

2022 Annual Report

Central Mangrove Public School



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Introduction

The Annual Report for 2022 is provided to the community of Central Mangrove 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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School vision

At Central Mangrove Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. We will be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners. We know value and care for every student.

School context

Central Mangrove Public School was established in 1957 and is situated in a unique setting surrounded by a large expanse of natural bush land and rural farming areas. The school pays respect and acknowledges that it is on Darkinjung land and is a proud member of the Coinda Aboriginal Education Consultative Group (AECG). The small student population of 47 students including 2 of Aboriginal decent and 1 English as an Additional Language or Dialect (EAL/D) student, is diverse ranging from family members who have lived in the local area for many generations to those who have recently settled. A proportion of the population is transient due to the availability of work and rental properties.

The school Index of Community Socio-Educational Advantage (ICSEA) is 950. The schools Family Occupation and Education Index (FOEI) is 117. Central Mangrove Public School is proudly a focal point for our rural community which strives to foster happy and successful students.

The teachers are highly dedicated in providing a quality education through a student-centered curriculum, ensuring that every child works to their maximum potential. Strong links and collaboration between the Kariong Mountains Local Management Group (LMG) and Small School Network allows for the support of teacher development and greater student connections.

Our active P & C Association is a body of committed people, who meet with the aim of contributing positively to our school community. Families also support the school in providing services in our Kids Kitchen Program as well as volunteering their time to support community events held within the school.

Through our situational analysis it was identified that data analysis and the cycle of explicit teaching and learning needs to be a focus. Learning Pathways will continue to be used for each student to promote growth and self-directed learning. We also identified the need for a school wide understanding of effective student wellbeing practices to support high levels of engagement and participation.

Community consultation has occurred with our AECG and P&C. Our teaching staff have been active participants in developing our situational analysis and identifying our areas of focus in pursuit of school improvement.

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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
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 maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success and continual improvement, we will further develop and refine data use and explicit teaching practices that are responsive to the learning needs of individual students.

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.

- Continued Improvement - Feedback
- Continual Improvement - Data Use

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Literacy and numeracy: \$1,476.96

Summary of progress

Feedback

Evidence of activity: Throughout the year teachers have worked with the small school network colleagues and curriculum advisor on formative assessment modules. Each term held a focus that included a general overview of formative assessment, learning intentions and success criteria, effective questioning and effective feedback. Teachers firstly developed their understanding and then implemented practices in their classroom before having the opportunity to share their evidence of impact.

Evidence of process quality: The professional learning was evenly spread throughout the year which enabled time for teachers to implement new learning and then share and refine practices. Teachers maintained the focus on formative assessment throughout the year and were accountable for presenting findings. Further collaboration at the school level was limited due to teacher illness and absences.

Evidence of impact: The knowledge and evidence of formative assessment practices has increased across the school. A greater variety of questioning strategies is evident in the classrooms and teachers are trialling different feedback approaches in a variety of contexts and sharing feedback strategies with their colleagues. Teachers reported through post professional learning exit slips that the professional learning enhanced questioning strategies to encourage deep student thinking. They also reported they got a lot from looking at the variety of questioning techniques that can be used in our classroom. Classroom observations indicate that teachers are using learning intentions and success criteria in mathematics and writing.

Implications: In 2023, consolidating and embedding formative assessment practices will be a focus. Revisiting the professional learning and collaborating on practices on formative assessment in numeracy and literacy will support this process.

Data Use

Evidence of activity: The updated assessment planner has been implemented incorporating internal and external data sources. Teachers utilised Phonological Awareness (K-2), Phonics Assessment (Yr1-3), Fluency (Yr2-6), Hearing and recording sounds (k-2), Learning Progressions, Check in Assessment, NAPLAN and Sound Waves. Termly collaborative teacher sessions on essential assessment was implemented.

Evidence of process quality: The assessment planner allowed teachers to ensure assessment practices were implemented in a timely manner. Consistent assessment was implemented across the school in numeracy and literacy. Time to analyse and use the various data sources to inform teaching is still an area of focus.

Evidence of impact: Essential Assessment has been used as a pre and post test for numeracy and teachers have found it beneficial and stated they believed the data is more accurate and reliable. The assessment confirmed teacher judgement and other data sources on student performance and provided an opportunity to identify future learnings. The use of Diagnostic Sound Waves assessment also enabled student achievement in spelling to be identified. The Department assessments were used to identify growth and areas of focus as used to track progress using the Learning Progressions in PLAN2.

