to the community of Tuntable Creek 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

Tuntable Creek Public School
The Channon
Tuntable Creek, 2480
https://tuntableck-p.schools.nsw.gov.au
tuntableck-p.school@det.nsw.edu.au
6688 6212

School vision

Our vision for Tuntable Creek Public School is to provide quality education in a caring, secure and challenging learning environment with high expectations that every student will learn and achieve.

School context

Tuntable Creek Public School's motto is 'Making a Difference'. The school fosters a culture of high expectations and high levels of community engagement, meeting the community and educational needs of students in the Far North Coast for almost 100 years. We are situated in a beautiful rural rainforest area, 26 km from Lismore.

School numbers have fluctuated over the past eight years, and we are starting the year with 11 students.

We are committed to sustaining a positive, caring and inclusive school culture. Through contextual well-being. Learning programs are personalised with a focus on explicit quality teaching. Our school is always committed to providing various learning activities for our students including music, sport, technology and connecting with our local schools.

The whole school community involving staff, students and parents were consulted during the situational analysis and the development of our school improvement plan. Whilst we currently have no Indigenous students, we are working with the Bundjalung Language Nest to ensure all students can access the Bundjalung Languages and Cultural program and seek guidance from our local AECG regarding any programs.

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop evidence-based teaching practices that are responsive to the learning needs of individual students.

High impact professional learning across our school will result in all staff developing and enhancing existing capabilities leading to a significant impact on student progress and achievement, processes and systems.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
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

Every student is highly supported by quality evidence based teaching strategies to achieve strong academic progress in reading and numeracy.

Initiatives

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

- Effective use of Data
- Effective Classroom Practice

Resources allocated to this strategic direction

Socio-economic background: $1,943.25
Low level adjustment for disability: $15,110.44
QTSS release: $1,379.05
Location: $1,061.48
Per capita: $2,021.44
Literacy and numeracy: $1,399.44
School support allocation (principal support): $7,945.00

Summary of progress

Student growth and attainment in Numeracy and Reading, required a strong focus on a dynamic learning environment, fostered by the consistent collection of quality data and analysis. From the collation and analysis of data, the implications for our focus areas in 2022 were comprehension processes in Reading and strengthening student's foundational skills in Numeracy. Place Value, multiplicative and additive strategies were highlighted as target areas. Flexibility in mathematical thinking was not common across students who found numeracy challenging. It also became very clear that most students felt math anxiety and as part of our learning environment, we needed to help our students create a positive mindset towards learning. Attendance data analysis added another layer to student learning, with only a small percentage of students attending more than 90 percent of the whole school year.

A school timetable was created to enable explicit teaching of numeracy and reading groups, based on student's needs, to be matched against teaching staff and support staff to maximise student learning outcomes. Teachers commented on how effective this was in teaching students at their point of need and students said that they felt that they were understanding better. The trial of the new K-2 curriculum, Literacy scope and sequences, spelling and phonic knowledge, complimented by decodables, comprehension, and grammar, gave students a stronger foundation to reading a variety of complex texts.

Unfortunately, the Flood Disaster meant that we didn't have students for NAPLAN due to re-location, however, other internal and external data show students in year 4 and 6 showing marked improvement in reading. Explicit teaching on vocabulary and how to locate information using comprehension strategies benefited students across reading and numeracy.

A learning Place, A Teaching Place was introduced to explicitly teach numeracy. It has strengthened and built teacher mathematical understanding, pedagogy, and capacity to develop students understanding and meta-language. Place Value, multiplicative and additive strategies are improving, however, the need to continue teaching students how to use flexible strategies to solve mathematical problems will continue to be a focus next year.

Teachers apply and consistently use a range of evidence-based teaching practices to optimise learning progress for all students from making learning visible. Teacher programs (including casual staff), demonstrate a progression of planning teaching activities using effective success criteria based on awareness of moving students from surface learning to deep learning and then ensuring students can transfer this to other areas. This is evident in how students relate to lesson content and success criteria when providing feedback to teachers.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading to contribute toward the Richmond Network Small Schools beyond the baseline data of 40.2% in Reading.	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Reading exceeded the system negotiated target and demonstrated an uplift of 6.6% on the network baseline data.
• Increase the percentage of Stage 2 and 3 students in the top 2 bands of NAPLAN Numeracy to contribute toward the Richmond Network Small Schools beyond the baseline data of 23.1% in Numeracy.	The proportion of students in the Richmond Network of Small Schools who achieved in the Top 2 Bands NAPLAN Numeracy did not meet the system negotiated target but demonstrated an uplift of 5.7% on the network baseline data.
Increase the percentage of students achieving expected growth in NAPLAN Reading up to 55% to progress towards the Richmond Network Small Schools lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, System Check-In Assessment data indicates an uplift in Reading by 6 %.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy up to 55% to progress towards the Richmond Network Small Schools lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However System Check-In Assessment data indicates an uplift in Numeracy by 4 %.

