

2022 Annual Report

Kemblawarra Public School



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Introduction

The Annual Report for 2022 is provided to the community of Kemblawarra 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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4274 2024

School vision

The vision of our Kemblawarra Public School learning community is to enable all students to achieve their personal goals and to develop their talents and capacities to their full potential socially, emotionally, physically, spiritually and academically.

We envision that all students will develop a sense of self-worth, achieve social discipline and satisfaction from belonging to and being a valued member of the school and wider community so that they can make the best contribution to the community in which they live. We are committed to building relationships and providing an environment that creates the joy of learning where we grow in harmony together through high expectations and quality learning programs.

Our school values support our core business of improving student growth. We strive to be the best we can be and our values 'Safe, Respect and Responsible', drive our school culture and ensures every student is known, valued and cared for.

School context

Kemblawarra Public School is a dynamic primary school that provides a quality education for preschool, mainstream and support class students. We are a member of the Warrawong Community of Schools (CoS) and situated in the Illawarra region. We share a border with Port Kembla and Warrawong forming our school name, Kemblawarra Public School.

Our enrolments include 106 K-6 students and 35 Support Class students. Our Kemblawarra Public School Preschool includes up to 70 students and runs on a 5 day fortnight enrolment system. We currently have 5 Mainstream classes, 3 Support Classes, 2 Emotional Disturbance Support Classes and 2 Preschool Classes. The school has 23 Aboriginal students currently enrolled.

Our school focus is to excel in a best practice mind set and method of delivery through all teaching and learning cycles to improve student outcomes. Staff, parents and students work together so that all students are provided with opportunities to achieve success in learning and to develop their sense of self-worth, individual accountability, self-confidence, optimism, respect for others and the achievement of personal excellence.

Kemblawarra Public School strives for excellence and high teaching and learning expectations through all curriculum areas, in particular literacy and numeracy with the inclusion of technology. The school has a strong focus on school improvement, individual learning needs and meeting those learning needs to best support student growth and development. Kemblawarra Public School provides a selection of extracurricular activities including choir, public speaking, drumming, filmmaking and a variety of sporting, gifted and talented opportunities.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group (AECG), was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Our work with the community will continue to strengthen by monitoring our progress to ensure we are working with, working through and working for the improvement of our students and whole school processes.

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

In order to improve student-learning outcomes in reading and numeracy, we will develop strong systems and whole school processes to ensure purpose specific curriculum is underpinned by expert knowledge, evaluative practice and evidence based data analysis for every student every day.

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.

- Teaching and Learning programs-What we teach
- Data driven practices-How we use data

Resources allocated to this strategic direction

Socio-economic background: \$351,226.46

Professional learning: \$22,669.30

Refugee Student Support: \$687.68

Aboriginal background: \$9,200.00

English language proficiency: \$5,913.47

QTSS release: \$42,635.69

AP Curriculum & Instruction: \$180,685.20

Summary of progress

In 2022, the school continued its rigorous focus on targeted and relevant professional learning to support the delivery of quality teaching and learning programs. School systems and processes were further refined to ensure alignment between professional learning programs and student performance data, as well as staff professional development goals. Opportunities for reflection and evaluation of teaching and learning programs have expanded through the provision of an external literacy director, in-class coaching through the allocation of two APCI positions, student data meetings, and strong provisions for formative assessment tools and intervention programs.

Staff surveys revealed that content knowledge and practical lesson demonstrations increased teacher confidence in implementing professional learning concepts. This was further triangulated with teacher observation processes and student progress monitoring data, which was aligned with the planned professional learning focus. The teachers are transferring knowledge of information learned through professional learning into classroom practice.

Our next steps will be to continue to deepen our knowledge and practice related to responsive teaching practices (formative assessment), including further focus on providing strong intervention programs.

