

2022 Annual Report

Chifley Public School



4299

Introduction

The Annual Report for 2022 is provided to the community of Chifley 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

Chifley Public School

Mitchell St

Malabar, 2036

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

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

9661 3014

School vision

Chifley Public School Vision

To empower our students through opportunity and excellence.

Chifley Public School Mission Statement

Chifley Public School will deliver equitable, high quality educational opportunities through high level commitment in all areas of learning.

School context

Chifley Public School is a positive, friendly and inclusive community school. Our students are known, valued and cared for by experienced, professional and dedicated staff.

Our student population reflects a broad range of cultural backgrounds:

- 35% of our students identify as Aboriginal and/or Torres Strait Islander; and
- 23% of our students possess English as an Additional Language or Dialect (EAL/D).

Student wellbeing underpins our teaching & learning framework to support our students as compassionate, resilient, confident and successful learners. Grow Your Mind provides a whole school language around wellbeing, wellbeing practices, response strategies, our social connections and positive school engagement.

Individual learning needs are targeted through evidence based teaching and learning programmes and a rigorous, relevant and engaging curriculum.

Learning technologies are prioritised to strengthen authentic learning opportunities and act as an educational amplifier to access information, build content and extend outcomes.

Stand-alone STEM (Science, Technology, Engineering, Mathematics) classes see our students coding and involved in units of work that challenge them to apply creative, critical thinking skills in design & construction, robotics, electronics, 3d engineering and virtual & augmented reality.

A rich co-curricular programme extends broad educational opportunities for all our students.

Chifley Public School is an active member of the Little Bay Community of Schools, the local Aboriginal Education Consultative Group (AECG) and enjoys a strong educational partnership with UniNSW.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To drive student success and deliver clear and measurable progress through explicit teaching & learning, effective feedback and a culture of high expectations.

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.

- Learning Culture
- Classroom Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$87,982.40

Literacy and numeracy: \$4,108.00

Integration funding support: \$344,000.00

English language proficiency: \$18,540.00

Literacy and numeracy intervention: \$36,200.12

Aboriginal background: \$2,300.05

Summary of progress

The student goal setting cycle was set in Term 1 and built around high expectations and attainable challenge. Individual and negotiated goals were systematically reviewed each term through a process of feedback and reflection. Individual Education Plans (IEPs) placed a spotlight on inclusive practices and teaching & learning provisions. Personalised Learning Pathways (PLPS) were developed in partnership with parents & carers for 100% of Aboriginal students. Expectations around positive school engagements - Safe, Respectful and Active & Engaged Learners, were visually referenced across teaching & learning spaces and explicitly and incidentally reviewed throughout the year. Continuity was observable around programming expectations and the release/collegial review of the new K-2 English and Mathematics curriculum. This also included deliberate opportunities to collaboratively reflect on data/data informed practice and the integrity of professional conversations within and across teaching teams. Moving forward, Working Mathematically will be targeted through a guided, self-paced instructional model.

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
Numeracy • 32% of Year 3 and 5 students in the top 2 NAPLAN bands	• 24.39% of students in top 2 bands for Numeracy
Reading • 41.5% of Year 3 and 5 students in the top 2 NAPLAN bands	• 39.02% of students in top 2 bands for Reading
Numeracy The number of Year 5 students achieving expected growth in NAPLAN trends towards system-negotiated lower bound of 61.4%.	• N/A - no comparative data (2020 NAPLAN cancelled)
Reading The number of Year 5 students achieving expected growth in NAPLAN trends towards system-negotiated lower	• N/A - no comparative data (2020 NAPLAN cancelled)

bound of 78.64%.	
<p>School Excellence Framework - Learning Domain:</p> <ul style="list-style-type: none"> • Learning Culture - Sustaining and Growing • Wellbeing - Sustaining and Growing <p>School Excellence Framework - Teaching Domain:</p> <ul style="list-style-type: none"> • Effective Teaching Practice - Sustaining and Growing 	<p>Learning Domain:</p> <ul style="list-style-type: none"> • Learning Culture - Sustaining and Growing • Wellbeing - Excelling <p>Teaching Domain:</p> <ul style="list-style-type: none"> • Effective Teaching Practice - Sustaining and Growing
<p>Numeracy</p> <ul style="list-style-type: none"> • 36.32% of Aboriginal students achieving top 3 NAPLAN bands in numeracy 	<ul style="list-style-type: none"> • 44.44% of Aboriginal students in top 3 bands for Numeracy - above Upper Bound
<p>Reading</p> <ul style="list-style-type: none"> • 47.61% of Aboriginal students achieving top 3 NAPLAN bands in reading 	<ul style="list-style-type: none"> • 55.56% of Aboriginal students in top 3 bands for Reading - above Upper Bound

Strategic Direction 2: Systems of collaboration

Purpose

To embed systems of collaboration and data driven practice.

