

# 2022 Annual Report

## Mallawa Public School



4262

## Introduction

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

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## School vision

At Mallawa Public School we believe that every student should be inspired and challenged to learn, meet high expectations and realise their full potential. Our staff are dedicated to providing a high quality education for our students by creating a nurturing learning environment where students are creative, reflective and independent learners.

## School context

Mallawa Public School is a small rural and remote school located 60km west of Moree. Established in 1959, the school has a long and rich tradition of excellence and continues with an enrolment of 9 students. Our school directly caters for the needs of students from Kindergarten to Year 6. Students travel to school on a school bus, with 45% of students living on surrounding farms while 55% of students living in town.

There is a strong commitment to improving literacy and numeracy for all students. Academic programs are the main focus of the school's work with teachers constantly seeking ways to enhance learning and teaching through evidence-based strategies. Differentiated learning programs reflect a clear understanding that students learn in different ways and bring different experiences to the learning environment.

Students have high levels of access to technology, each having access to their own laptop.

Current staffing includes: Teaching Principal, Part-time Classroom Teacher, Part-time School Administration Manager (SAM) and a Part-time General Assistant (GA). Allocated Teaching Staff - 1.33 (1.3 teachers). Allocated SASS - 0.946 (SAM -4 days per week and GA 1 day per week). We have a current enrolment of 9 in 2021. Our school Family Occupation and Education Index (FOEI), currently at 118.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices, data analysis and community engagement. Personalised Learning Plans/Pathways (PLPs) will be used for each student to promote learning and wellbeing growth as well as self-directed learning.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions. These are student growth and attainment, high impact professional learning and quality partnerships.

## 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise the learning outcomes for every student in literacy and numeracy, we will develop whole school data tracking systems to drive teaching practices and support the individual learning needs of all students.

### Initiatives

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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.

- Internal and External Assessment
- Personalised Learning

### Resources allocated to this strategic direction

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**Socio-economic background:** \$14,377.00

**Low level adjustment for disability:** \$13,696.00

**Aboriginal background:** \$3,176.00

**AP Curriculum & Instruction:** \$30,114.00

### Summary of progress

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#### Numeracy

In 2022 teaching staff analysed data and identified additive strategies as an area for whole school development. Through the consultation period with Lead Specialist - Numeracy we decided to work on developing number sense and completed online professional learning in quantifying collections. Our whole school numeracy plan was implemented and included number talks and universal resource hub as a source for implementing quality teaching activities to support student uplift in Numeracy.

#### Reading

In 2022 - Inferential Comprehension was identified as an area for student development. Professional Learning with Lead Specialist - Literacy around Understanding Texts: the components of reading. Professional learning was not completed due to student and staff absence with COVID and Gastroenteritis. Internal assessment data schedule that embedded the use of formative data collection using PM Bench marking, PAT Reading assessment and Literacy progressions to assess student progress and inform teaching practice.

#### Attendance

During 2022, the school met its target and will continue to refine its procedures in line with state policy to ensure 'Attendance Matters' is communicated effectively to the Mallawa community.

### Next Steps

#### Numeracy

In 2023, the school will continue to have a strong focus on Numeracy and continue developing number sense in line with new curriculum standards in a multi grade setting.

Improving differentiated learning of students by making best use of universal resource hub as a source for implementing quality teaching activities to support student uplift in Numeracy.

#### Reading

Implement new curriculum with an emphasis on comprehension to impact effective reading practices in students. Improving all staff and student learning through Professional learning and effective use of data (scout R&N Guided data package) to effectively plan, teach and evaluate student performance.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Reading</b> <ul style="list-style-type: none"> <li>• 33% of students achieving in the top two bands in reading in year 3 and 5.</li> </ul>	<p>100% of students have achieved expected growth.</p> <p>The school has achieved its expected minimum target of 33% of student achieving in the top two bands.</p>
<b>Numeracy</b> <ul style="list-style-type: none"> <li>• 33% of students achieving in the top two bands in numeracy in year 3 and 5.</li> </ul>	<p>The school is working towards achieving expected growth in numeracy.</p> <p>The school is working towards its expected minimum target of 33% of students achieving in the top two bands.</p>
<p>100% of students have a Personalised Learning Pathway/Plan (PLP) addressing student learning goals.</p> <p>Attendance rate is at 94% or above.</p>	<p>100% of families participated a three-way interview (PLP) with staff members.</p>
<b>Reading</b> <ul style="list-style-type: none"> <li>• Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 20%.</li> </ul>	<p>Reading uplift has been achieved.</p>
<b>Numeracy</b> <ul style="list-style-type: none"> <li>• Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 20%</li> </ul>	<p>Numeracy uplift was not achieved.</p>
<b>Attendance</b> <ul style="list-style-type: none"> <li>• A minimum of 70% of students attend &gt;90% of the time.</li> </ul>	<p>In 2022, 76.3% of students attended &gt;90% of the time. The school met its target.</p>

