

# 2022 Annual Report

## Wee Jasper Public School



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# Introduction

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

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## School vision

Our school will remain the heart of our small rural community. Here, core values will be learned and lived, as every learner is fully engaged and challenged, in preparation to making their contribution to our complex and dynamic society. Every student will be known, valued, and cared for, and experience a secure sense of belonging and connection to this school, community, and land. All students will be literate, numerate, and curious. We will continue to see the diversity of our community as a pedagogical strength and draw upon our diverse human and natural resources to sustain learning. In this way, we will counter the potential disadvantage of living in a small remote community.

## School context

Wee Jasper Public School is a small rural school located in the Goodradigbee Valley, 53 kms south of Yass. The school is somewhat isolated and is set in a tranquil and unique natural bush setting. The land is recognised by the Yass Aboriginal Educational Consultative Group as shared country between Wiradjurri, Wolgalu and Ngunnawal. The school is connected to a the Professional Learning Community which also includes Binalong Public School and Bowning Public School. The school participates in sporting events through the 'Burrinjuck' Learning Communities and is also linked to the larger educational community of 'Binit Binit'.

The school is committed to fostering a sense of belonging where students feel safe, cared for and valued. Students are respectful and show empathy as they develop a broad range of flexible personal and collective skills. They support each other in developing a positive self-image and belief that they will all succeed. The smallness of the school enhances quality personalised learning and is underpinned by high expectations for intrinsic motivation and achievement. The school actively connects students to their learning, each other and the community and positive relationships are promoted. The inter-generational relationships build students' ability to relate to others and increase self-confidence.

Based on the outcome of our Situational Analysis, in full consultation with the community, we have determined that we need to continue to develop our formative and summative assessment practices. Personalised Learning Plans (PLPs) will continue to be refined and developed for identified students. Teachers will evaluate the effectiveness of their teaching practices in light of student learning needs through the application of summative and formative assessments. Developing students resilience and perseverance so that they connect, success, thrive and have high expectations of their learning are also key priorities in our Strategic Improvement Plan.

Our staff is a highly professional and dedicated team who encourage all students to achieve their personal best in all that they do through high quality, innovative teaching and learning programs. Their reflective practice, resourcefulness and vigour creates a dynamic and diverse learning environment. The collaborative approach to student learning and well-being values creative and diverse learning opportunities for all students and draws upon a wide pool of community skills and resources.

The school is the heart of the community and has a long history of strong support and comaraderie. The isolated nature of the community results in very intimate yet respectful relationships and the success of the school is cherished and celebrated by all. The school enjoys outstanding levels of support from the community and the provision of a plethora of diverse educational and extra-curricular opportunities.

## Self-assessment and school achievement

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

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

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

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

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

## Strategic Direction 1: Student growth and attainment

### Purpose

**Student outcomes in reading and numeracy will be improved through a planned approach and shared understanding of consistent use of data, to drive evidence-informed teaching practices across the whole school to meet the needs of every student.**

### 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 Classroom Practice
- Data Capacity

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$30,114.20

**Low level adjustment for disability:** \$25,930.16

**QTSS release:** \$804.45

**Professional learning:** \$5,968.13

### Summary of progress

During Semester One of 2022, teachers were supported to create a classroom environment which was conducive to differentiated learning across a K-6 context. Teacher capacity was built in literacy and numeracy teaching practice including explicit teaching, use of the teaching and learning cycle, strategies for differentiation and the use of assessment through visible learning and collaborative planning to meet individual learning needs.

Teachers and School Learning Support Officers were targeted with high impact professional learning to support quality literacy instruction in reading. Staff trained in "The Understanding Learning Difficulties" e-learning course through Dyslexia - Supporting children and adults with specific learning difficulties SPELD Foundation. It is designed to equip teachers with the knowledge required to support students with learning difficulties throughout their education: "An Introduction to the Heggerty Phonemic Awareness Curriculum" was also completed by all teachers. Staff trained in the Science of Reading and using decodable texts through the professional learning "Little Learners Love Literacy" - Two-Day Workshop, with parents also being upskilled through a three-hour parent workshop. A whole school approach ensured effective evidence informed teaching and learning, which integrated ongoing assessment and feedback, ensuring high quality instructional pedagogy was embedded into teaching practice.