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
* A minimum of 18.9% (lower band) of students in the top 2 bands Numeracy.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 20.1% and is exceeding the lower-bound system negotiated target.
* A minimum of 26.6% (lower band) of students in the top 2 bands Reading. NAPLAN reading increase (uplift) of 7%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 34.9% and is exceeding the lower-bound system negotiated target.
NAPLAN data indicates an increase of students achieving expected growth in Numeracy.	Growth data is unavailable in 2022 due to the absence of NAPLAN in 2020.
NAPLAN data indicates an increase of	Growth data is unavailable in 2022 due to the absence of NAPLAN data in

students achieving expected growth in Reading.	2020.
Self-assessment against the School Excellence Framework in the element Data Skills and Use indicates improvement towards Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Delivering.

Strategic Direction 2: Resilience

Purpose

Calm, safe and structured environments promote successful learning opportunities. Our purpose is to sustain a whole school culture and wellbeing process that supports the welfare of all students so they can connect, succeed, thrive and learn through strategic and deliberate transition to school processes every day.

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- Attendance
- Wellbeing-Whole School Processes and Transitions

Resources allocated to this strategic direction

Low level adjustment for disability: \$81,910.53

Aboriginal background: \$79,603.00

Integration funding support: \$76,550.00

Summary of progress

In 2022, improving student attendance was the primary focus of our school. To achieve this goal, classroom teachers were tasked with monitoring attendance regularly and contacting families after every two consecutive days of absence. They also documented and recorded any unjustified absences and sent letters to the families. Families that did not show improvement in attendance were referred to our Learning and Support Team and HSLO (Home School Liaison Officer) where appropriate.

Throughout the year, we reviewed and improved our attendance processes by adopting a strategic approach. We assigned a staff member as the attendance officer and embedded the role into our school system. This resulted in more frequent and effective communication with families about unexplained absences and some focus students showed improvement in attendance. We also focused on recognizing families who attended school regularly to demonstrate our commitment to supporting school attendance.

Our next steps include streamlining attendance correspondence using a single application and database to reach families more easily. We will also continue to refine our attendance processes through our attendance monitoring program.

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 attending school 90% or more of the time to the lower bound system-negotiated target of 69.7%.	The percentage of students attending at or above 90% of the time is 26.3%. While there has been some movement, our lower bound system-negotiated target is yet to be achieved.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school toward the lower bound system negotiated target of 88.9%.	Tell Them From Me data shows 75% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target of 88.9%.
Increase in staff with a shared understanding of attendance expectations and staff using school processes for tracking attendance.	Internal data indicates an increase in staff with a shared understanding of attendance expectations and staff using school processes for tracking attendance, with processes in place for transitions.

Strategic Direction 3: Community Cohesion

Purpose

In order to support our learning community to thrive and grow we will establish a connected culture so that students, staff and the community contribute to a collaborative learning environment focused on 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.

- Strong Relationships-Community Champion

Resources allocated to this strategic direction

Summary of progress

The focus of our school in 2022 was to increase student involvement in the school garden. To achieve this goal, we initiated the Guardians of the Garden program, which provided year 3/4 students with access to the garden for one hour each week. As part of this program, students participated in a weekly garden-based sustainability program that integrated learning outcomes from Science, Geography, and PD/H/PE. The program aimed to train students in all aspects of permaculture gardening, including sustainable and organic food production, improving soil quality, composting, recycling, seed saving, increasing biodiversity, and planting native trees, shrubs, and grasses. We sourced resources for the garden through grant applications and donations, although community involvement was limited due to COVID-19 restrictions, which continued through part of the year. Additionally, the program delivery was impacted by a high percentage of wet weather and flooding of the garden area.

Next year, we aim to improve and solidify the Guardians of the Garden program, which will support community involvement in the garden program. Students involved in the program will participate in improved teaching and learning programs, which will help them progress from novices to competent growers. They will have the opportunity to share their knowledge and skills with other students across the school. We also plan to improve community participation through the involvement of garden volunteers and hosting community events centered around garden activities. We will increase the garden size through working bees and source additional resources through donations and grants.

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 school forms a P&C.	Achievement of this progress measure has been delayed with planning for 2023.
The school promotes strong relationships through a community engagement action plan to guide community projects.	Achievement of this progress measure has been delayed with progress yet to be seen toward the completion of the community engagement action plan. Community participation in school based activities and events has increased in Semester 2.
The living classrooms has adequate learning facilities for classes to access.	The living classroom learning facilities has seen progress towards appropriate seating arrangements and physical learning space accessible for all learners.