Initiatives

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

- Collaborative Practice
- Professional Learning

Resources allocated to this strategic direction

QTSS release: \$36,085.19

Socio-economic background: \$920.02

Professional learning: \$12,780.00

Summary of progress

Professional learning and deliberate systems of collaboration continued to be mapped out against literacy and numeracy priorities and curriculum reform with the release of the new K-2 English and Mathematics curriculum. Professional learning opportunities accommodated remote PL and online delivery platforms, including NESA accredited and DoE training modules. Professional learning gaps continued to be addressed as part of teacher Performance and Development Plans (PDPs) to ensure consistent programming and implementation of school and system-based priorities. Moving forward, continued emphasis will be placed on embedding collaborative & applied practices and the ongoing alignment of high impact professional learning against school improvement initiatives.

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
School Excellence Framework - Learning Domain: <ul style="list-style-type: none">• Assessment - Sustaining and Growing• Student Performance Measures - Sustaining and Growing	Learning Domain: <ul style="list-style-type: none">• Assessment - Sustaining and Growing• Student Performance Measures - Sustaining and Growing
School Excellence Framework - Teaching Domain: <ul style="list-style-type: none">• Data Skills and Use - Sustaining and Growing• Professional Standards - Sustaining and Growing• Learning and Development - Sustaining and Growing	Teaching Domain: <ul style="list-style-type: none">• Data Skills and Use - Sustaining and Growing• Professional Standards - Sustaining and Growing• Learning and Development - Sustaining and Growing
School Excellence Framework - Leading Domain: <ul style="list-style-type: none">• Educational Leadership - Sustaining and Growing• School Planning, Implementation and Reporting - Sustaining and Growing	Leading Domain: <ul style="list-style-type: none">• Educational Leadership - Sustaining and Growing• School Planning, Implementation and Reporting - Sustaining and Growing

Strategic Direction 3: A community of learners

Purpose

To enable students to *connect, succeed* and *thrive* as a community of learners.

Initiatives

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

- Wellbeing and Engagement
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$6,200.00

Summary of progress

Student attendance was monitored through the Learning Support Team and Personal Attendance Plans continued to reflect context. Aggregate attendance data remained unreliable due to COVID-19 spikes during 2022 and significant cold & flu season including, respiratory syncytial virus (RSV). With domestic and international borders opening up there was also an unprecedented pattern of travel throughout the year. Grow Your Mind continued to evolve as a universal student wellbeing programme and professionally/collaboratively supported across the school through QTSS allocation, digital/visual resourcing and professional learning. Tell Them From Me (TTFM) survey data identified 86.78% of students indicating positive wellbeing. Wellbeing initiatives will continue to be reinforced as part of the 2022-26 SIP.

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
Wellbeing <ul style="list-style-type: none">• 89% of students reporting positive wellbeing.	86.78% of students indicated positive wellbeing.
Attendance <ul style="list-style-type: none">• 77.7% of students attending >90% of the time.	43.92% attendance 90% of the time or more.
School Excellence Framework - Learning Domain: <ul style="list-style-type: none">• Learning Culture (Attendance) - Sustaining and Growing• Wellbeing - Sustaining and Growing	Learning Domain: <ul style="list-style-type: none">• Learning Culture (Attendance) - Sustaining and Growing• Wellbeing - Sustaining and Growing

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$344,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chifley 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"> • Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Targeted support for 15 eligible students with additional leaning and support needs built into ILPs and/or healthcare & support plans.</p> <p>After evaluation, the next steps to support our students will be: Ongoing and equitable allocation of IFS.</p>
<p>Socio-economic background</p> <p>\$7,120.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley 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"> • Collaborative Practice • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • professional development of staff through collaborative and applied practice to support student learning <p>The allocation of this funding has resulted in the following impact: Class assessment data reviews scheduled Term 1 &3. In class GYM support scheduled Term 3. Community engagement programmes included playgroups and community use arrangements.</p> <p>After evaluation, the next steps to support our students will be: Moving forward, APC&I to coordinate assessment and reporting cycle. Whole staff online GYM PL scheduled for SDD 2023.</p>
<p>Aboriginal background</p> <p>\$2,300.05</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley 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"> • Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students