Implications: Moving into 2023 the focus will now be on using the data consistently and setting up practices to track and inform teaching and learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>The students achieving in top 2 bands in numeracy increase from 47.6% by 3.3% to 50.9% (Lower bound system negotiated target)</p>	<p>In 2022 the percentage of students achieving in the top 2 bands was 0%. The three-year (2019, 2021 & 2022) percentage mean was 13%, which was below the three-year mean for SSG of 20.4% and well below the three-year state mean of 29%. The school is working towards achieving the system negotiated target.</p> <p>The school performance fluctuates markedly from year to year, due in part to very small cohort size. This means inferences about trend data may be unreliable.</p>
<p>The students achieving in top 2 bands in reading increase from 57.5% by 3.2% to 60.7% (Lower bound system negotiated target)</p>	<p>In 2022, the percentage of students achieving in the top 2 bands was 18.2%. This was below 35.5% achieved by the SSG and the state result of 47.2%. The three-year (2019, 2021 & 2022) percentage mean was 39.1%, similar to 32.2% three-year mean for SSG of schools but well below the three-year state mean of 44.7%. The school is working towards achieving the system negotiated target.</p> <p>The school performance fluctuates markedly from year to year, due in part to very small cohort size. This means inferences about trend data may be unreliable.</p>
<p>All students in year 5 achieve at or above expected growth in NAPLAN.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.</p>
<p>All students in year 5 achieve at or above expected growth in NAPLAN.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.</p>

Purpose

For every student to feel valued and to support wellbeing through practices that promote social, cultural, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

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
- Positive learning environment

Resources allocated to this strategic direction

Summary of progress

Engagement

Evidence of activity: A variety of initiatives and programs were implemented to help support and further engage students. The Wakakirri Story Dance and Musica Viva were key initiatives to develop the creative and performing arts across K-6. Sport also remained a focus with involvement in Futsal, PSSA Small School Soccer and soccer gala days. We also worked closely with our learning community to provide further opportunities to engage students in Harmony Day Activities, creative arts workshops, science days and transition to high school events. Identified students also had an opportunity to engage in an EEC Leadership Program, writing and creative arts workshops. A small group of identified students were mentored and then entered into the Young Scientist Competition. Students across the school had an opportunity to engage in robotics with the school being involved in the LEAP Robotics Program and entering 3 teams into the regional competition. Parent teacher meetings were held in term 1 and term 3.

Evidence of process quality: All students across the school were part of the Wakakirri Story Dance. A video was produced to share with our community through the school website and a live performance presented to the community at presentation day. The Musica Viva program provided an opportunity for students to actively engage with a band performance and develop a deeper understanding of instruments and performance. Soccer was a major focus throughout the year with the small school team having regular training and making it to the 4th round of the competition that was held at Bathurst. Initiatives with our LMG schools helped to connect students to other students in the area and enabled them to be involved in a variety of experiences. Students identified to be involved in the enrichment programs all produced a final project that was either entered in a competition or delivered to the school. The LEAP Robotics program provided the school with a large amount of Lego and enabled year 3 -6 students to be mentored to develop coding skills. We had 56% of parents attend the parent teacher meetings in term 1 and 72% of parents attend in term 3, however these numbers were then impacted by COVID reducing it to 41%.

Evidence of impact: The students still remember their story dance routines 6 months after the actual program and all students across the school performed in the dances. Musica Viva exposed students to a variety of instruments that they were able to identify and discuss instrument features. Soccer remains an area of interest for many students because they have the skills and knowledge of the game and are motivated by their achievements. Students are familiar with their LMG peers and this allows our students to be more confident in times of transition or when we participate in carnivals. The students that were identified to be involved in the enrichment programs, when asked of their highlights for the year these events inevitably were always mentioned and they were very proud of their achievements and they expected to do well. The 16% increase in the number of parents attending, or intending to attend the parent teacher meetings showed greater engagement and parents also identified in the parent feedback form that the communication between home and school was good and they liked all the extra curricula activities offered to the students.

Implications: Work to provide extra curricula activities that help to engage and support students in their learning and wellbeing. Communication between home and school to be developed and valued. Developing systems to monitor and follow up attendance remain a focus. Build on the school kindergarten and year 7 transition practices by connecting closely with the local feeder schools.