Funding sources	Impact achieved this year
Refugee Student Support \$687.68	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Teaching and Learning programs-What we teach <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Opportunities for 1-1 learning supporting student growth.</p> <p>After evaluation, the next steps to support our students will be: To continue the learning programs throughout other learning times and to be reflected in Individual Education Plans for each student.</p>
Integration funding support \$76,550.00	<p>Integration funding support (IFS) allocations support eligible students at Kemblawarra 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"> • Wellbeing-Whole School Processes and Transitions <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 • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in the following impact: Individual students supported throughout the day everyday on a needs based program reflected through and Individual Education Plan. All students have made growth in their literacy and numeracy targets and social goals.</p> <p>After evaluation, the next steps to support our students will be: Continue one to one support meeting the identified needs of the student's goals and education plan. Stronger focus on parent voice and feedback for planning and evaluating purposes.</p>
Socio-economic background \$351,226.46	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kemblawarra 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"> • Teaching and Learning programs-What we teach <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: The purchase of effective literacy and numeracy resources including those</p>

<p>Socio-economic background</p> <p>\$351,226.46</p>	<p>for InitialLit and MiniLit and direct instruction program resourcing which support literacy and numeracy growth.</p> <p>After evaluation, the next steps to support our students will be: Rigorous professional learning directly related to staff needs, professional learning map, SIP, student output and assessment data.</p>
<p>Aboriginal background</p> <p>\$88,803.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kemblawarra 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"> • Teaching and Learning programs-What we teach • Wellbeing- Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional teacher to work as a Literacy and Numeracy mentor with students performing below the expected stage level <p>The allocation of this funding has resulted in the following impact: Annual PLP celebration through a dedicated consultation day with the local community and our supporting partnerships with the Smith Family. Fractional APCI dedicated to literacy intervention programs and targeted small group direct instruction programs supporting student growth and goals.</p> <p>After evaluation, the next steps to support our students will be: To continue building on a consultation process involving all stakeholders for the PLP celebration. To continue targeting small group intervention and progress monitoring analysis. Targeted professional learning around assessment and where to next.</p>
<p>English language proficiency</p> <p>\$5,913.47</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kemblawarra 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"> • Teaching and Learning programs-What we teach <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Students are demonstrating growth in their literacy and numeracy achievements further supporting their social interactions.</p> <p>After evaluation, the next steps to support our students will be: Professional Learning in EAL/D progressions and scales provided for all teaching staff.</p>
<p>Low level adjustment for disability</p> <p>\$81,910.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Kemblawarra 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</p>

<p>Low level adjustment for disability</p> <p>\$81,910.53</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing- Attendance • Wellbeing-Whole School Processes and Transitions <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 <p>The allocation of this funding has resulted in the following impact: Teacher skill and knowledge of direct instruction programs, behavior management learning routines, assessment analysis and informed planning practices resulting in improved learning achievement outcomes for students in increasing expected growth for students in reading and numeracy and a decrease in the percentage number of students performing in the lower bands of NAPLAN.</p> <p>After evaluation, the next steps to support our students will be: Continued support for learning routines and school expectations, access to the outdoor living environments and projects associated with the use of those structures. Refining our attendance processes to support learning engagement and wellbeing targets.</p>
<p>Professional learning</p> <p>\$22,669.30</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 Kemblawarra 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"> • Teaching and Learning programs-What we teach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: All staff continue their learning journey building schema, general knowledge and capacity of teaching and learning practices aligned with evidenced based research linked to student growth and development.</p> <p>After evaluation, the next steps to support our students will be: To continue the 3-5 year professional learning road map for literacy and numeracy.</p>
<p>QTSS release</p> <p>\$42,635.69</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kemblawarra 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"> • Teaching and Learning programs-What we teach <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

