

2022 Annual Report

Caves Beach Public School



4367

Introduction

The Annual Report for 2022 is provided to the community of Caves Beach 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

Caves Beach Public School

Park Ave

Caves Beach, 2281

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

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

4971 1838

School vision

We support the holistic development of students with a focus on personal growth and excellence in practices to maximise every student's potential. Teachers, parents and students work in partnership to maintain high expectations and create an engaging environment where every student is known, valued and cared for.

School context

Caves Beach Primary School is located in the East Lake Macquarie area of Newcastle. It is situated in a beautiful bush-land setting close to Caves Beach. The school enjoys spacious and attractive grounds and shares borders with Swansea High School. Our school delivers excellent academic, sporting, creative and performing arts programs that ensure all students receive high quality teaching and learning activities in a safe and secure environment.

Our school enrolment is approximately 400+ students with 268 families. Within this, there are 33 students from 19 families identifying as Aboriginal. The school FOEI (Family Occupation and Employment Index) is currently 74 determining our needs based funding.

We are committed to the Values of Public Education and share this commitment with our families and whole school community. Our school values guide student wellbeing and are explicitly taught in classrooms. Values education underpins every area of school life.

Caves Beach Public School is an active member of the supportive Galgabba Community of Schools (CoS) who work collaboratively and responsively to ensure every teacher, every student, every leader improves every year.

Consultation was conducted with the whole school community through an extensive and in-depth Situational Analysis. With ongoing consultation and feedback from AECG adjustment to whole school practices were identified and are articulated in the 2021-2024 Strategic Improvement Plan.

The Situational Analysis also builds upon the work undertaken in the previous school planning cycle around advocacy, personalised learning and formative assessment. We have identified three areas of focus; data driven practices to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions, whole school wellbeing processes that support the wellbeing of all students where every student is known, valued and cared for, and effective partnerships in learning with parents and the community to support students to deliver their best and continually improve. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading, numeracy, attendance and wellbeing.

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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy, we will develop and sustain excellence in whole school processes. This will ensure the appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative 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.

- Personalised learning
- Data driven practices
- High Expectations underpinning Reflective Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$121,756.62

English language proficiency: \$9,051.27

Integration funding support: \$193,101.00

Socio-economic background: \$54,242.06

QTSS release: \$76,767.23

Professional learning: \$24,502.03

AP Curriculum & Instruction: \$120,456.80

Summary of progress

Our focus for 2022 in Strategic Direction 1 was on building teacher capacity to provide differentiated curriculum instruction that is responsive to the learning needs of students. Teaching staff worked with Assistant Principal, Curriculum and Instruction (APCI) and Assistant Principals (AP) to interpret and analyse Stage Snapshots, Scout data and internal Stage-based diagnostic assessments. The analysis and interpretation of this data was used to inform planning, identify interventions and modify teaching practice. Evidence of impact was demonstrated through positive student growth in internal data, NAPLAN and Check-in data, and PAT effect size which is an average of 0.57 (Year 3-6) in mathematics, 0.73 (Year 3-6) in reading and 0.53 (Year 2-6) in spelling. In Kindergarten and Year 1 there has been a focus on the explicit and systematic teaching of phonics with personalised instruction supported with decodable texts. Research snapshots (identified by NESA) provided an opportunity for teachers to participate in professional conversations about the evidence base to support effective curriculum implementation, developing teachers' knowledge of the research that underpins the syllabuses. In Years 2 to 6, teachers use data to check and understand where their students are in their learning and to plan what to do next ensuring the teaching and learning cycle was embedded in teaching programs. The extensive use of data to inform teaching across all grades ensures process quality. In 2023, we will continue to implement evidence-based practices to support the implementation of the new K-2 curriculum and build staff capacity to support 3-6 syllabus implementation in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase proportion of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN Numeracy at or above 6% from baseline data. for all students Aboriginal and non Aboriginal	In the top two bands for numeracy, there was a decrease from baseline data of 2.65%, however, an increase from 2021 of 19.93%.
School self-assessment of the School Excellence Framework (SEF) elements of 'Educational Leadership' indicates improvement from Sustaining and Growing towards further components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Educational Leadership.

Strategic Direction 2: Excellence in Wellbeing Practices

Purpose

To ensure supportive relationships are evident among staff and students and effective whole school wellbeing processes are embedded so all students connect, succeed and thrive and are known, valued and cared for.