During Semester Two, teaching staff increased their data literacy skills. Assessment tools from the NSW Department of Education and classroom-based assessments were used to build capacity of teachers to more confidently use PLAN2 software to track and monitor student achievement and progress. Data was analysed to create student profiles of all students to inform targeted teaching and learning programs. Teachers developed a shared understanding of assessment practices and skills in data literacy, data analysis and data use in teaching for effective classroom delivery, reflecting on teaching to plan for and further meet student learning needs. The analysed data was used to improve how the school uses data to report to parents by being incorporated into a written comment by the Assistant Principal Curriculum and Instruction as part of the formal Semester Two student report.

Students engaged and participated in a two-day writing workshop with author Will Kostakis, in a writing mentorship to foster a love for writing and further develop student writing skills. Stage 1 - Focused on how characters tell stories and authors use their senses to add to their descriptive writing. Stage 2 & 3 focus was on interweaving inferred meaning throughout a text and how authors encourage their audience to connect to their senses to create mood and description.

The professional learning was highly successful with full implementation of learning across most areas being embedded in classroom practice due to all staff being trained in the same strategies, the purchase of all the relevant resources and staff commitment. Associated classroom management and organisation further enhanced the learning environment.

Some challenges were encountered throughout the professional learning due to availability of staffing.

Evidence of impact included higher student engagement in the use of decodable texts. Student achievement and positive learning progress was evident through student assessment. Parents felt more confident to support home reading and demonstrated a understanding the complexities associated with learning to read for young people.

## Future Directions

- Further embed current practice in the use of decodable texts, within the broader K-2 Syllabus implementation.
- A clarification and refinement of phonemic awareness teaching and learning. Heggerty
- Further develop staff capacity to analyse data and systems to create shared knowledge of student learning needs.

## Progress towards achieving improvement measures

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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
<b>Network Targets</b>  Increase the percentage of students reaching the top two bands in NAPLAN to at least the lower bound of the system negotiated target of 47.3% in reading  Reading - Lower bound 47.3%, upper bound 52.3%	<ul style="list-style-type: none"><li>• While Wee Jasper Public School did not have students sitting NAPLAN in 2022, the school achievement based on internal data indicates positive progress towards the network negotiated target.</li></ul>
<b>Network Targets</b>  Increase the percentage of students reaching the top two bands in NAPLAN to at least the lower bound of the system negotiated 36.4% in numeracy.  Numeracy - Lower bound 36.4%, upper bound 41.4%	While Wee Jasper Public School did not have students sitting NAPLAN in 2022, the school achievement based on internal data indicates positive progress towards the network negotiated target.
Increase the percentage of students achieving expected growth on numeracy (NAPLAN) to be between 60% (lower bound) and 80% numeracy expected growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage of students achieving expected growth in reading in NAPLAN to be between 60% (lower bound) and 80%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

## Strategic Direction 2: Whole-school well-being

### Purpose

To implement a planned, whole school approach to well-being, connecting students, staff and communities . Building local and global connections that empower the individual to become responsible global citizens who care for themselves and others.

### 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.

- Connecting Students to their Local and Global Communities.
- Social and Emotional Learning

### Resources allocated to this strategic direction

**Per capita:** \$1,263.40

**Location:** \$905.56

**Socio-economic background:** \$421.56

### Summary of progress

During 2022 our students and families were involved in a number of learning opportunities designed to broaden their experiences and connections beyond those traditionally available in their local community. Initiatives such as being involved in school and Sydney dance performances, small schools' camps, art workshops with local community members, language immersion and cultural experiences were made available to students. Student well-being was supported through resilience workshops with BounceBack trained staff. Students accessed the school psychologist for individual well-being and psychological assessment.

