

# 2022 Annual Report

## Wattle Flat Public School



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# Introduction

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

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6337 7088

## School vision

**To foster a culture of educational excellence through high expectations, staff collaboration, innovative professional practice and meaningful community engagement, supported by a commitment to innovation, creativity, differentiation, and wellbeing.**

## School context

Wattle Flat Public School, with a current enrolment of 24 students, is a rural and remote school located in the Lithgow Network of Schools, 38 kilometres from our nearest regional centre. School numbers have remained steady over the past five years, with student numbers ranging from 24 to 31. We anticipate that this trend will continue in the future. Our Aboriginal student population is 25% of our current enrolment and 12.5% are students with complex needs.. Our FOEI is 148, identifying us as a low socio-economic rural school demographic.

The previous school plans, focused on an integrated approach to quality teaching, curriculum planning and delivery, and a school culture strongly focused on learning and supporting the wellbeing of all, were successful in attaining most planned improvement measures.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Targeted professional learning and the implementation of high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school, emphasising instructional leadership as the driver for continuous improvement in professional standards.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success.

We will further develop and refine analysis and use of data to ensure evidenced based, explicit teaching practices consistently challenge students and are responsive to their learning needs..

### Initiatives

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

- Data Skills and Use
- Explicit Teaching

### Resources allocated to this strategic direction

**QTSS release:** \$0.00

**Professional learning:** \$800.00

**Location:** \$550.00

### Summary of progress

As a school we conducted a term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions and drive the focus for teaching and learning.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise learning outcomes for all.

An increased percentage of students achieved in the top two skill bands for reading and numeracy indicating the school met the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

#### Next steps:

By using data effectively teachers will understand how students are progressing and adjust teaching accordingly. We will:

- Prioritise professional learning in effective and efficient use of data.
- Collect and use a range of data to determine next steps in teaching and to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.
- Use data to evaluate individual learning programs to inform goal setting to ensure that all students are challenged and successful. Formative and summative assessment data will be used to highlight individual student strengths and weaknesses in reading and numeracy.

### 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
Improvement in the percentage of students in the Lithgow Network achieving in the top 2 bands to be above the Lithgow Network lower	The network target has not yet been achieved.

bound system-negotiated target in reading of 49.2%.	
Improvement in the percentage of students in the Lithgow Network achieving in the top 2 bands to be above the Lithgow Network lower bound system-negotiated target in numeracy of 25.9%.	<ul style="list-style-type: none"> <li>• <b><i>An increased percentage of students achieved in the top two skill bands for numeracy indicating the school met the system negotiated target. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</i></b></li> <li>• <b><i>2022 NAPLAN data indicates 50% of year 3 students in the top two skill bands for numeracy indicating the school exceeded the system negotiated target of 25.9%</i></b></li> </ul>
• Expected growth in reading to be at or above the Network lower bound target of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Expected growth in numeracy to be at or above the Network lower bound target of 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>In the Teaching Domain: Data Skills and Use improvement- Sustaining and Growing</p> <p>In the Teaching Domain: Effective Classroom Practice- Sustaining and Growing</p> <p>In the Learning Domain: School Performance Measures- Sustaining and Growing</p> <p>In the Learning Domain: Assessment- Sustaining and Growing</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of data skills and use</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering n the element of effective classroom practice.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at working delivering in the element of Assessment.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of School Performance measures.</li> </ul>
<p><b>Progressions</b></p> <p>All Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.</p> <p>All students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.</p>	<ul style="list-style-type: none"> <li>• There were no kindergarten enrolments in 2022.</li> </ul>
Increase in the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy by 10%	• Wattle Flat Public School did not have Aboriginal students sitting NAPLAN in 2022.
Increase in the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading by 10%	• Wattle Flat Public School did not have Aboriginal students sitting NAPLAN in 2022.

## Strategic Direction 2: A Culture of High Expectations and Collaboration

### Purpose

To improve student learning outcomes and teacher capacity, we will develop processes to ensure staff are collaborating effectively to embed evidence-based strategies that consistently challenge students within their classroom practice.

### 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 Expectations
- Collaboration

### Resources allocated to this strategic direction

### Summary of progress

#### Collaboration

Despite planning and a strong strong willingness to formally collaborate we were only successful in the collegial conversation space and minor collaboration on programming.