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
- Excellence in Cultural Connectedness

Resources allocated to this strategic direction

Socio-economic background: \$3,653.00

Aboriginal background: \$32,850.02

Summary of progress

In 2022, the wellbeing initiatives were supported through our Advocacy program. Students were provided with an assigned staff advocate and formal opportunities were timetabled across each term to ensure students had the opportunity to seek support. Grow Your Minds (GYM) continued to develop with lessons taught weekly with students building a deeper understanding of self-regulation, with students being recognised at assemblies for demonstrating emotional regulation. Evidence of process quality is demonstrated through the implementation of a whole school scope and sequence and regular opportunities for the GYM team to meet and report back to all staff. The evidence of impact is demonstrated through TTFM advocacy at school where the school mean 8.4, is significantly above NSW Govt Norm 7.7 and students with positive behaviour at school is 92%, which is above NSW Govt Norm 83%. In 2022, an Aboriginal Consultant and Educator (ACE) was employed across our Galgabba Community of Schools. We continue to build cultural connectedness through an Awabakal Language Program and the ACE supported staff to build connections to our school's Aboriginal community. Evidence of impact is demonstrated in classrooms with Awabakal language is used and displayed. Data from TTFM indicates that 78% of Aboriginal students feel good about their culture. Cultural connectedness will be prioritised in 2023, with our ACE continuing to provide support for our school community, including cultural classes for our Aboriginal students. All programs will continue and develop in 2023 to ensure all students are known, valued and cared for.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students reporting positive sense of Wellbeing (sense of belonging, Advocacy and Expectations for Success) at or above lower bound target.	89.93% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward school-based progress measure.
School self-assessment of the School Excellence Framework (SEF) elements of Wellbeing indicates some improvement from baseline data of Sustaining and Growing and working towards Excelling.	Annual progress measure: School self-assessment of the elements 'Wellbeing' will improve from Sustaining and Growing to Excelling. It is important to note that a planned approach to wellbeing and behaviour were identified as being at Excelling.

Strategic Direction 3: Effective Community Partnerships

Purpose

To promote a culture of high expectations and establish an informed community to ensure optimum impact on student learning, with school community recognising the importance of implementing exemplary practices and being responsive to feedback.

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.

- Attendance
- Community Engagement

Resources allocated to this strategic direction

Summary of progress

In 2022, school systems and procedures in attendance were adjusted to support DET guidelines. Universal preventions continued from 2021, through weekly newsletters, where regular attendance was promoted to ensure parents and carers were aware of department expectations and the impact of non-attendance. An attendance committee had fortnightly meetings to address attendance concerns and targeted strategies were adapted and monitored for students requiring interventions. This information was regularly shared with staff at communication meetings. All staff revised SCOUT, accessing attendance and engagement data with a focus on cohorts. Although we have not met our targets, we are above State and SSSG for students who are attending 90% of the time or greater. With the implementation of a systematic phonics program, parents were able to access a parent information recording through teachers' Seesaw accounts. Seesaw continued to be the 'hub' of parent/ teacher communication with regular updates and student work samples. Evidence of impact is demonstrated through TTFM where our school is above the NSW Govt norm in two-way communication. This year we implemented an additional Kindergarten transition process where all students were met by K-2 Assistant Principal and initial interviews were conducted to ensure a smooth transition in 2023. In 2023, we will continue to build community partnerships through active involvement, engaging in strong collaborations among all stakeholders.

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
To increase the proportion of students who are attending 90% of the time or greater to achieve an uplift at or above lower bound target.	The number of students attending greater than 90% of the time or more has decreased from baseline data by 23.93%.
School self-assessment of the School Excellence Framework (SEF) elements of Learning Culture indicates improvement from Sustaining and Growing to components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning Culture. Within this element, the themes of Transitions and Continuity of Learning and Attendance are Excelling.
School self-assessment of the School Excellence Framework (SEF) elements of 'School Planning, Implementation & Reporting' indicates improvement from baseline data of Sustaining and Growing to components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of School Planning, Implementation and Reporting.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$193,101.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Caves Beach 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"> • Personalised learning <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>
<p>Socio-economic background</p> <p>\$57,895.06</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Caves Beach 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"> • Personalised learning • High Expectations underpinning Reflective Practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Tell Them From Me data indicates that 95% of students value school outcomes and believe what they are learning at school is important for their future.</p> <p>After evaluation, the next steps to support our students will be: to review the HPGE identification process, increase opportunities for students across key learning areas and purchase resources to support programs.</p>
<p>Aboriginal background</p> <p>\$32,850.02</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Caves Beach 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"> • Excellence in Cultural Connectedness

