

2022 Annual Report

Glenroi Heights Public School



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Introduction

The Annual Report for 2022 is provided to the community of Glenroi Heights 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.

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School vision

At Glenroi Heights Public School we provide a supportive learning environment where all students feel a sense of success and belonging. We foster individual growth and inclusivity where students take pride in their learning and their school. Glenroi Heights Public School fosters a collaborative and respectful setting where all staff constantly strive to improve their practice to support our students and each other. Community connectedness is an important part of our school culture and we seek the voice of students, parents, community partners and our local AECG to ensure we are working together to create positive future stories for our students.

School context

Glenroi Heights Public School is situated in the city of Orange, New South Wales on the land of the Wiradjuri Nation. The school provides a dynamic, focused curriculum to meet the diverse needs of our students. The school population fluctuates between 220 and 250 students, 50% identify as Aboriginal. We have ten mainstream classes and five classes to support students with special needs. We strive to embed an integrated and inclusive setting for all students, and we promote quality teaching and learning across all key learning areas. The school culture is built on the values of Strong Smart and Proud learners who are Respect, Responsibility, Cooperation and Safety.

We strive to ensure our community is connected to all aspects of school life. We work closely with government agencies in a strength-based approach to support our families. Our school includes the services of a SACC (Schools as Community Centre) facilitator, a Live Better Pre-School and a strong transition to school program. We embed partnerships with students, parents, community partners and Aboriginal Education Consultative Group (AECG) members to develop continuous improvement in teaching and learning programs.

Glenroi Heights Public school provides a holistic approach to student learning and wellbeing promoting student attendance and engagement, building confidence in self and community. Learning and support focus' on building strong high expectation community partnerships to improve the learning and wellbeing outcomes of our students and families.

At our school, we value collaborative planning to enhance high quality teaching and learning programs, analysis of student data to inform practice and evidenced based practices. Collaborative planning is embedded in our school to build teacher capabilities in effectively differentiating teaching and learning for all students. Our staff are driven for excellence and thrive in a positive team culture of continuous improvement. Providing students with opportunities and skills to get ready for the future

Through our situation analysis we identified areas of focus to build upon. Data driven practices to personalise student learning outcomes and maximise growth and improving whole school student attendance. Evaluation identified key areas of improvement, these include explicit teaching with effective regular feedback to staff and students directly improving teaching and learning, student and staff capacity building and leadership opportunities.

We will regularly monitor the progress of our School Improvement Plan to determine areas of need and success at a class, school and community level. We will continue to involve the whole school community to ensure a collaborative and authentic planning process.

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	Delivering
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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To enhance student outcomes in reading and numeracy through consistent explicit teaching and learning programs informed by evidence-based strategies, regular data analysis to and reflective feedback on practice to students and staff.

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
- Effective Collaboration

Resources allocated to this strategic direction

Socio-economic background: \$619,509.84
Low level adjustment for disability: \$112,117.58
AP Curriculum & Instruction: \$210,799.40
Aboriginal background: \$58,546.58
QTSS release: \$49,645.87

Summary of progress

Focus was on high impact professional learning in learning intentions, success criteria, talk moves and maths discourse. Staff were able to reflect on evidence based pedagogy and develop a consistent school wide approach to the teaching of mathematics. The quality of the professional learning was identified as a significant contributing factor to improving teacher pedagogy and each session was differentiated to cater for identified staff needs. Structured time and high expectations of all staff ensured professional learning was delivered consistently across the year. It was observed that most lessons were inclusive of learning intentions and success criteria across all classes K-6. The Assistant Principal Curriculum Instruction (APCI) worked side by side with all executive staff to ensure collaborative planning time was used effectively and to embed and to build teacher confidence in implementing identified teaching strategies. The assumed knowledge of staff impacted the 'where to next'. In 2023, a more refined and structured process for collaboration will be prioritised. All maths lessons in 2023 will have clearly identified learning intentions and success criteria which will be co-constructed with students. Learning Walks will be implemented across the school inclusive of student feedback.

Staff collaborated in stage teams weekly to analyse data, to inform teaching practice using evidence-based teaching strategies to support student learning. Data analysis was primarily focused on reading and writing. Staff highly value dedicated time to collaborate with their stage team, assistant principal, APCI and support staff. Staff recognised that their workload was reduced as a result of the sessions. Collaborative planning sessions will be continued in 2023. Sessions will have a focus on data analysis to inform teaching sprints, inclusive of identified professional learning with evidence gathered to assess impact of strategies implemented. The Universal Resource Hub will be a tool that each stage will access to identify professional learning, evidence-based teaching strategies and any relevant support tools. Aboriginal Perspectives, led by our Aboriginal Education Team, will also be included in classroom practice.