The process of providing these opportunities for students and their families required ongoing commitment from staff and allocation of school funds. Both students and community groups demonstrated high engagement throughout the initiatives.

The impact of our whole school well-being practices has been to broaden student experience, knowledge and outlook. Improved student engagement has resulted in positive attendance rates and community satisfaction. Student confidence in their own ability to engage in a broader setting has shown significant growth. Students developed a deeper understanding of inclusivity through their lived experience.

Highly supported transition processes have resulted in a positive mindset for all students, families and teachers moving forward, with all students known and valued moving into their 2023 educational setting.

In 2023 we will broaden student experiences through our continued arts program, involvement in small school initiatives and through our partnership with Crookwell Academy of STEM Excellence. Outdoor education and sustainability will be a focus of 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
To increase the % of students attending school 90% of the time to a minimum of 75% (lower bound of the system negotiated target).	Whilst the percentage of students attending school at or above 90% has decreased, our rates are above the Yass Network and Statistically Similar School Groups percentage and consistent with the NSW state data.
The 'Bounce Back' program is embedded in at least 40 % of lessons, across the curriculum in teaching and learning programs.	Due to staff mobility our current teachers are not fully trained in the BounceBack program, resulting in this progress target not being achieved to its full extent.

### Purpose

The PLC models instructional leadership and supports a culture of high expectations and community engagement which is focused on continuous improvement of teaching and learning, resulting in sustained and measurable whole school improvement.

### 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.

- Professional Learning Communities

### Resources allocated to this strategic direction

### Summary of progress

Our initiatives of professional learning communities was captured through the collaboration of our Small School's learning community which focused on Vocabulary as a strategy for improving student reading. Lesson observations and feedback, professional readings enables teachers to deep dive into the learning progressions for staff. Collaborative analysis of data to drive teaching and learning cycle, was invaluable. We had a rigorous approach taken of observations, involvement of all staff to create high impact professional learning days for staff and students. Our enablers included building teacher confidence in differentiation and lesson delivery, collaborative practices to support the structures and authentically using the progressions to monitor and assess student progress.

The involvement of the Assistant Principal - Curriculum and Instruction has supported the work within our school to drive new learning and practices. The impact of our collaborations is now seeing vocabulary being explicitly taught, improved student curiosity within the classroom and improves authentic engagement in data collection and student tracking.

Our future directions will include sustained practices and strategies in vocabulary, continued professional learning around explicit teaching and developing a strong learning culture. We will transfer these skills into Numeracy in 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
The PLC will demonstrate developing practice in the key practices for instructional collaboration.	The PLC has demonstrated 'developing' practice in the key practices for instructional collaboration.
High impact professional learning is demonstrating the emerging descriptors and is working towards delivering embedded, ongoing school improvement in teaching practice and student results aligned to the SIP.  <a href="https://education.nsw.gov.au/teaching-and-learning/professional-learning/high-impact-professional-learning/self-assessment-tool">https://education.nsw.gov.au/teaching-and-learning/professional-learning/high-impact-professional-learning/self-assessment-tool</a>	The PLC has demonstrated 'emerging' descriptors and is beginning to embed ongoing school improvement in teaching practice and student results align to the SIP.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$421.56</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wee Jasper 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>• Connecting Students to their Local and Global Communities.</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>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students having the opportunity to connect with others and develop their knowledge and skills has increased their confidence to engage in new learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to resource opportunities for students to engage in activities that extend their skills and knowledge beyond their immediate learning environment.</p>
<p>Low level adjustment for disability</p> <p>\$25,930.16</p>	<p>Low level adjustment for disability equity loading provides support for students at Wee Jasper 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>• Effective Classroom Practice</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 support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• release teacher to engage in professional learning with Assistant Principal Curriculum and Instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning built teacher understanding of effective strategies in teaching literacy and numeracy. This knowledge was translated into teaching and learning plans that especially met the needs of students with additional learning needs. The small group targeted teaching initiative supported students to achieve their learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to utilise the expertise of the Assistant Principal Curriculum and Instruction to lead professional learning for teachers in evidence-based approaches and programs. The small group intervention program will continue to be implemented, supporting students with additional needs.</p>
<p>Location</p> <p>\$905.56</p>	<p>The location funding allocation is provided to Wee Jasper 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>• Connecting Students to their Local and Global Communities.</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p>

