

2022 Annual Report

Figtree Heights Public School



4462

Introduction

The Annual Report for 2022 is provided to the community of Figtree Heights 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.

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School vision

Figtree Heights Public School is built on a strong sense of community and a culture of caring for one another. We ensure that we provide a highly supportive and inclusive environment that challenges all students to strive to meet their individual potential.

At Figtree Heights Public School we value our students' academic ability, and also their social, emotional and personal growth. It is a place to foster positive relationship skills, build resilience, establish a growth mindset and become equipped with the skills necessary to adapt to our ever changing world.

School context

Figtree Heights Public School (est.1972), is located at the base of the Illawarra escarpment between Mount Kembla and Mount Keira. The current school population comprises of approximately 200 students from a range of cultural, religious and socio-economic backgrounds. Over the past 3 years 17-20% of our students have a language background other than English and students who identify as Aboriginal have accounted for 1-3% each year.

Our small school fosters a culture of belonging in a supportive and inclusive community. This is achieved by nurturing the social, emotional and academic success of each individual and maintaining a positive and caring learning environment. Our school's long standing values are Excellence, Integrity, Care, Responsibility, Respect and Fairness. We are supported by a positive community and an active P&C. Additionally, we are supported by an on site Out of School Hours (OoSH) service. Our 2022 staffing allocation caters for 8 classes, 2 library days, 3 days of an Assistant Principal, Curriculum and Instruction, 2.5 days of a Learning and Support Teacher and a 1.5 days per fortnight counsellor. The 2022 *Family Occupation and Education Index* (FOEI) for Figtree Heights Public School is 0.49, having previously been 0.50 in 2021.

Educational partners, including parents, staff and students, were involved in discussions relating to our Situational Analysis, leading to the development of our Strategic Improvement Plan (SIP). In our SIP we have included systems based targets, specifically in the areas of increasing student growth in reading and numeracy as well as our constant drive for improved attendance. Within the area of student growth we will be narrowing our focus to enhance our use of data driven practices, explicit teaching and continual development of teacher capacity to best support such growth.

Another area of focus will include goal setting, feedback and setting high expectations as we promote skills required for students to develop into self-motivated and directed learners. The third area identified for improvement is that of positive student wellbeing and overall mental health, given the data to support how this affects academic achievement and pro-social and responsible lifestyles later in life (ACU and Erebus International 2008; CESE 2019; O'Connor et al. 2019).

Therefore our strategic targets for this Situational Improvement Plan are:

- Student growth and attainment
- Self-directed learners
- 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	Delivering
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 enable every student to reach their learning potential through improved student growth and achievement in literacy and numeracy. This is driven through a culture of continuous school improvement and 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.

- Building teacher capacity
- Being data wise

Resources allocated to this strategic direction

Low level adjustment for disability: \$57,460.50

Professional learning: \$14,629.10

AP Curriculum & Instruction: \$90,342.60

QTSS release: \$42,176.01

Integration funding support: \$116,333.00

Refugee Student Support: \$1,375.36

Aboriginal background: \$3,085.70

English language proficiency: \$31,435.69

Summary of progress

The focus for 2022 was on building teacher capacity and developing data wise practices. This involved teachers engaging in professional learning with the introduction modules for the new curriculum in English and mathematics. K-2 teachers extended their focus by implementing the reading program *InitiaLit*. Teachers employed evidence-based effective teaching strategies using the *InitiaLit* program that follows the "The Big 6" from the *Science of Reading*. Collaboration time was provided for teachers to analyse and interpret their assessment data and plan teaching and learning programs.

The Learning and Support team continued delivering the targeted reading program *MiniLit* to provide intervention for students who required further support in reading. As a result, all teachers have a sound understanding of student assessment and data concepts as they collect and interpret data to inform planning, modify teaching practice and identify targeted interventions.

The Assistant Principal, Curriculum and Instruction (APCI) delivered professional development focusing on number talks to build teacher capacity to enhance students' numeracy knowledge and skills. Teachers were provided with the text *Number Talks* to support the implementation of lessons. Teachers had the opportunity to observe demonstration lessons in each class across K-6. As a result, high quality teaching practices were enhanced through collaborative feedback and mentoring practices. By engaging teachers in ongoing disciplined dialogue, accountability and evidence-based planning with knowledge of the Professional Standards for Teachers we have increased staff capacity.

Next year, we will extend the implementation of *InitiaLit* and number talks to develop greater student efficiency in reading and numeracy by using evidence-based programs/pedagogy in literacy and numeracy. The APCI will share best practice models in programming, assessment and quality teaching to drive student achievement by increasing teacher capacity. Assessment and data will be streamlined so that teachers analyse and interpret data to monitor student progress and drive quality 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
Increase the proportion of students achieving expected growth in NAPLAN Reading toward the lower bound system-negotiated target of 63.7%.	Growth data is unavailable in 2022 due to the absence of NAPLAN 2020.