A review of how reading is taught across the school will be conducted in 2023 with the aim of developing a consistent school wide approach. Significant professional learning has occurred in the teaching of reading over the past 3 years to develop teacher capacity. Teaching and learning programs are reflective of the professional learning and our school will review the impact of evidence based pedagogy with the aim of identifying a consistent approach to the teaching of reading K-6.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 6.7 %	2022 NAPLAN data indicates 9.62% of students are in the top two skill bands (NAPLAN) for Numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in 34.38% of Aboriginal students achieving in the top 3 bands, exceeding the upper bound target by 7%.

Increase the # of students achieving expected growth in NAPLAN numeracy by 10% from system-negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 5.9%	2022 NAPLAN data indicates 22% of students in the top two skill bands for Reading indicating achievement of the system negotiated target.
Increase the # of students achieving expected growth in NAPLAN reading by 11.9% from system-negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Wellbeing and Inclusion

Purpose

To nurture connected, confident and self-motivated learners who have an enhanced engagement in community and school life. Student learning and wellbeing outcomes are informed through strong collaboration with students, parents and teachers promoting skill building and personal success.

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.

- Engagement and connection
- Student Agency

Resources allocated to this strategic direction

Aboriginal background: \$238,314.79

Low level adjustment for disability: \$71,765.22

Socio-economic background: \$47,536.16

Summary of progress

Focus was on implementing quality teaching rounds.(QTR) Staff developed protocols and an understanding of the focus area for QTR. Each stage identified a priority area of focus that was reflective of the needs of staff and students. Professional readings were also identified to support each stage focus.

QTR was unable to be implemented as planned due to unavailability of staff to release each stage. Our school will move to implementing Learning Walks in 2023 as it can be sustained in our school and staff have overwhelmingly indicated they want to observe and learn from each other.

Co-teaching was continued this year. The Assistant Principal Support and Inclusion planned to facilitate professional learning in developing teaching norms, strategies, effective classroom practice and use of flexible learning spaces. This was not able to be implemented because of staffing challenges. This will now be implemented in 2023.

Early childhood transition programs were implemented ongoing over the course of the year. Our partnership with our on site pre-school enabled ongoing transition sessions to be strengthened and sustained. Sessions occurred regularly and were inclusive of parents. Ensuring students and parents are ready for Kindergarten from day one 2023 has enabled strong partnerships between all stakeholders to be developed. Students with identified needs are already receiving interventions and family support (NDIS). Our strong partnership has built a culture of trust which enables high expectations of staff, students and community to be realised.

Our high school transition program has remained a focus and priority. A high school transition action plan was developed to support all students to successfully transition to high school. Stage three classes were structured on an inclusive learning model. Student engagement, social wellbeing and academic outcomes have improved as a result. The learning and support team from our school and the high school worked together to develop a common understanding of student need. NAPLAN data, attendance data and internal data was analysed to identify areas of need. An action plan was developed in consultation with key personnel across both schools to ensure transition programs reflected student need. As a result of this analysis, a comprehension and reading program was implemented in years 5, 6 and 7.

Continuing to strengthen the partnership with the high school to develop a sustainable and more rigorous transition program will be prioritised 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
Increased (uplift) percentage of students attending school more than	The number of students attending greater than 90% of the time or more has decreased by 10.6%, however this figure was significantly affected by the

90% of the time by 7.2% or above.	public health orders and cessation of operations due to a fire in term 4 preventing access to the school.
TTFM wellbeing data (advocacy, belonging, expectations) improves in an upward trend towards lower bound system-negotiated target.	73% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$87,048.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenroi Heights 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"> • Other funded activities <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 • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All IEP were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: The use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$667,046.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenroi Heights 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"> • Effective Classroom Practice • Engagement and connection • Student Agency <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through collaborative planning to support student learning • employment of additional staff to support collaborative planning structures and program implementation. • staff release to support Transition activities • professional development of Non-teaching staff through targeted professional learning delivered by internal staff to support student learning <p>The allocation of this funding has resulted in the following impact: -Aboriginal students exceeding upper bound target in NAPLAN reading -Year 5 Aboriginal students achieving above state average when compared to SSSG schools in reading -Year 3 Aboriginal students achieving above SSSG schools in reading -Year 3 and 5 Aboriginal students achieving above SSSG schools in Numeracy</p> <p>After evaluation, the next steps to support our students will be: -continue collaborative planning structures to build capacity of staff to analyse data which then informs teaching practice using evidence based teaching strategies</p>