<p>Location</p> <p>\$905.56</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> increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$5,968.13</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 Wee Jasper 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>• Effective Classroom Practice</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>• Released classroom teachers to work with the Assistant Principal Curriculum and Instruction.</li> <li>• Professional learning fees for external courses.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in evidenced-based reading strategies, leading to improved internal student results. Teachers reported a higher level of confidence and understanding in incorporating decodable texts into classroom programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to focus on implementing evidence-based practices in numeracy, aligned to the new syllabus, through professional learning, team teaching and collaborative planning.</p>
<p>QTSS release</p> <p>\$804.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wee Jasper 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>• Effective Classroom Practice</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>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers were supported through coaching and collaborative planning to implement the most effective explicit teaching strategies in literacy. Teachers reported increased confidence to in personalising learning, to meet the needs of a diverse range of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ additional staff to support professional learning programs that enhance teacher practice in numeracy.</p>
<p>COVID ILSP</p> <p>\$8,619.00</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</b></p>

<p>COVID ILSP</p> <p>\$8,619.00</p>	<p><b>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 teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - focus areas were Reading and Measurement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all students in the program achieved significant progress towards meeting their personal learning goals. Students and teachers reported an increase in engagement and confidence as students received instruction that was aligned to their specific learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	3	5	2	1
Girls	0	0	3	5

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	50.0		92.5	
1	50.0			89.8
4	99.5			
5	96.8	97.1	82.1	
6	89.5	92.2	94.6	93.2
All Years	90.9	94.6	92.5	90.6
State DoE				
Year	2019	2020	2021	2022
K	93.1		92.8	
1	92.7			87.4
4	92.9			
5	92.8	92.0	92.1	
6	92.1	91.8	91.5	86.3
All Years	92.7	91.9	92.1	86.8

### 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)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.08

\*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>	3,607
<b>Revenue</b>	427,793
Appropriation	417,270
Sale of Goods and Services	218
Grants and contributions	10,258
Investment income	47
<b>Expenses</b>	-441,684
Employee related	-345,505
Operating expenses	-96,179
<b>Surplus / deficit for the year</b>	-13,891
<b>Closing Balance</b>	-10,284

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>	0
<b>Equity Total</b>	26,352
Equity - Aboriginal	0
Equity - Socio-economic	422
Equity - Language	0
Equity - Disability	25,930
<b>Base Total</b>	315,088
Base - Per Capita	1,263
Base - Location	906
Base - Other	312,919
<b>Other Total</b>	67,229
<b>Grand Total</b>	408,669

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 Satisfaction

One family completed a survey commenting on aspects of our school. They articulated a high satisfaction rate with the school's processes and practices. The learning opportunities and staff dedication were featured as strengths of the school. To better monitor parent satisfaction level throughout the year the principal will include it as an agenda item in P&C Meetings.

### Student Satisfaction

Students stated that their teachers care about them and encourage all students to learn. They indicated that they enjoy the wide variety of extra-curricular activities provided by the school. 100% of students stated they were happy at school and were proud of their school. Two-thirds of students believe their attendance is high.

### Staff Survey

Teachers report that the school created a safe and warm place for students to learn and grow. The teaching staff have a strong understanding of student growth and improvement. All staff have a genuine care and responsibility for the wellbeing of students, as can be seen through their positive relationships with students and their families and their active involvement in the community. The Professional Learning Community support staff in developing their understanding of curriculum and how to use student data to inform their practice. Tailoring professional learning to meet the needs of teachers at our school will inform their active support of school improvement.

# 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.