Increase the proportion of students achieving expected growth in NAPLAN Numeracy toward the lower bound system-negotiated target of 62.3%.	Growth data is unavailable in 2022 due to the absence of NAPLAN 2020.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Numeracy to be at or above the lower bound system negotiated target of 50.7%.	2022 NAPLAN data indicates 33.33% of students are in the top two skill bands for Numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in professional learning using Number Talks to support mathematical thinking strategies of students.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to be at or above the lower bound system negotiated target of 59.2%.	2022 NAPLAN data indicates 43.48% of students are in the top two skill bands for Reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in professional learning using decodable texts to support early reading development.

Strategic Direction 2: Self-directed Learners

Purpose

To foster a shared commitment to aspirational expectations of learning progress so that students are actively challenged, engaged and responsible for the achievement of their personal best.

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.

- Goal setting
- Feedback

Resources allocated to this strategic direction

Low level adjustment for disability: \$15,593.28

Summary of progress

The focus for 2022 was on implementing visible learning strategies in all classrooms.

This involved collaborating, sharing and developing school specific strategies from *What Works Best*.

As a result teachers relished in opportunities to collaborate, share and reflect upon quality feedback practices through classroom observations and sharing opportunities. Walkthroughs occurred to ensure consistency of practice across the school. Students have a clear understanding of how to improve their goals and participate in conferencing sessions with their teachers. Teachers and students collaboratively refine or plan new goals and determine effective ways to monitor progress towards mastery.

Next year the focus will be the continuation of the strategies and processes implemented. This will support further improvement towards students becoming more self directed and invested in their learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Tell Them From Me student survey indicates an increased score in the measure 'students with a positive growth orientation'.	Tell Them From Me data shows 66% of students identify as having positive growth orientation at the end of the year, down from 77% in June. Girls remained stable at 78% at both check ins, while boys went from 70% to 56%.
Increase the percentage of students able to articulate their learning goals in literacy and numeracy to improve learning outcomes.	Teachers reported that approximately 70% of students were able to articulate their learning goal in literacy and numeracy.

Strategic Direction 3: Wellbeing

Purpose

To provide a supportive, inclusive learning environment that encourages students to be engaged, resilient, successful learners and active citizens.

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 Inclusion

Resources allocated to this strategic direction

Socio-economic background: \$12,019.71

Professional learning: \$5,000.00

Summary of progress

The focus for 2022 was on implementing the Inclusive, Engaging and Respectful Schools Reform (IER).

This involved a collaborative process involving students, staff, parents and community to create and execute a functional School Behaviour, Support and Management Plan.

As a result staff engaged in professional learning based on the IER reform, aligned themselves with current DoE policy and procedure and implemented the new behaviour strategy. Our plan was shared across different school networks.

Next year the focus will be on student attendance, as health restrictions placed all initiatives on hold. This will support further improvement towards supporting positive school attendance. 2023 is also when the Restrictive Practices framework, policy and procedures will be implemented.

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
Self-assessment against the School Excellence Framework in the element 'Wellbeing' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element 'Wellbeing' shows the school currently performing at Sustaining and Growing.
Increase the proportion of students attending school 90% or more of the time to the lower bound system-negotiated target of 91.7%.	The number of students attending greater than 90% or more of the time is 47.7% indicating progress yet to be seen toward the lower bound target of 91.7%.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) toward the lower bound system negotiated target of 87.6%.	Tell Them From Me data shows 85.32% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating we are close to achieving the lower bound target of 87.6%.

Funding sources	Impact achieved this year
Refugee Student Support \$1,375.36	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Being data wise Overview of activities partially or fully funded with this targeted funding include: • employment of additional staff for targeted student support The allocation of this funding has resulted in the following impact: Students receive individual assistance from an SLSO to support their learning. After evaluation, the next steps to support our students will be: Students will continue to be monitored by the Learning and Support Team and support put in place as required.
Integration funding support \$116,333.00	Integration funding support (IFS) allocations support eligible students at Figtree Heights Public School in mainstream classes who require moderate to high levels of adjustment. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Being data wise Overview of activities partially or fully funded with this targeted funding include: • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for targeted professional learning to support students The allocation of this funding has resulted in the following impact: Tailored support was provided to identified students. Training was undertaken by staff to best provide such support. After evaluation, the next steps to support our students will be: Our Learning and Support Team will continue to monitor identified students and put required support structures in place, including timetabling SLSO time.
Socio-economic background \$12,019.71	Socio-economic background equity loading is used to meet the additional learning needs of students at Figtree Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Wellbeing and Inclusion Overview of activities partially or fully funded with this equity loading include: • employment of additional staff to support identified students. • providing families with economic support for educational materials, uniform, equipment and other items The allocation of this funding has resulted in the following impact: SLSO support has been provided to identified students, meetings have been held with relevant stakeholders and financial support has been given

