

# 2022 Annual Report

Gillwinga Public School



4421

## Introduction

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

---

Gillwinga Public School

Hyde St

South Grafton, 2460

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

[gillwinga-p.school@det.nsw.edu.au](mailto:gillwinga-p.school@det.nsw.edu.au)

6642 2344

## School vision

At Gillwinga Public School we work in partnership with parents, carers and the wider school community to empower students to continually improve and become lifelong learners.

All students are nurtured in an inclusive environment to develop physically, mentally, socially, emotionally and spiritually; resulting in productive, global citizens.

## School context

Gillwinga Public School is an inclusive school with 60% of students identifying as Aboriginal. Gillwinga PS places an emphasis on evidence based literacy and numeracy instruction catering for the individual needs and abilities of each student. We prioritise student outcomes in Literacy and Numeracy with AP Curriculum and Instruction leading high impact professional learning. We have an innovative Library and ICT Learning Centre where students are engaged and challenged with the latest resources.

We engage with local Aboriginal Education Consultative Group (AECG) to provide our students a strong connection with local Aboriginal Culture and Language.

Gillwinga PS is a Positive Behaviour for Learning school providing a safe, respectful and responsible environment focusing on well-being, quality teaching of resilience with students having a strong sense of belonging.

We focus on providing students the opportunity to:

- \* Be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- \* Be respected, valued, encouraged, supported and empowered to succeed.
- \* Grow and flourish, do well and thrive.

With our Equity funding we allocate resources to support the engagement, health and wellbeing of all students through a variety of programs - Aboriginal Culture and Language Teacher, Goori Group, Rock and Water, Girls Group, Guitar Lessons, Dance Instructor, Speech and Occupational Therapists, Breakfast Program and Skipping Team.

A comprehensive Situational Analysis has been conducted and Strategic Directions and Initiatives shared with the AECG and Parents and Citizens Association for consultation.

## 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Teachers engage in collaborative analysis of data to understand the impact of teaching on learning. Teachers use evidence based teaching strategies and provide individualised feedback, in order to challenge their students and encourage continuous improvement.

### Initiatives

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

- Collaboration
- Effective Classroom Practice

### Resources allocated to this strategic direction

**Professional learning:** \$12,456.26

**AP Curriculum & Instruction:** \$180,685.20

**Low level adjustment for disability:** \$139,886.48

**Aboriginal background:** \$95,926.24

**QTSS release:** \$28,500.41

**Integration funding support:** \$97,713.00

**Socio-economic background:** \$25,000.00

### Summary of progress

In 2022 a focus was placed on strengthening quality teaching of reading . The AP C and I invested in developing quality professional learning that targeted the context of our school and the professional development needed for teachers to strengthen their practice to improve the teaching of reading.

Another focus was placed on developing assessment literate learners by using a systematic style of planning and programming in our school. This system focused on embedding quality assessment practices into teaching and learning. Teachers collaboratively planned tasks and moderated student work samples in writing. This resulted in consistent teacher judgement, streamlined approach to assessment guidelines and using the data to inform teaching.

### 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
Achievement of 2022 system negotiated targets: <ul style="list-style-type: none"><li>• Top 2 bands NAPLAN numeracy increase of 6.5% from baseline.</li></ul>	8% of students in year 3 are working in the top 2 bands. There has been a decrease in students achieving in the top 2 bands from 2021- 2022.  5% of students are in year 5 working in the top 2 bands. There has been a 1% increase of students in top 2 bands from 2021- 2022.
Achievement of 2022 system negotiated targets: <ul style="list-style-type: none"><li>• Top 2 bands NAPLAN Reading increase of 4.5% from baseline.</li></ul>	7% of students in year 3 are working in the top 2 bands. this is a 7% increase from 2021 as no students were working in band 5 or 6.  9% of students are working in top 2 bands. 2021 data shows 13% of students working top 2 bands. there has been a 4% decrease of students in top 2 bands.
Achievement of 2022 system negotiated targets:  Increase % of students achieving at or above expected growth from baseline by 10.3% in Numeracy.	No NAPLAN in 2020 therefore no data to determine expected growth for 2022.