## Strategic Direction 2: High Impact Professional Learning

### Purpose

The school uses and engages in evidence-based professional learning which continuously builds teacher capacity and in turn supports learning outcomes for all 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.

- High Impact Professional Learning

### Resources allocated to this strategic direction

**Professional learning:** \$5,733.00

**QTSS release:** \$1,724.00

### Summary of progress

Through regular meetings with teaching staff the school invested in an instructional leadership approach, regularly used student progress and achievement data to inform key decisions such as resourcing and implementing new programs and or initiatives. Explicit teaching was the main practice used in the school.

Regular professional development has been organised each term to build the capacity of teachers to improve student outcomes. Assessment Data collection has been a priority and has become embedded practice. Staff conversations have developed where teachers are referring to data to inform their teaching practices.

### Next Steps

Staff will be working on increasing knowledge of PLAN3 to effectively assess student learning and improve consistent teacher judgement

Increase staff capacity utilising the SEF to improve Assessment and move from delivering to sustaining and growing over 2 years.

### 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
All teachers effectively implement learning intentions and success criteria into Literacy and Numeracy lessons. Students state and reflect on whether they have met the criteria.  Reading assessments (PAT, Check-in, PM Benchmark) show an improvement from pre-assessment to post-assessment.  PLAN2 data shows an increased (uplift) percentage of K-6 students achieving relevant levels in Understanding texts and Additive Strategies.  Delivering in the theme 'Explicit teaching' within the element 'Effective Classroom Practice'.	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.

<p><b>School Excellence Framework:</b></p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Curriculum- moving from Delivering to Sustaining and Growing</li> <li>• Assessment - moving from Delivering to Sustaining and Growing</li> <li>• Student Performance Measures - moving from Delivering to Sustaining and Growing</li> <li>• Effective Classroom Practice - moving from Delivering to Sustaining and Growing</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Learning and Development - moving from Delivering to Sustaining and Growing</li> <li>• School Planning, Implementation and Reporting - moving from Delivering to Sustaining and Growing</li> </ul>	<p>The school has assessed itself against the School Excellence Framework in 2022, at:</p> <p>Curriculum: Delivering</p> <p>Assessment: Delivering</p> <p>Student Performance Measures : Delivering</p> <p>Learning and Development: Delivering</p> <p>School Planning, Implementation and Reporting: Sustaining and Growing</p>
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## Strategic Direction 3: Quality Partnerships

### Purpose

To improve student learning outcomes and teacher capabilities, we will develop a strong culture in which collaborative planning, reflection and peer coaching are embedded into everyday school life. Teachers are supported, and support one another, to continuously develop their skills and knowledge for the benefit of student learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Partnerships

### Resources allocated to this strategic direction

**Location:** \$11,328.09

### Summary of progress

#### Barwon COS

Teaching staff regularly attended Barwon Small Schools meetings to build learning alliance. Relationships established to drive uplift in Numeracy and Data skills and use particularly around Scout data.

#### Future Directions

Professional Learning scheduled to be developed across the Barwon COS with the focus on Literacy and Numeracy. Data dives to develop a clear understanding of student trends across the network.

### 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
TTFM teacher survey data in the 'Collaboration', 'Teaching Strategies' and 'Learning Culture' show an uplift of 5% from baseline data.  100% of staff have participated in QTR in PLC. All teachers collaboratively develop teaching and learning programs incorporating QTF.  QTR fidelity checklist shows improvement on 2021 data.	TTFM teacher survey was not completed in 2022.  QTR - was not achieved in 2022 due to training being cancelled
<b>School Excellence Framework:</b> <ul style="list-style-type: none"><li>• Curriculum - moving from Delivering to Sustaining and Growing</li><li>• Effective Classroom Practice - moving from Delivering to Sustaining and Growing</li><li>• Learning and Development - moving from Delivering to Sustaining and Growing</li><li>• School Resources - moving from Delivering to Sustaining and Growing</li></ul>	The school has assessed itself against the School Excellence Framework in 2022, at:  Curriculum: Delivering  Effective Classroom Practice: Delivering  Learning and Development: Delivering  School Resources: Sustaining and Growing

