

2022 Annual Report

Gordon East Public School



3985

Introduction

The Annual Report for 2022 is provided to the community of Gordon East 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

Gordon East Public School

Rosedale Rd

Gordon, 2072

<https://gordoneast-p.schools.nsw.gov.au>

gordoneast-p.school@det.nsw.edu.au

9498 2428

School vision

Striving for excellence in a respectful, inclusive environment with high expectations.

At Gordon East Public School, we strive for excellence in an inclusive environment where every student maximises their potential.

Our beliefs include:

- every child has the right to an education focusing on their individual academic, social, emotional and physical needs.
- all students must receive a strong foundation in literacy and numeracy, building a deep knowledge and confidence in their ability to learn.

We aim to prepare students for a future where respect, adaptability and effective communication are fundamental skills for success.

We develop partnerships in learning to collaboratively empower all students to become confident, self-directed and resilient learners.

We promote the building of teacher capacity to engage, innovate and transform our students as they develop in a context of high expectations with a range of opportunities to succeed.

The wellbeing of all Gordon East students and staff lies at the core of our school vision. We support the development of students with positivity in a climate where every student is known, valued and cared for with a focus on student wellbeing, student academic growth and social success.

School context

Gordon East Public School is situated on spacious, picturesque grounds in Gordon. There are 308 students at Gordon East Public School, with 51% of our student body from a language background other than English.

We pride ourselves on the sense of shared purpose across the school community, enhanced by the supportive relationships between families, staff and students. We value high expectations for student learning, enabling all students to strive for and experience success. Gordon East provides a well-resourced learning environment to engage, motivate and inspire students to achieve excellence. While engaging in evidence-based academic programs, students have opportunities to participate in a variety of extra curricula activities including STEM robotics, chess club, representative sport, bands, choirs and dance groups.

Highly professional and dedicated teachers implement quality learning programs across all Key Learning Areas. Gordon East Public School has 31 staff, which includes full-time, part-time, temporary and casual employees. There is a mixture of experienced and early career teachers who have diverse backgrounds. The school maintains a safe and supportive learning environment where the core values of being safe, respectful learners underpin our student welfare ethos.

As a result of the school's situational analysis, it has been determined that a whole school approach, including all members of the school community, is required to achieve improvement in student performance. This approach will include:

- The evaluation, development and application of strong pedagogical practices K-6
- The development and implementation of strategies that support:
 - a strong professional learning community which includes evaluation of impact across teaching and non-teaching staff
 - staff evaluative practices, data use and skills
 - systems that identify, record and manage the needs of every student
 - improved community partnerships focused on parent engagement
- Strategic collection of relevant data and the development of systems that supports the tracking of individual student performance from K-6
- Developing and embedding whole school and community practices to improve student wellbeing, engagement and attendance.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice; building strong foundations for academic success across all Key Learning Areas.

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.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Summary of progress

Activities throughout 2022 built upon student successes from previous years including a focus on High Potential and Gifted Education. Staff were taken through the new policy, school procedures for identification were collaboratively developed and trialled, and children participated in enrichment activities offered by the Killara Schools Partnership. Additionally, Mac Lit was embedded as part of the Learning Support strategies at Gordon East to support students in their learning.

Student wellbeing and engagement in learning were the greatest need upon the return to a more normal year of schooling. This required the greatest focus to ensure students were connected with:

- their own learning
- learning in the classroom again
- connecting with each other

Next steps include:

- re-visiting growth mindset concepts and supporting students to take risks in engaging in new content and expressing their learning.
- Implementation of new curriculum.
- Further development of data analysis practices to determine progress and inform future planning.

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
Achievement of 2022 system-negotiated targets: <ul style="list-style-type: none">• There will be an uplift of 6.8% in the amount of students achieving in the top two bands for Reading.	The percentage of students achieving in the top two bands in NAPLAN reading decreased to 68.42% indicating progress yet to be seen toward the lower bound target.
Achievement of 2022 system-negotiated targets: <ul style="list-style-type: none">• There will be an uplift of 6.5% in the amount of students achieving in the top two bands for Numeracy.	The percentage of students achieving in the top two bands in NAPLAN numeracy decreased to 68.00% indicating progress yet to be seen toward the lower bound target.
There will be an uplift of 2.8% in the amount of students achieving expected growth in Reading from our base line data..	<i>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</i>

There will be an uplift of 1.75% in the amount of students achieving expected **growth** in **Numeracy** from our base line data.

Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Quality Teaching, Quality Learning

Purpose

To develop and sustain whole school quality teaching and learning practices that ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative 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.

- Quality Teaching, Quality Learning
- High Expectations and Quality Learning using Collaborative Practice

Resources allocated to this strategic direction

English language proficiency: \$46,396.69

Low level adjustment for disability: \$19,335.75

Literacy and numeracy: \$15,994.21

Literacy and numeracy intervention: \$22,984.20

Professional learning: \$19,871.67

Integration funding support: \$74,516.00

QTSS release: \$58,609.71

Summary of progress

In 2023, we embedded Puzzles of Practice (POP) across the school. All staff participated in a full cycle of POP each term. In conjunction with this, alignment with Learning & Support Referral processes was also completed. In 2023, POP will continue with arrangements for RFF & Support Staff POP opportunities to factored in to organisational arrangements.

Over the past year, we have developed structures and roles to enable our school to engage with the HPGE Policy. This has included Professional Development opportunities and attendance at HPG Conferences and establishing an HPGE School Contact. We also began the establishment of HPGE procedures concerning identification of students and mapped out processes to support teachers.

The delivery of Professional Development and structuring discussions and process with staff consultation went well, with positive feedback from staff and traction taking place across the year. Providing support to build leadership capacity was an area identified for focus in 2023.

In 2023, next steps will focus on student engagement, in particular the areas of interest, motivation and effort in order for students to better demonstrate their knowledge and understanding. This will include community consultation in regards to developed processes as part of the HPGE policy. Professional Development in areas connected to new curriculum implementation will be an ongoing focus and the primary focal point for activities in this direction. This will include further work on devising revised school scope & sequences.

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
Evidence of an increase in teacher confidence in the use of data to inform practice and assessment.	Through observations, it is evident that an increasing amount of staff are demonstrating confidence in using data to evaluate student understanding of lesson content.
The majority of staff demonstrate a deeper understanding of the impact of research Including: Dr Lyn Sharratt and What Works Best on school improvement and their role in ensuring every student, every teacher, every	100% of staff participated in introducing Puzzles of Practice based on Lynn Sharratt's research across the school.

leader and every school improves every year.	
Evidence of an increase in teacher confidence in the use of collaborative practices that drive student improvement.	Observation and document analysis indicates an increase of 75% of classroom staff have actively collaborated through Puzzles of Practice providing evidence of adjustment made to accommodate individual student needs.

Strategic Direction 3: Community Connections and Wellbeing

Purpose

To develop strong partnerships in learning and strengthened community connectedness through whole school planned approaches to wellbeing, engagement and communication.

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.

- Wellbeing and Engagement
- Community connections

Resources allocated to this strategic direction

Socio-economic background: \$13,335.85

Summary of progress

Wellbeing and Engagement received a lot of attention in 2022 as a result of the epidemic and return to a more normal learning at school environment. The interests of the students came first in all endeavours with a focus on re-connecting socially and re-adjusting to the school learning again.

Our school changed the way we delivered student reports to parents in response to parent feedback. In addition to providing all families with a series of tips, tricks, and support tools to help them support their children in achieving learning objectives, an adjusted report design was developed. Additionally, communication was provided to help families in reading their child's report.

The school continued to work closely with the P&C to provide a range of opportunities to reconnect with the school and each other with a focus of events being bringing community back together. Success in this area was evident in Tell Them From Me Parent surveys indicating an increasingly positive trend in the area of Parents feel welcome at school.

Next Steps in 2023 will be include:

- improved attendance with a focus on student travel leave during term time
- supporting students to better express their understanding with a focus on effort, motivation and interest.

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
Achievement of 2022 system-negotiated targets: Attendance <ul style="list-style-type: none">• An uplift of 4.1% of students attending school equivalent to or above 90% or of the time.	The number of students attending greater than 90% of the time or more has decreased by 25% due to an increase in sick leave and travel leave following COVID restrictions.
Evidence of an increased understanding in the areas of: expectations for success, advocacy and sense of belonging at school for students within the Tell Them From Me Survey. Evidence of increased teacher confidence in using data to inform practice in the identified areas of the Tell Them From Me Survey.	Data analysis indicates a small positive shift in understanding in the areas of: expectations for success, advocacy and sense of belonging at school for students within the Tell Them From Me Survey.