**Attendance:** Teachers, parents and the community work together to improve support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

- Attendance rate dropped from 91.3% (63.6% $\geq$  90% attendance) in the first half of Term 1. It dipped to 80.7% (24.2% $\geq$  90% attendance) in the second half of Term 2 and recovered to 87.4% (47.8% $\geq$  90% attendance) at the end of term 3. In term 4 attendance rate has increased to 91.9% with 56.1% attending  $\geq$ 90%
- Most families are notifying school of non-attendance in a timely manner, with letters being sent fortnightly to families (1 family only) with unexplained absences. This will be a focus area for 2023

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>In the Learning Domain: Learning Culture-Sustaining and Growing as measured against the School Excellence Framework</p> <p>In the Teaching Domain: Learning and Development- Sustaining and Growing as measured against the School Excellence Framework</p> <p>In the Leading Domain: Educational Leadership- Sustaining and Growing as measured against the School Excellence Framework</p> <p>All teachers are working beyond Proficient as measured against the Australian Professional Standards for Teachers in the areas of Literacy and Numeracy</p>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of LEARNING CULTURE.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the element of LEARNING AND DEVELOPMENT.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of EDUCATIONAL LEADERSHIP</li><li>• 100% of Teachers are maintaining Proficiency against the Australian Professional Standards determined as part of a Performance and Development Process.</li></ul>
<ul style="list-style-type: none"><li>• Increase the percentage of students</li></ul>	<ul style="list-style-type: none"><li>• The number of students attending school 90% of the time or more has</li></ul>

attending >90% of the time.	increased in 2022 to be 45.8% students attending >90%.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,625.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wattle Flat 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>• 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>• Additional staffing to assist students with additional learning needs</li> <li>• Implementation of targeted programs to differentiate teaching and learning programs. Development and implementation of social stories. Support delivering differentiated programs.</li> <li>• Personal Hygiene and Toileting assistance; Assistance with dressing after swimming lessons. Provide one to one supervision during swimming lessons.</li> <li>• consultation with external providers for the implementation of Occupational therapy (provided by Occupational therapist) and speech therapy (provided by Speech pathologist) programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Students with additional learning needs accessing curriculum through differentiated learning programs</p> <p>Students with additional learning needs becoming more independent by providing well scaffolded support</p> <p>One student with additional learning needs successfully transitioned to SPP in 2022</p> <p>Two students with additional learning needs successfully transitioned to High School</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Identified students will continue to be supported to access the curriculum with a differentiated program</p>
<p>Socio-economic background</p> <p>\$38,699.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wattle Flat 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>• Other funded activities</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>• additional staffing to implement the formation of second class to support all students' learning</li> <li>• professional development of staff through What Works Best to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The allocation of this funding has resulted in:-</p> <ul style="list-style-type: none"> <li>- more individualised teaching and learning in literacy and numeracy</li> <li>- greater equity for all families to access the educational needs for their children</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Socio-economic background</p> <p>\$38,699.29</p>	<p>After evaluation, the next steps to support our students with this funding will be to continue to engage in highly effective classroom practices in literacy and numeracy to reflect the trajectory of achieving school targets.</p>
<p>Aboriginal background</p> <p>\$9,527.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wattle Flat 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><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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in:-</p> <ul style="list-style-type: none"> <li>- more individualised teaching and learning in literacy and numeracy</li> <li>- greater equity for all families to access the educational needs for their children</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> engaging a literacy and numeracy focus to deliver differentiated and personalised support to Aboriginal students whilst engaging further with our families to improve the educational outcomes for all students who identify. Additional resources will be used in 2023 to immerse Aboriginal Culture throughout the school through the creation of a yarnning circle, murals and cultural experiences for all school community.</p>
<p>Low level adjustment for disability</p> <p>\$16,917.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Wattle Flat 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>• Other funded activities</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>• The equity funding for low level adjustment for disability (LLAD) provides all mainstream NSW public schools with access to a specialist teacher and flexible funding.</li> </ul> <p>The resource is designed to support the needs of your students who have additional needs, with or without a formal diagnosis of disability, and their teachers. The resources are provided to support students with additional learning and support needs in all mainstream schools to improve student outcomes and strengthen the capacity to meet obligations to students under the Commonwealth Disability Standards for Education 2005.</p> <p>To ensure the learning needs of all students are catered for all equity funding , to progress the teaching and learning needs of all students.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in:-</p> <ul style="list-style-type: none"> <li>- more individualised teaching and learning in literacy and numeracy</li> <li>- greater equity for all families to access the educational needs for their</li> </ul>