<p>QTSS release</p> <p>\$42,635.69</p>	<p>classroom programs</p> <p>The allocation of this funding has resulted in the following impact: Small group instruction to target Tier 2 learners.</p> <p>After evaluation, the next steps to support our students will be: Schedule more small group teacher intervention and build the capacity of our support staff to offer students the most effective learning opportunities.</p>
<p>COVID ILSP</p> <p>\$175,819.00</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 funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing intensive small group tuition for identified students who were demonstrating little growth and students who were under performing in their expected growth targets. <p>The allocation of this funding has resulted in the following impact: Improved results in progress monitoring for identified students and triangulation of assessment data indicating students have shown transference of learning and growth in meeting outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue small group intervention and identification processes to uplift students growth measured against state expectations for literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	61	59	72	77
Girls	54	61	61	64

Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.2	71.4	80.8	79.8
1	83.6	76.2	79.0	74.3
2	71.1	82.0	88.1	76.3
3	83.3	72.7	87.7	82.5
4	90.0	68.4	85.1	76.7
5	89.9	71.4	89.4	74.3
6	87.7	64.8	73.0	76.8
All Years	86.2	73.0	83.8	77.5
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)	4.2
Classroom Teacher(s)	10.61
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	9.86

*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	137,987
Revenue	4,171,221
Appropriation	4,094,615
Sale of Goods and Services	10,883
Grants and contributions	63,670
Investment income	2,444
Other revenue	-390
Expenses	-3,955,499
Employee related	-3,330,317
Operating expenses	-625,182
Surplus / deficit for the year	215,722
Closing Balance	353,709

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	77,238
Equity Total	527,853
Equity - Aboriginal	88,803
Equity - Socio-economic	351,226
Equity - Language	5,913
Equity - Disability	81,911
Base Total	2,261,976
Base - Per Capita	44,820
Base - Location	0
Base - Other	2,217,155
Other Total	761,200
Grand Total	3,628,266

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

The opinions of all students in years 4-6 were sought regarding their social-emotional outcomes and motivations at school related to work, culture, and social well-being. Their responses were as follows:

In 2022, data showed a change in trend from the previous two years, with scores balanced within 10% of each other in all areas of social-emotional aspects, with little distinction between male and female students. However, female students scored higher when doing homework for their classes with a positive attitude and in a timely manner and also for not getting in trouble at school for disruptive or inappropriate behavior. Male students scored higher stating that they are interested and motivated in their learning.

92% of all students feel proud of their school.

91% of all students stated that teachers take time in class to ask them to remember and explain things they have been taught before.

88% of all students stated that they are treated with fairness and respect by teachers in regards to their cultural background.

90% of all students stated that they are treated with fairness and respect by other students at their school in regards to their cultural background.

90% of Aboriginal students agreed that they feel good about their culture when they are at school.

Additional feedback includes that, as a cohort, the students' favorite subjects are sport, spelling, and then maths.

The opinions of all teachers were sought through a self-evaluation survey regarding aspects of student learning and classroom and school practices. Their responses were as follows:

Teachers agreed that they collaborate with school leaders to establish a safe and organised school environment, and that the leaders have supported them in enhancing their teaching skills. They also reported discussing specific learning challenges of students with other teachers and ensuring that when introducing new concepts, they connect them to previously mastered skills and knowledge. In addition, they emphasized the importance of establishing clear expectations for classroom behaviour that are inclusive of all students.

100% of teachers agreed that school leaders in the school are leading improvement and change and that they clearly communicate their strategic vision and values for their school. They believe that the school does a good job of implementing curriculum change, that the school is a welcoming place for all students, and that it is a culturally safe place for all students.

When surveyed about their perceptions of their child's well-being and learning at school and at home through the 'Partners in Learning Survey,' parents' responses were as follows:

The school average was greater than other NSW government schools in all areas when parents responded to all questions relating to aspects of their perceptions of their children's experiences at home and school, including that parents are informed, parents are welcome, and the school supports positive learning and safety.

When surveyed, parents strongly agreed that written information from the school is in clear, plain language, and that the school's administrative staff are helpful when they have a question or problem. They also unanimously agreed that they encourage their child to do well at school and praise their child for doing well at school.

93% of parents agreed that their child's school is a culturally safe place for all students, and they would recommend their child's school to other parents.

When asked what factors make it difficult to bring their child to school, if any, the most frequent response was transport issues. When asked if they would access any services for support, the most frequent responses were holiday and sport programs.

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.