<p>Aboriginal background</p> <p>\$32,850.02</p>	<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 (Aboriginal Consultant in Education) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact:</p> <p>- Tell Them From Me data indicated that 76% of Aboriginal students feel good about their culture.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning and continued support provided by ACE, to embed the Awabakal Aboriginal language program.</p>
<p>English language proficiency</p> <p>\$9,051.27</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Caves Beach 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"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: student demonstrated growth on the EAL/D learning progressions.</p> <p>After evaluation, the next steps to support our students will be: ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$121,756.62</p>	<p>Low level adjustment for disability equity loading provides support for students at Caves Beach 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"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: an effect size that is considerably higher than a year's worth of learning in mathematics, reading, and spelling. The school has refined systems and data collection, through triangulation of data, to provide targeted intervention.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$24,502.03</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 Caves Beach Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Professional learning</p> <p>\$24,502.03</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations underpinning Reflective Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the SIP and develop the capacity of staff. • implementation of Teaching Sprints to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Tell Them From Me Data indicates that teachers are supported by leadership to improve their professional practice in a supportive environment.</p> <p>After evaluation, the next steps to support our students will be: to continue to consolidate the effective implementation of the 'Teaching Sprint' model to enhance student outcomes as determined through ongoing data analysis.</p>
<p>QTSS release</p> <p>\$76,767.23</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Caves Beach 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"> • Personalised learning • Data driven practices • High Expectations underpinning Reflective 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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use data to inform their teaching practice. They clearly understand, develop and apply a range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.</p> <p>After evaluation, the next steps to support our students will be: to refine whole-school assessment programs so data triangulation can better support informed decision-making and enhance student academic growth.</p>
<p>COVID ILSP</p> <p>\$94,006.00</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 <p>The allocation of this funding has resulted in the following impact: majority of the students in the program achieving significant progress towards their personal learning goals.</p>

<p>COVID ILSP</p> <p>\$94,006.00</p>	<p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
--------------------------------------	---

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	224	202	208	202
Girls	191	205	194	182

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	95.1	94.9	89.5
1	93.5	94.1	93.9	89.0
2	93.4	93.4	94.5	88.9
3	92.9	94.2	93.6	88.0
4	91.9	93.8	92.9	88.0
5	94.7	93.6	92.8	89.1
6	91.6	91.7	93.2	86.9
All Years	93.3	93.7	93.7	88.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	13.9
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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	692,214
Revenue	3,885,093
Appropriation	3,714,087
Sale of Goods and Services	8,617
Grants and contributions	159,538
Investment income	2,851
Expenses	-3,760,852
Employee related	-3,247,185
Operating expenses	-513,667
Surplus / deficit for the year	124,241
Closing Balance	816,456

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	193,101
Equity Total	221,553
Equity - Aboriginal	32,850
Equity - Socio-economic	57,895
Equity - Language	9,051
Equity - Disability	121,757
Base Total	2,753,095
Base - Per Capita	101,577
Base - Location	0
Base - Other	2,651,517
Other Total	297,700
Grand Total	3,465,448

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 SATISFACTION

140 students from Years 4, 5 and 6 participated in the Tell Them From Me survey in 2022.

- 72% of students have a positive sense of belonging.
- 94% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 92% of students display positive behaviour and do not get in trouble at school for disruptive or inappropriate behaviour.
- 89% of students try hard to succeed in their learning.

TEACHER SATISFACTION

78% of teachers participated in People Matter survey in 2022. The highest favourable scores included;

- role clarity and support
- customer service
- ethics and values
- teamwork and collaboration

PARENT/ CARER SATISFACTION

There were 40 respondents to the Tell Them From Me parent survey. Our school performed above NSW Government Norms in the following areas:

- two-way communication with parents
- parents support learning at home
- school supports learning
- school supports child's behaviour

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.