Positive Learning Environment

Evidence of activity: Reviewed and implement PBL initiatives and implemented the Peer Support program.

Evidence of process quality: PBL points were awarded each day to students and tracked to work toward a PBL reward

session every 5 weeks. Student Leaders developed their own PBL reward system to acknowledge and reinforce the values at assemblies. The peer support program was implemented by stage 3 over a period of 5 weeks.

Evidence of impact: The regular 5 weekly timing of the PBL reward sessions allowed students to work toward the session and was achieved by most students. 92% of students participated in the reward session in term 1 and 98% by the end of term 4. Feedback from the peer support leaders include that "it is hard to teach, I wish the students would listen and I liked teaching and connecting with the kids". Feedback from the participating students included I learnt to be kind, to be a good friend and I liked playing games.

Implications: Work to ensure consistency in PBL expectations and rewards. Build on the Peer Support Program and maintain the relationships developed in the program by revisiting the groupings throughout the year with a variety of focus activities.

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 student attendance rate will increase from 85% by 2.6% to at or above 87.6% (Lower bound system negotiated target)	Average student attendance rate was 83.9% compared to SSG 87.6% and state 85.1% attendance rate.
The % of students with positive wellbeing will increase to be equal to or above SSSG and State	Tell Them From Me data shows an improvement of 1.65% of reported positive wellbeing since the previous year. This includes a 3% decrease in Advocacy at school, 2% decrease in Sense of belonging and 10% increase in Expectations of success.
Be You Student Survey Learning Resilience - I know how to work through problems and make good decisions increase by 5% from 50% to 55%.	Data not available.
Be You Teacher Survey Learning Resilience - I understand how to assess children and young people's social and emotional learning skills and ways to further develop these increase by 5% from 45% to 50%.	Data not available.
Be You Parent Survey; mentally healthy Communities - My child or young person's learning environment encourages my family to feel a sense of connection and belonging to the learning environment increase by 5% from 50% to 55%.	Data not available.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$5,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Central Mangrove 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of transition strategies and plans. <p>The allocation of this funding has resulted in the following impact: Smoother more settled transition to our school setting and at transition points within their schooling such as to a new class or school.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support for transition and point of need support.</p>
<p>Socio-economic background</p> <p>\$27,802.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Central Mangrove 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"> • Other funded activities <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 Music Aviva, Wakakirri and LEAP Robotics to support student learning • employment of additional staff to support smaller class sizes. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: The smaller class size has enabled students to work on their own individual learning plans at point of need. Early career teachers had the opportunity for further support in developing their teacher practice. Extra curricula activities were provided to students with the use of these funds.</p> <p>After evaluation, the next steps to support our students will be: Further opportunities provided to students that may not usually be available due to cost. Ongoing work in the use of individual learning plans and involvement of parents and carers will be a focus.</p>
<p>Aboriginal background</p> <p>\$1,732.35</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Central Mangrove 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$1,732.35</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: The funding provided additional staffing to enable smaller class sizes and greater support for Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: Ensure personalised learning plans are developed in close consultation with families.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Central Mangrove 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 equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff for literacy and numeracy support. <p>The allocation of this funding has resulted in the following impact: The funding provided additional staffing to enable smaller class sizes and greater support for our students.</p> <p>After evaluation, the next steps to support our students will be: Ensure continued support is provided in identified focus areas for students.</p>
<p>Low level adjustment for disability</p> <p>\$44,850.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Central Mangrove 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"> • Other funded activities <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 Sound Waves, speech work and MacqLit to increase learning outcomes • 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: Funding supported the development of smaller class sizes to support differentiation and the successful implementation of the MacqLit program for 8 of our yr 3-6 students and speech program for 6 k-2 students throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Implementation of the MacqLit program with identified students with regular tracking and monitoring.</p>
<p>Location</p> <p>\$1,440.79</p>	<p>The location funding allocation is provided to Central Mangrove Public School 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>