Strategic Direction 2: Dynamic Learning Culture

Purpose

To ensure that committed staff work collaboratively with students, colleagues and our community to meet the unique learning needs of all stakeholders and continually build their capacity.

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 Impact Professional Learning
- Wellbeing

Resources allocated to this strategic direction

Professional learning: $4,505.05
School support allocation (principal support): $6,000.00

Summary of progress

Professional learning is identified by student learning needs. With the new K-2 English and Mathematics syllabus being trialled this year, we decided to establish a structured approach to analysing and using data to understand student progress and achievement in Reading and Numeracy. We would underpin professional learning with strong evidence-based research.

From the Professional Development Day with Corwin on How Students Learn, the Impact Coach for our school organised days for Collegial teaching and learning. Using a modified version of Quality Teaching Rounds, the Impact Coach used the Collaborative Inquiry Approach to address staff identified needs and helped them to move forward in their Professional Learning to maximise student learning. This process also involved our Covid19 ILSP casual teacher. The Impact Coach would focus on the explicit teaching of making learning visible across Numeracy and Literacy. Other professional learning would be related to the Department modules, a focus on explicitly teaching vocabulary and how teachers can help students learn in mathematics using research-based evidence from Neurodiversity.

The impact of the floods early into Term One, put our initial Professional Learning Plan on hold until Term Two, where we re-engaged our Impact Coach to support staff learning.

Surveys from staff showed the impact of our Professional Learning outline over the year. Staff, including casual staff, felt they had a greater understanding of and skill in using feedback, learning intentions and success criteria, reflection on their teaching and learning for students, data collection and analysis, learning dispositions, using Plan 2, and programming to include all department requirements. Staff acknowledged that collaboration ensured we were all "on the same page" with knowledge, expectations, language and processes used in our school setting. They felt they had deepened their knowledge on how our students learn and can confidently plan and meet student needs with explicit teaching methods.

Following the change to a well-being whole school timetable and the introduction of the Zones of Regulation last year, we acknowledged that we needed to extend and strengthen this with Visible Learning Dispositions. Our weekly newsletters contained information for parents on the Learning Dispositions, explaining that they are characteristics or attitudes to learning that are life skills.

 Parents were also encouraged to discuss and use the language of the dispositions with their children at home. The eight dispositions we agreed on as a school for our students were Attentive, Questioning, Problem Solving, Collaboration, Taking Ownership, Reflective, Being Independent and Embracing Challenge. The consistent narrative across teachers and parents has meant that students are becoming confident capable learners. Our students are able to understand how to successfully engage in learning, the ways we do our learning and how they themselves, learn. As teachers, we are seeing students develop a positive mindset to work that they previously found challenging and seeing effective strategies using problem solving skills.

Surveys of student's responses to learning showed that all students felt that they were well-supported by staff at the school. At the end of the year the attendance rate was 92.3 percent with 50 percent of students attending more than 90 percent of the time.

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
In Improvement of Practice in the School Excellence Framework Teaching, the school is Sustaining and Growing. The school is Sustaining and growing in the High Impact Professional Learning Assessment Tool.	Self-assessment against the School Excellence framework shows the theme of Improvement in Practice to be at Delivering with some staff, while others have moved in to Sustaining and Growing. Self-assessment against the High Impact Professional Learning Assessment Tool shows that we are Sustaining and Growing in this area.
Increase the percentage of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools shared lower bound target of 70% of students attending more than 90% of the time.	The percentage of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 6.25%, demonstrating that we are not yet progressing towards the lower bound small schools network target.
The school is self-assessed through evidence as Sustaining and Growing in the Wellbeing element of the School Excellence Framework. The school systems and processes are refined and supporting student wellbeing and learning	Self- assessment against the School Excellence Framework shows that we are Excelling in the Wellbeing element. School systems and Processes have been formalised to support student wellbeing practices. Self-assessment against the Framework shows that we are Sustaining and Growing, moving into Excelling in the Wellbeing element.