<p>Aboriginal background</p> <p>\$2,300.05</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 <p>The allocation of this funding has resulted in the following impact: PLPs developed in conjunction with parents & carers for 100% of Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: Ongoing provision of specialist and culturally relevant support for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$18,540.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley 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"> Classroom Practice <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: 0.18 FTE in class support.</p> <p>After evaluation, the next steps to support our students will be: Moving forward, review and support EAL/D PL gaps.</p>
<p>Low level adjustment for disability</p> <p>\$87,982.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Chifley 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"> Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: LaST - 0.8FTE.</p> <p>After evaluation, the next steps to support our students will be: Ongoing staffing model.</p>
<p>Professional learning</p> <p>\$12,780.00</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 Chifley 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"> Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> Fill professional learning gaps - writing and phonics. <p>The allocation of this funding has resulted in the following impact: Professional learning gaps filled for all permanent and temporary teachers,</p>

<p>Professional learning</p> <p>\$12,780.00</p>	<p>including Seven Steps to Writing and Get Reading Right.</p> <p>After evaluation, the next steps to support our students will be: Monitor PL requirements through PDPs.</p>
<p>Literacy and numeracy</p> <p>\$4,108.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Chifley 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"> • Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: Hard copy and online literacy and numeracy resourcing including additional Yr 1 decodable home readers.</p> <p>After evaluation, the next steps to support our students will be: Monitor wear and tear on resources. Moving forward, update decodable home reading resource and access for low progress readers in Stage 2&3.</p>
<p>QTSS release</p> <p>\$36,085.19</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chifley 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"> • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Efficacy around expectations/delivery of universal programmes.</p> <p>After evaluation, the next steps to support our students will be: Ongoing supervision and mentoring arrangements.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Chifley Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of evidence based literacy and numeracy intervention. <p>The allocation of this funding has resulted in the following impact: 39 K-2 students received tier 1-3 literacy and numeracy intervention.</p> <p>After evaluation, the next steps to support our students will be: Monitor and track performance and progress - ongoing.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$82,128.00

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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in the following impact:
56 students targeted for small group intervention - phonics, phonemic awareness and numeracy.

After evaluation, the next steps to support our students will be:
Monitor and track performance and progress, including PLAN 2 - Check In assessments.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	80	85	92	106
Girls	86	91	104	103

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.3	90.7	89.7	87.9
1	90.7	91.4	92.2	86.1
2	90.2	91.4	92.1	87.5
3	92.2	91.9	88.8	86.1
4	89.7	90.6	94.2	87.9
5	90.2	87.4	91.7	89.0
6	87.7	87.2	88.8	81.7
All Years	90.0	90.1	91.1	86.7
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	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)	2
Classroom Teacher(s)	8.09
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.37

*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	437,207
Revenue	2,895,605
Appropriation	2,767,671
Sale of Goods and Services	1,633
Grants and contributions	119,503
Investment income	6,298
Other revenue	500
Expenses	-2,932,154
Employee related	-2,613,602
Operating expenses	-318,551
Surplus / deficit for the year	-36,549
Closing Balance	400,658

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	414,095
Equity Total	277,659
Equity - Aboriginal	115,923
Equity - Socio-economic	37,551
Equity - Language	18,540
Equity - Disability	105,645
Base Total	1,800,341
Base - Per Capita	49,525
Base - Location	0
Base - Other	1,750,816
Other Total	239,232
Grand Total	2,731,327

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

Student Survey

The "Tell them From Me" student survey was completed by 65 students from Year 4-6.

2022 was a disrupted year with community COVID spikes and a particularly virulent cold & flu session. Student attendance was significantly impacted due to isolation requirements and a degree of caution is required interpreting the "Tell Them From Me" student survey results.

Parent Survey

The "Tell Them From Me" parent survey did not provide statistically reliable data due to the low completion rate.

The parent survey was advertised extensively through school newsletters and notifications.

Teacher Survey

The "Tell Them From Me" teacher survey was completed by 54% of teachers. Teacher surveys continued to indicate a significant level of satisfaction with all of the eight drivers of student learning, in particular:

- instructional leadership and collaborative & applied practices;
- an inclusive learning culture, student engagement and responsive programming;
- evidence based practice, goal setting and student feedback; and
- educational partnerships.

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.