<p>Location</p> <p>\$1,440.79</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 • incursion expenses • Additional staffing for administration <p>The allocation of this funding has resulted in the following impact: The representative opportunities of futsal, soccer PSSA and gala days, writing workshops and creative arts camp provided students to participate in positive learning experience. Maintain SAM position 7 day fortnight.</p> <p>After evaluation, the next steps to support our students will be: Seek further opportunities and experiences to engage our students in areas of interest and or talent. Maintain SAM position at least 7 day fortnight.</p>
<p>Professional learning</p> <p>\$5,777.09</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 Central Mangrove 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"> • Continued Improvement - Feedback • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Sustained professional learning on Formative Assessment practices throughout the year with our learning community. <p>The allocation of this funding has resulted in the following impact: Teachers have a deeper understanding of formative assessment practices and their implications within the classroom.</p> <p>After evaluation, the next steps to support our students will be: Work to embed formative assessment practices in teaching and learning.</p>
<p>Literacy and numeracy</p> <p>\$6,476.96</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Central Mangrove 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"> • Continued Improvement - Feedback • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Formative assessment practices and working to embed learning intentions and success criteria in literacy and numeracy. The purchase of decodable readers and quality texts to support learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to embed formative assessment practices and to use data to inform teaching and learning.</p>
<p>QTSS release</p> <p>\$8,963.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Central Mangrove Public School.</p>

<p>QTSS release</p> <p>\$8,963.84</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"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Release provided for teachers to collaborate on data use to inform teaching and learning programs and individualised instruction.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities for collaborative practice in focus areas in the Strategic Improvement Plan.</p>
<p>COVID ILSP</p> <p>\$26,747.00</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 and monitor progress of student groups • providing intensive small group tuition for identified students who were disengaged with school. <p>The allocation of this funding has resulted in the following impact: Students who participated in the MacqLit and language program showed growth in reading. Identified students were supported to engage in the curriculum and learning at school.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement the MacqLit program and other programs as required and help engage students with learning at school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	21	20	23	21
Girls	24	23	21	18

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	94.7	87.9	81.7
1	87.9	88.7	88.6	80.1
2	87.8	74.1	91.9	80.7
3	93.7	88.5	86.4	88.7
4	91.4	93.4	87.3	
5	85.4	93.8	92.1	82.9
6	89.1	94.4	90.3	86.3
All Years	90.1	91.9	89.9	83.7
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	
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
Classroom Teacher(s)	1.33
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*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	101,732
Revenue	721,890
Appropriation	697,009
Sale of Goods and Services	1,876
Grants and contributions	21,733
Investment income	1,271
Expenses	-730,517
Employee related	-655,733
Operating expenses	-74,784
Surplus / deficit for the year	-8,627
Closing Balance	93,105

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	19,822
Equity Total	76,786
Equity - Aboriginal	1,732
Equity - Socio-economic	27,803
Equity - Language	2,400
Equity - Disability	44,851
Base Total	528,837
Base - Per Capita	11,118
Base - Location	1,441
Base - Other	516,279
Other Total	30,458
Grand Total	655,903

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

Parent

Parent responses to the 2022 Tell Them From Me Survey should be viewed with the knowledge that the group is small with only 5 respondents. This data showed that parents feel welcomed and parents are informed are above state average. However, parents support learning at home and safety at school fell below state average and will be an area of focus. Parent participation in parent/teacher interviews in Term 3 was 72%, an increase of 15% from Term 1. Responses from a school parent based survey at the end of Term 3 on things that work well at the school included home/school communication and the provision of extra curricula activities. Parents have demonstrated a positive interest by their participation in school activities. Parents demonstrated support of the P&C by being involved in fundraising activities such as the canteen at the Small School Cross Country and cake stall at the Mangrove Mountain Country Fair. Major flood and storm events had significant impact on parent and community involvement at various stages of the year.

Student

The 2022 Student Tell Them From Me data should be viewed with the knowledge that the cohort is small with no Year 4 students at the school. Drivers of student outcomes data in Advocacy at school and Expectations of Success are above state average. When looking at social and emotional outcomes, the survey indicated that student Sense of belonging was below state average and had a significant decline from March to November by 19%. Positive behaviour at school increased by 2% between the two surveys to 88% and is above state which was 83%. The data also indicates an increase in bully victim however, 75% of respondents reported they know where to seek help if bullied. Explicit teaching practice was 6.7, slightly below state at 7.5 out of 10. Many of the student written responses to the question about what they like about the school included the teachers and students are friendly and kind and it is a nice environment.

Teachers

The teacher population is not significant to provide accurate data from the 2022 Teacher Tell Them From Me Survey. However, results indicate that leadership, collaboration, technology and inclusive school scored above state average however parent involvement, learning culture and data informs practice were ranked lower than state average.

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.