<p>Achievement of 2022 system negotiated targets:</p> <p>Increase % of students achieving at or above expected growth from baseline by 9.5% in Reading.</p>	<p>No NAPLAN in 2020 therefore no data to determine expected growth for 2022.</p>
<p>Improvement Measurements by the Schools Excellence Framework.</p> <p><b>Learning Domain</b> Assessment - Excelling</p> <p><b>Teaching Domain</b></p> <p>Effective Classroom Practice - Sustaining and Growing</p> <p>Data Skills and Use - Excelling</p> <p>Learning and Development - Excelling</p> <p><b>Leading Domain</b> Educational Leadership- Excelling</p>	<p>A school investment towards measuring growth with the School Excellence Framework is regularly reflected and evaluated. 2022 SEF SaS indicated:</p> <p><b>Learning Domain</b></p> <p>Assessment - Sustaining and Growing</p> <p><b>Teaching Domain</b></p> <p>Effective Classroom Practice - Sustaining and Growing</p> <p>Data Skills and Use - Delivering</p> <p>Learning and Development - Delivering</p> <p><b>Leading Domain</b></p> <p>Educational Leadership- Sustaining and Growing</p>

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement.

### 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.

- Partnerships in Learning
- Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$407,799.61

**Aboriginal background:** \$200,000.00

**Per capita:** \$38,659.97

**Location:** \$1,208.50

**Professional learning:** \$6,000.00

### Summary of progress

During 2022, the leadership team invested in developing a wellbeing procedure that supported student and teacher relationships. The procedures have provided clear and consistent expectations and pathways for rewards and consequences. A significant impact of the wellbeing procedures is the significant reduction in suspension data. Suspensions over 2021 to 2022 have significantly decreased with 30 suspensions in 2021 to 4 in 2022. Student feedback in the 2022 Tell Them From Me survey reflects significant increase in positive student behaviours at school. This can be attributed to a strategic focus on reviewing school wellbeing practices. As a result the Positive Behaviour for Learning (PBL) program was reviewed and refined procedures implemented across the school, embedding a whole school behaviour matrix. Staff regularly attended to analysing Sentral data, focusing on reducing the number of negative incidents occurring. In 2023 the school will explore visible learning strategies through What Works Best professional learning to improve student engagement, interest and motivation in their learning.

In 2022 Student attendance at Gillwinga Public school was above that of state and local schools, with an average of 83% of students attending school each day. Throughout the year staff maintained a close observation on individual student attendance, supported by classroom teaching awareness of whole class attendance, celebrating positive attendance and enhancing positive communications between school and home. In 2023 the school will strive to reduce the number of 'unexplained absences' by further strengthening the school-home communications regarding attendance.

### 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 % of students attending 90% of the time from the baseline by 3.3%.	40.9% of students are attending 90% of the time this is above DoE state average and network.
Increase Student Sense of Belonging by 4% from Tell Them From Me 2021 results.  Increase Students with Positive Behaviour by 15% from Tell Them From Me from 2021 results.  Increase Students who are Interested and Motivated by 6% from Tell Them From Me from 2021 results.	TTFM Student Sense of belonging has decreased 72%- 55%,  Positive behavior has increased by 9%.  Students who are interested and motivated has decreased by 8%.  An explanation of this decrease in student data could be from sample size - In 2021 students in years 5 and 6 completed TTFM and in 2022 yrs 4,5 and 6 completed TTFM.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$97,713.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gillwinga Public School in mainstream classes who require moderate to high levels of adjustment.</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>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students receiving explicit and targeted support to progress towards achieving their PLP goals . All teachers have been supported to professionally upskill and implement strategies for students to access learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To strategically utilise the integration funding to support the specific educational needs for the students as identified within the learning and support team. Stronger partnerships will be supported through planned meetings with parents/ carers and external providers ensuring progress towards educational outcomes</p>
<p>Socio-economic background</p> <p>\$432,799.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gillwinga 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>• Collaboration</li> <li>• Partnerships in Learning</li> <li>• Wellbeing</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 wellbeing program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of SSO ( Youth Worker) and additional teaching staff to support the new wellbeing procedures in the school which has resulted in over 80% decrease in suspension data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to refine the wellbeing procedures to support students.</p>
<p>Aboriginal background</p> <p>\$295,926.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gillwinga 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</b></p>