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$14,377.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mallawa Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal and External Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support differentiated program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Collaboration between classroom teachers to build capability in meeting the numeracy needs of students, learning goals being achieved and PLAN 2 being regularly updated.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to focus on Numeracy data to identify areas for improvement and explicitly teaching maths concepts. Teachers engaging in maths professional learning focusing on additive strategies.</p>
<p>Aboriginal background</p> <p>\$3,176.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mallawa 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal and External Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs and continuing Personalised Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> K-2 and 3-6 specific learning in literacy and numeracy and programs tailored to specific ability levels. Students results in reading show growth and numeracy growth has increased. 100% of Aboriginal and Torres Strait Islander families engaged in the PLP process.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Focusing on Numeracy and Literacy data to identify areas for improvement. Teachers engaging in professional learning focusing on number sense, additive strategies, reading comprehension and understanding texts.</p>
<p>Low level adjustment for disability</p> <p>\$13,696.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mallawa Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal and External Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$13,696.00</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supporting the employment of additional teaching staff to support the differentiation of curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of classroom teachers to use differentiated teaching and learning practices.</p>
<p>Professional learning</p> <p>\$5,733.00</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 Mallawa Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Targeted professional with Lead Specialist Numeracy and engaging with the Curriculum Reform.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed data driven, differentiated number sense lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to personalise and target professional learning to build teacher capacity at lead level.</p>
<p>QTSS release</p> <p>\$1,724.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mallawa Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> additional staff to support the collaboration and delivery of high-quality, differentiated, curriculum delivery.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the engagement of additional teaching staff to support curriculum implementation.</p>
<p>COVID ILSP</p> <p>\$9,440.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>

<p>COVID ILSP</p> <p>\$9,440.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• employing staff to provide online tuition to student groups in literacy/numeracy - focus area of learning progressions - understanding texts, phonic knowledge, word recognition and phonological awareness, quantifying numbers, additive strategies, number patterns and algebraic thinking.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Student Literacy PLAN data indicates an increase of 53% of students to 'always' compared to 10% always at the beginning of the program.  Student Numeracy PLAN data indicates an increase of 69% of students to 'always' compared to 0% 'always' at the beginning of the program.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Further engagement with the COVID ILSP online delivery team.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal and External Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• APCI position was unable to be filled due to receiving no applications despite the position being advertised multiple times.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  despite a lack of APCI in the school we had an increase in reading across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  employ an APCI or engage with a virtual APCI.</p>
<p>Location</p> <p>\$11,328.09</p>	<p>The location funding allocation is provided to Mallowa Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> <li>• student assistance to support excursions and incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Increased engagement particularly in the form of online learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Finance students excursions during 2023 to overcome isolation.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	4	5	3	3
Girls	7	7	5	6

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	99.4	85.6	86.5
1	98.5	90.0	90.7	81.5
2		100.0	77.5	91.0
3	92.8		96.9	94.4
4	95.6	95.8	91.3	95.5
5	97.9	97.8	92.5	90.4
6		100.0	67.5	93.5
All Years	95.0	96.3	85.4	89.8
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		92.0	92.6	87.8
3	93.0		92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6		91.8	91.5	86.3
All Years	92.9	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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	122,655
<b>Revenue</b>	456,935
Appropriation	447,023
Sale of Goods and Services	227
Grants and contributions	8,600
Investment income	1,085
<b>Expenses</b>	-387,236
Employee related	-338,474
Operating expenses	-48,762
<b>Surplus / deficit for the year</b>	69,699
<b>Closing Balance</b>	192,354

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	31,249
Equity - Aboriginal	3,176
Equity - Socio-economic	14,377
Equity - Language	0
Equity - Disability	13,696
<b>Base Total</b>	321,733
Base - Per Capita	2,021
Base - Location	11,328
Base - Other	308,384
<b>Other Total</b>	70,025
<b>Grand Total</b>	423,007

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

*Parents/caregivers, students and teachers joined together throughout the year to complete Personalised Learning Pathways (PLP's). The Three way interview allows open communication between all participants. The PLP's occur at least once a semester to ensure updated learning goals. Parent opinions and feedback is collected and addressed as needed. With most parents satisfied with the schools support of their children's needs. As a continuing cycle students needs are addressed and catered to based on all feedback.*

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.