<p>Evidence of:</p> <ul style="list-style-type: none"> • increased confidence in using data to inform practice in communication and parent involvement. • a positive shift in parent satisfaction levels of their experiences at the school in the areas of: communication and parent involvement. 	<p>Self-assessment against the School Excellence Framework shows the theme of Reporting to be excelling.</p> <p>A positive trend of increasing satisfaction in the areas of parents feeling involved and feeling informed.</p>
--	--

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$74,516.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gordon East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Quality Learning using Collaborative Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$13,335.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gordon East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equitably of access to education resources and extra-curricular activities.</p> <p>After evaluation, the next steps to support our students will be: continue to resource equitable access to education resources that support our trajectory towards achieving targets for students in this equity cohort.</p>
<p>English language proficiency</p> <p>\$46,396.69</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Gordon East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching, Quality Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$46,396.69</p>	<p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: to identify the language and cultural demands across the curriculum</p>
<p>Low level adjustment for disability</p> <p>\$19,335.75</p>	<p>Low level adjustment for disability equity loading provides support for students at Gordon East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching, Quality Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [MiniLit & MacLit] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The school embedded a consistent approach to student learning support and interventions and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$19,871.67</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 Gordon East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching, Quality Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning for Staff <p>The allocation of this funding has resulted in the following impact: Teachers evaluated, shared and discussed learning from targeted professional development with each other focusing on improving practice and building capacity.</p> <p>After evaluation, the next steps to support our students will be: Providing professional learning to support students with oral language skills through training associated with implementing Language Lift in 2023. Additionally training connected with new curriculum implementation will also be a focus.</p>
<p>Literacy and numeracy</p> <p>\$15,994.21</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Gordon East Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching, Quality Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$15,994.21</p>	<ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher 1 day a week <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the provision of additional small group reading tuition - collaborative support for development of PLPs. <p>After evaluation, the next steps to support our students will be:</p> <p>engagement of additional SLSO staff to extend intensive small group reading intervention programs.</p>
<p>QTSS release</p> <p>\$58,609.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gordon East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Quality Learning using Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <p>improved staff confidence and teaching practice. Teachers continue to embed evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>employing staff to enable Executive to collaborate with and support teams in ongoing curriculum implementation.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gordon East Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching, Quality Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional day a week LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <p>increased personalised learning plans for students with specific learning needs.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>engagement of additional teaching staff to provide an additional day a week of learning support with a focus on literacy & numeracy.</p>
<p>COVID ILSP</p> <p>\$8,970.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>COVID ILSP</p> <p>\$8,970.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
-------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	177	170	160	172
Girls	137	151	148	132

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	97.2	93.5	91.5
1	97.3	97.7	95.2	90.4
2	94.4	96.9	96.2	91.2
3	95.8	96.2	96.4	91.0
4	95.8	97.7	94.8	91.9
5	95.3	95.9	95.8	90.6
6	95.4	96.0	94.3	92.4
All Years	95.5	96.8	95.2	91.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.51
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.52

*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	196,482
Revenue	3,270,389
Appropriation	2,911,648
Sale of Goods and Services	5,009
Grants and contributions	329,438
Investment income	1,660
Other revenue	22,634
Expenses	-3,096,826
Employee related	-2,662,609
Operating expenses	-434,216
Surplus / deficit for the year	173,563
Closing Balance	370,046

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	74,516
Equity Total	159,005
Equity - Aboriginal	0
Equity - Socio-economic	1,336
Equity - Language	92,365
Equity - Disability	65,304
Base Total	2,297,506
Base - Per Capita	77,825
Base - Location	0
Base - Other	2,219,680
Other Total	161,235
Grand Total	2,692,261

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

Feedback for **students** indicated a positive trend in the subsets of Social-Emotional outcomes in students with positive relationships, students with positive behaviour at school and participation in extracurricular activities. Next steps will be centred around intellectual engagement with a focus on interest & motivations, effort, and what changes for students as they transition through different stages throughout school

Feedback from **staff** indicated results equal to or high than state norms in seven out of eight drivers of student learning. Next steps will be focused on the four dimensions of classroom and school practices: challenging & visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning.

Feedback from **parents** indicated an upward trajectory in:

- Parents feel welcome
- Parents are informed
- School supports learning
- School supports positive behaviour
- Safety at school
- Inclusive school

Three-way interviews 3-6 has been a successful initiative with 90% of parents indicating they are a useful for of communication when discussing student progress. Next Steps include assisting families to support their child in mathematics at home.

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.