<p>Aboriginal background</p> <p>\$295,926.24</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Partnerships in Learning</li> <li>• Wellbeing</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 deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students engaging in cultural activities and language lessons on a weekly basis. Students in stage 3 have also accessed specialist learning in local Aboriginal culture through Goorie group combined with another school. This can be evidenced by a Tell Them from Me survey where 80% of Aboriginal students feel good about their culture when they are at school. 77% of Aboriginal students agree that teachers have a good understanding of their culture</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ specialist language tutor, Aboriginal SLSO staff and cultural mentor to upskill teachers in using strategies in their teaching and learning programs to provide inclusive learning opportunities. Encourage community input into developing a cultural space at our school.</p>
<p>Low level adjustment for disability</p> <p>\$139,886.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Gillwinga 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>• Collaboration</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Clear learning and support processes and procedures for identifying learning and support needs with relevant data to support the referral process.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Refine the roles within the learning and support team to coordinate targeted support for students with a disability.</p>
<p>Professional learning</p> <p>\$18,456.26</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 Gillwinga 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>• Collaboration</li> <li>• Wellbeing</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul>

Professional learning \$18,456.26	<p><b>The allocation of this funding has resulted in the following impact:</b> A significant increase in student reading levels in k-2.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support the model targeting student interventions strategies across K-6 in the form of target groups. Target groups will be monitored and supported by the AP C and I and the learning and support team.</p>
QTSS release \$28,500.41	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gillwinga 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>• Collaboration</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 staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> AP C and I was able to coordinate staff release for PL aligned to improving the teaching of reading across k-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> AP C and I to upskill teachers in new curriculum and release teachers to collaboratively plan to improve students understanding of text.</p>
COVID ILSP \$120,360.00	<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 funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Significant increase in reading levels for students across K-2 and improvement in stage 2.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support the Increase of students understanding of text and quantifying number.</p>
Location \$1,208.50	<p>The location funding allocation is provided to Gillwinga 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>• Partnerships in Learning</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>• subsidising student excursions to enable all students to participate</li> <li>• lease of bus to improve attendance and access to extra learning opportunities across the community.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

Location	Improving attendance across our school by supporting students and families to ensure educational opportunities.
\$1,208.50	<b>After evaluation, the next steps to support our students will be:</b> Monitor the attendance of students and continue to support families who have needs that prevent them accessing supports within the community.

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	84	81	82	80
Girls	59	69	71	83

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	84.8	91.1	90.4	83.5
1	85.2	85.9	90.4	83.0
2	92.4	85.6	85.6	83.6
3	87.5	84.9	88.1	80.3
4	87.4	81.1	93.6	82.3
5	88.5	87.9	86.9	88.8
6	84.1	85.7	86.3	84.1
All Years	87.1	86.1	88.7	83.8
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	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)	3.2
Classroom Teacher(s)	6.24
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	1.81

\*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>	239,151
<b>Revenue</b>	3,291,008
Appropriation	3,241,844
Sale of Goods and Services	19,037
Grants and contributions	26,853
Investment income	3,273
<b>Expenses</b>	-3,084,748
Employee related	-2,784,584
Operating expenses	-300,163
<b>Surplus / deficit for the year</b>	206,260
<b>Closing Balance</b>	445,411

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	97,713
<b>Equity Total</b>	868,612
Equity - Aboriginal	295,926
Equity - Socio-economic	432,800
Equity - Language	0
Equity - Disability	139,886
<b>Base Total</b>	1,338,274
Base - Per Capita	38,660
Base - Location	1,209
Base - Other	1,298,406
<b>Other Total</b>	538,910
<b>Grand Total</b>	2,843,509

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

The School collects data from parents using the Tell Them From ME surveys. The parent survey indicated significant support from parents as the School Mean was above NSW govt School Mean in all areas of 'Partners in learning' Parent survey. Parents indicating, they feel welcome at school, Our School supports positive behaviour and our school parents are well informed. Our school continues to build strong relationships with parents and the community.

The teacher survey 'Focus on learning' indicated teachers felt the leadership team were providing them with opportunities for collaboration and support with professional growth . Teachers also indicated stronger connections with parent engagement.

The student snapshot indicated an increase in student effort towards the success of their learning. Students also indicated positive behavior for learning influenced these behaviours . The school mean responses were higher then NSW state mean in effective use of learning time and explicit teacher practices and feedback informs student learning goals.

# 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.