<p>Low level adjustment for disability</p> <p>\$16,917.28</p>	<p>children</p> <p><b>After evaluation, the next steps to support our students will be:</b> the school will provide additional support for identified students through the employment of trained SLSO's to reflect IEP's and PLP's and increase the number of students achieving at or above expected growth in literacy and numeracy.</p>
<p>Location</p> <p>\$1,856.83</p>	<p>The location funding allocation is provided to Wattle Flat Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Other funded activities</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>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in:</p> <p>Children were able to participate in excursions and extra curricula activities that they may not of had the opportunity to if not for the school support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This proved to be supportive for all students and should continue next year.</p>
<p>Professional learning</p> <p>\$4,819.69</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 Wattle Flat 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>• Explicit Teaching</li> <li>• Other funded activities</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching reading.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in:</p> <p>Staff engaging in targeted PL to develop their capacity to deliver High Quality explicit teaching and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funding will allocated in 2023 to areas of need identified through the evaluation of the 2022 SiP</p>
<p>QTSS release</p> <p>\$4,596.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wattle Flat 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>• Explicit Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$4,596.84</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• Additional staffing to support staff collaboration in the implementation of high quality curriculum</li> <li>• Professional learning and collaboration to improve our practices of recording data</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Consistent use of explicit teaching practices across the whole school through teacher collaboration, team teaching and classroom observations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to collaborate and engage in professional learning so learning is aligned to students' identified needs.</p>
<p>COVID ILSP</p> <p>\$17,307.00</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>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in data being used regularly to identify student growth and attainment and to reflect upon the effectiveness of classroom practice. Since engaging in the triangulation of data, high quality professional learning and implementation of effective and explicit classroom practice, staff continue to build their capacity. There has been an upward trend in reading comprehension for all cohorts over the last 12 months and a significant improvement in numeracy. Teachers have a better understanding of learning gaps through the use of summative assessment, lesson planning and effective teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be for staff to use a case management approach to analyse data, assess individual students against school improvement measures and for staff to engage in professional learning in using SCOUT, CESE, WWB and ALAN2, so that student data is used school wide to track student achievement in reading and numeracy and to reflect on teaching effectiveness..</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	12	15	13	15
Girls	10	12	11	9

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.9	92.0	54.3	58.0
1	62.1	89.0	93.2	
2	86.1	87.2	92.0	85.6
3	83.4	89.3	85.8	83.8
4	78.7	87.9	87.2	80.8
5	97.7	91.6	89.3	86.3
6	93.0	91.7	90.2	83.7
All Years	86.2	89.8	88.2	83.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	
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)	0.48
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

## 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>	52,313
<b>Revenue</b>	542,406
Appropriation	519,550
Sale of Goods and Services	1,284
Grants and contributions	21,084
Investment income	488
<b>Expenses</b>	-512,375
Employee related	-463,634
Operating expenses	-48,741
<b>Surplus / deficit for the year</b>	30,031
<b>Closing Balance</b>	82,344

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>	17,625
<b>Equity Total</b>	65,144
Equity - Aboriginal	9,528
Equity - Socio-economic	38,699
Equity - Language	0
Equity - Disability	16,917
<b>Base Total</b>	368,696
Base - Per Capita	6,064
Base - Location	1,857
Base - Other	360,775
<b>Other Total</b>	47,326
<b>Grand Total</b>	498,791

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

To ensure the engagement of all families in a small school environment each family was contacted by phone and email and offered a series of questions that covered positives, negatives and suggestions for change. This allowed us to get one hundred percent engagement and resulted in a clear picture from all families perspective. They told us they liked the small groupings and staff to student ratios. The majority confirmed that they were pleased with the progress of their children. They told us they wanted more variety in sporting opportunities. They also identified that though wanting the opportunities there was difficulties in families transporting their children. In general parents were happy with the school and had practical concerns that the school will try to address.

The students identified that they valued the opportunity for events off school site and to mix with other students from other schools. Overall they were positive about their experience at school.

# 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.