Funding sources	Impact achieved this year
Socio-economic background $1,943.25	Socio-economic background equity loading is used to meet the additional learning needs of students at Tuntable Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support small group Literacy and Numeracy program implementation. • resourcing to increase equitability of resources and services • professional development of staff through Visible learning to support student learning **The allocation of this funding has resulted in the following impact:** Funding was combined with other funding allocations to employ a support teacher and purchase resources. Students were able to spend quality time with explicit teaching to meet their needs in Literacy and Numeracy during class time. Internal and external data analysis showed an uplift in students meeting outcomes on the progressions. **After evaluation, the next steps to support our students will be:** To continue the program of targeted learning within the classroom using School Learning Support Officers in Literacy and Numeracy.
Low level adjustment for disability $15,110.44	Low level adjustment for disability equity loading provides support for students at Tuntable Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** Effective classroom practice meeting student needs in a supportive and timely manner. All students have shown improvement across reading and numeracy. Extra funding was provided to employ a teacher two days a week in term 4. This was used to support a simplified Occupational Therapist approach to develop fine motor skills leading to improvement in reading and writing. **After evaluation, the next steps to support our students will be:** To continue the program with the School Learning Officer in the classroom. To continue the employment of a teacher two days a week to implement and maintain the School Learning Support Officer's program, including Occupational Therapy activities.
Location $1,061.48	The location funding allocation is provided to Tuntable Creek Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice

Location $1,061.48	**Overview of activities partially or fully funded with this operational funding include:** • technology resources to increase student engagement **The allocation of this funding has resulted in the following impact:** The purchase of C-pens allowed students to engage confidently when reading complex texts across many Key Learning Areas. It allowed them to become independent learners and improved students engagement in class activities as they felt more in control of their learning. **After evaluation, the next steps to support our students will be:** To continue to teach students to confidently use this technology, allowing them to become assessment capable learners, thus improving learning outcomes.
Professional learning $4,505.05	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 Tuntable Creek Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Impact Professional Learning **Overview of activities partially or fully funded with this initiative funding include:** • Engaging Corwin to deliver modules across the year in Visible Learning using evidence-based approaches to improve student learning outcomes and included training a staff member to be an Impact Coach to support the school in this learning. • Working with the Big Ideas professional learning opportunity to support the teaching of mathematics in Years 3 - 6. It has been developed by the NSW mathematics strategy professional learning team in conjunction with leading academics. This professional learning explored the big ideas and core concepts in mathematics in the middle years. • Zones of Regulation Professional Learning on creating a school-wide framework resulting in a positive and proactive school climate that supports the building of social and emotional skills. **The allocation of this funding has resulted in the following impact:** School professional learning planning is prioritised based on student and teacher learning needs. Teachers routinely evaluate classroom practice and analyse student data collected to identify student learning needs, develop learning targets and monitor progress. The use of Learning Intentions and Success Criteria is encouraging students to reflect on their learning and discuss strategies to improve their learning. The Zones of Regulation has given students and staff a common language to understand and build awareness of their feelings and emotions. Students are able to connect with teachers and are learning about strategies and tools to help with overall well-being. **After evaluation, the next steps to support our students will be:** Following on from our evaluation using the High Impact Professional Learning Tool, we will analyse student needs and map professional learning activities required to drive progress. Professional Learning funds will be used to select quality professional learning for all staff members that will create the highest impact for our students. We have developed a teacher journal to understand the impact of professional learning on teacher practice and we want to track the impact of this on student progress and achievement through a whole range of quality data.
Literacy and numeracy $1,399.44	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tuntable Creek Public School from Kindergarten to Year 6.