<p>Aboriginal background</p> <p>\$364,208.62</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenroi Heights 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>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"> • Effective Classroom Practice • Engagement and connection • Student Agency • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency and transition programs • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: strengthened collaborative practice to support student learning, Tell Them From Me data indicated 88% of Aboriginal students feel good about their culture when at school, 84% of Aboriginal students indicate that teachers have a good understanding of their culture.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: implementation of internal program cultural connections and local language program K-6, continue collaborative planning structures and partnership with community consultations .</p>
<p>Low level adjustment for disability</p> <p>\$183,882.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenroi Heights 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"> • Effective Classroom Practice • Engagement and connection <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 MacqLit to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals 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>Location</p>	<p>The location funding allocation is provided to Glenroi Heights Public School</p>

<p>\$1,517.80</p>	<p>to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: All students able to access stage excursions</p> <p>After evaluation, the next steps to support our students will be: continue to subsidise excursions for students</p>
<p>Professional learning</p> <p>\$31,758.90</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 Glenroi Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in evidence-based professional learning to support students in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practice in the explicit teaching of learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: professional learning in effective feedback supporting learning intentions and success criteria.</p>
<p>QTSS release</p> <p>\$49,645.87</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenroi Heights 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions and success criteria and have a strong focus on collaboration. Teachers have now started to embed evidence-based, high impact teaching strategies in their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: utilise expertise on staff including executive staff to lead whole school improvement in reading and numeracy.</p>
<p>COVID ILSP</p> <p>\$180,933.00</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</p>

<p>COVID ILSP</p> <p>\$180,933.00</p>	<p>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 funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy <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 small group literacy and numeracy tuition using data sources to identify specific student need. Providing in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	118	117	119	113
Girls	114	110	116	106

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.0	86.5	84.2	79.1
1	86.9	90.1	87.0	79.6
2	85.9	88.0	87.4	80.7
3	86.8	85.0	85.2	79.5
4	90.4	90.1	84.0	78.0
5	87.5	88.0	82.0	74.8
6	82.6	87.6	83.4	80.7
All Years	86.9	87.9	84.8	79.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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)	4.4
Classroom Teacher(s)	11.93
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	8.92

*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	508,669
Revenue	5,172,818
Appropriation	5,090,292
Sale of Goods and Services	29,842
Grants and contributions	50,362
Investment income	2,323
Expenses	-5,003,553
Employee related	-4,149,660
Operating expenses	-853,893
Surplus / deficit for the year	169,265
Closing Balance	677,934

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	87,048
Equity Total	1,215,137
Equity - Aboriginal	364,209
Equity - Socio-economic	667,046
Equity - Language	0
Equity - Disability	183,883
Base Total	2,810,170
Base - Per Capita	66,116
Base - Location	1,518
Base - Other	2,742,536
Other Total	641,023
Grand Total	4,753,378

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

Parents had the opportunity to complete an internal school survey to provide feedback to the school on values, school priorities and their aspirations for their children.

33% of families responded to the survey.

Overwhelmingly, parents responded that they wanted their children to be aspirational and to put effort into their education.

Increasing community participation in whole school events including conducting more event for parents to attend was also supported by a majority of respondents.

School values aligned with the values of our families.

Increasing opportunities for parents to engage with the school in their child's learning will be a focus of 2023.

Students in years 4-6 had the opportunity to provide feedback to the school by completing a Tell Them From Me Survey. Approximately 73% of students in years 4-6 completed the Tell Them From Me Survey.

42% of students indicated they participate in extra-curricular activities in comparison to the state average of 55%.

78% of students indicated they had positive relationships with friends at school.

78% of students indicated they try hard to succeed in their learning.

29% of students are not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.

A focus in 2023 will be to provide effective feedback to students to build their skills and confidence.

Staff were able to record their response to survey questions through the NSW Department of Education's People Matter Survey. 56% of staff responded to the survey.

78.79% of staff responded to the survey indicating they receive training and development to do their job well.

81.82% of staff indicated they have confidence in decisions their manager makes.

93.55% of staff are proud to work for the NSW Department of Education.

The professional learning of all staff will be prioritised in 2023 responding to the identified needs of all students.

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.