Literacy and numeracy $1,399.44	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this initiative funding include:** • literacy and numeracy programs and resources, to support teaching, learning and assessment **The allocation of this funding has resulted in the following impact:** Effective classroom practice meeting student needs in a supportive and timely manner. All students have shown improvement across numeracy. Using the explicit teaching program, 'A Learning place, a Teaching place', has helped teachers to develop students understanding of mathematical vocabulary, as well as allowing teachers to understand the different types of problem-solving strategies students when solving numeracy problems. This has led to an improvement in students choosing better, efficient strategies in mathematics, for problem solving and an improvement in numeracy results on both internal and external data. **After evaluation, the next steps to support our students will be:** To continue this program as it aligns to the new maths syllabus and has Professional Learning attached to the lessons to support teachers.
QTSS release $1,379.05	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tuntable Creek Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this initiative funding include:** • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** Our Visible Learning Impact Coach has supported teachers, including casual teachers, in using high quality teaching strategies within their classroom practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are using evidence-based, teaching strategies within their classroom practice. As a result, students are becoming assessment capable learners, resulting in improved well-being and student learning outcomes. **After evaluation, the next steps to support our students will be:** Ensuring that students can explain the assessment they take and what they tell them about where they are going in their leaning. That learners can articulate where they are in their learning and their next learning steps. As a staff, we will focus on how to develop the characteristics of assessment - capable, visible learners using Learning Dispositions.
COVID ILSP $8,619.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition

| COVID ILSP

$8,619.00 | • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups

The allocation of this funding has resulted in the following impact:
Most of the students in the program achieved significant progress towards their personal learning goals while other students moved beyond and are beginning to transfer this knowledge. A positive attitude towards learning has become evident, particularly towards numeracy. Student attendance has also improved as students recognise that they can become independent learners.

After evaluation, the next steps to support our students will be:
To ensure that the implementation of the new K-2 English and Maths syllabus units of work are planned carefully for the Covid Intensive Learning Support Program target groups. The school timetable will be adjusted to maximise the use of Learning and Support staff, School Learning and Support Officers and teachers with student groups to increase student learning outcomes. |

Student information

Student enrolment profile

	Enrolments			
Students	**2019**	**2020**	**2021**	**2022**
Boys	1	1	2	4
Girls	7	5	6	2

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K		85.7	87.6	79.7
1	86.9		92.7	81.6
2	99.0	97.3		75.9
3	76.1	95.0	93.3	
4		71.3	89.9	83.1
5	91.1		77.0	91.2
6	87.3	60.9		82.9
All Years	87.4	76.5	87.2	81.7
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K		92.4	92.8	87.9
1	92.7		92.7	87.4
2	93.0	92.0		87.8
3	93.0	92.1	92.7	
4		92.0	92.5	87.4
5	92.8		92.1	87.2
6	92.1	91.8		86.3
All Years	92.7	92.1	92.5	87.3

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)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	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	36,768
Revenue	420,354
Appropriation	415,962
Sale of Goods and Services	29
Grants and contributions	3,591
Investment income	208
Other revenue	564
Expenses	-399,892
Employee related	-349,394
Operating expenses	-50,498
Surplus / deficit for the year	20,461
Closing Balance	57,230

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	16,973
Equity - Aboriginal	0
Equity - Socio-economic	1,943
Equity - Language	0
Equity - Disability	15,030
Base Total	310,370
Base - Per Capita	2,021
Base - Location	1,061
Base - Other	307,287
Other Total	38,257
Grand Total	365,599

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

A strong sense of community and contextual well-being was extremely important for our community in 2022.

Parents were grateful for the support they and students were given after the floods. The Zones of Regulation gave students support to work through their feelings with school, providing a safe support system. Students like the simplistic way they can 'check-in' using the Zones, discuss the strategies they can choose to support how they feel and know that they are heard.

Parents strongly agree that the school implements programs to explicitly meet individual learning needs of students; that positive respectful relationships are evident and widespread among students and staff; the school provides quality teaching and learning opportunities and student reports are personalized and comprehensive.

Students said that teachers understood their learning needs and felt that could always ask for help from any of the teachers. They like the Success Criteria because they can see what they are learning and where to go to next.

Students liked the explicit teaching groups for Numeracy as they felt they grasped the language of numeracy better and were more confident to tackle harder problems. They could see the correlation of numeracy across other areas better. There were many "Aha!" moments.

Teachers expressed that the Visible Learning Professional Learning modules provided enormous insight into how students approached learning. They felt confident to plan teaching activities based on awareness of how to move learners from surface to deep learning and then enable students to transfer this knowledge across learning areas.

Casual teachers have commented that the well-being school day outline and daybook template with Learning Intentions and Success Criteria, has ensured consistency of expectations with the students and improved learning as a result.

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.