Socio-economic background \$12,019.71	to identified families enabling students to have access to uniforms, excursions and required school supplies. After evaluation, the next steps to support our students will be: Ongoing SLSO and financial support will be provided to identified students and families.
Aboriginal background \$3,085.70	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Figtree Heights 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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Being data wise Overview of activities partially or fully funded with this equity loading include: • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency The allocation of this funding has resulted in the following impact: Identified students were provided with SLSO support in areas of need and we started to build cultural awareness across our school community. After evaluation, the next steps to support our students will be: Continue to build on the cultural and historical knowledge of staff, and provide personalised support to identified students as required.
English language proficiency \$31,435.69	English language proficiency equity loading provides support for students at all four phases of English language learning at Figtree Heights Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Being data wise Overview of activities partially or fully funded with this equity loading include: • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support The allocation of this funding has resulted in the following impact: AEL/S students were provided with tailored support, including withdrawal groups and classroom assistance with our LaST and SLSOs. Training was undertaken by staff to best provide such support. After evaluation, the next steps to support our students will be: The Learning and Support Team will continue to monitor the progress of our EAL/D students through the EAL/D Learning Progression and ESL scales, and support them accordingly.
Low level adjustment for disability \$73,053.78	Low level adjustment for disability equity loading provides support for students at Figtree Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan

Low level adjustment for disability \$73,053.78	including: • Building teacher capacity • Feedback Overview of activities partially or fully funded with this equity loading include: • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention through InitialLit to increase learning outcomes in literacy • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students The allocation of this funding has resulted in the following impact: The evidence based program, InitialLit, was purchased to support K-2 students. Our LaST undertook training and then supported teachers in the implementation of this program. Identified students K-6 received individual assistance from an SLSO to support their learning. After evaluation, the next steps to support our students will be: InitialLit will continue to run K-2, and the supporting programs of MiniLit and MacqLit will continue with students who require intervention. SLSO time will be provided for students who require low level adjustments.
Professional learning \$19,629.10	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 Figtree Heights Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Building teacher capacity • Wellbeing and Inclusion Overview of activities partially or fully funded with this initiative funding include: • engaging in PL for all staff to unpack evidence-based approaches to teaching mathematics • purchase staff copies of 'Number Talks' to support PL • employment of additional staff to support delivery of targeted initiatives • engaging in PL for all staff to become familiar with the new IER reforms The allocation of this funding has resulted in the following impact: Staff completed PL on Number Talks and Talk Moves. This was well received by staff who were then able to put into practice what they had been learning about as we engaged in Teaching Sprints. All teachers received a copy of the text 'Number Talks' by Sherry Parrish. APCI did Number Talks demonstration lessons in each class, K-6 and engaged in co-planning, resourcing and implementation. Teachers engaged in lesson observations with buddy teachers. Time was also allocated to allowing staff to become familiar with the new IER reforms, and developing our School Behaviour Support and Management Plan. After evaluation, the next steps to support our students will be: Number talks will be used as a gateway to the Working Mathematically in the new syllabus. We will continue to implement changes, and educate all stakeholders, in line with the new IER reforms.
QTSS release \$42,176.01	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Figtree Heights Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Building teacher capacity

QTSS release \$42,176.01	Overview of activities partially or fully funded with this initiative funding include: • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff The allocation of this funding has resulted in the following impact: Additional staff were utilised to implement InitaLit and to support teachers in class. Time was provided in the form of planning days. These were for teachers to plan and prepare for the implementation of the new K-2 curriculum, to enable consistent teacher judgement in reporting and to jointly work on data analysis and assessment. After evaluation, the next steps to support our students will be: In 2023 we will support K-2 staff to implement the new curriculum and 3-6 staff to engage in their new curriculum as available. Time will continue to be allocated for planning days, and also to allow our Learning and Support Team to further support teachers in class.
COVID ILSP \$55,383.00	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. 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 teacher to deliver small group tuition The allocation of this funding has resulted in the following impact: Small group tuition sessions were run with groups of 2-5 students. Data was collected regularly, to identify student cohorts, plan, implement and monitor precise intervention strategies and to improve outcomes for all students. Student goal setting, monitoring and feedback is a core part of learning. Data showed regular student growth in focus areas. After evaluation, the next steps to support our students will be: Intervention strategies will continue to be implemented through small group tuition, targeting specific needs based on the data collected

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	115	115	111	105
Girls	117	114	104	96

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	95.9	94.3	91.0
1	94.4	95.2	95.1	90.9
2	94.2	95.6	94.8	90.3
3	94.7	94.8	94.5	87.6
4	92.8	94.4	93.3	89.6
5	93.8	94.8	93.0	87.3
6	94.0	96.4	91.0	86.7
All Years	94.1	95.3	93.8	89.0
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)	2.6
Classroom Teacher(s)	7
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.32

*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	440,526
Revenue	2,272,300
Appropriation	2,151,795
Sale of Goods and Services	9,489
Grants and contributions	107,350
Investment income	3,566
Other revenue	100
Expenses	-2,282,301
Employee related	-1,965,125
Operating expenses	-317,176
Surplus / deficit for the year	-10,001
Closing Balance	430,525

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	117,708
Equity Total	119,595
Equity - Aboriginal	3,086
Equity - Socio-economic	12,020
Equity - Language	31,436
Equity - Disability	73,054
Base Total	1,637,943
Base - Per Capita	54,326
Base - Location	0
Base - Other	1,583,617
Other Total	191,963
Grand Total	2,067,209

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

In 2023 we utilised the *Tell Them From Me (TTFM)* surveys to gather data on parent/caregiver, student and staff satisfaction.

Parents/Caregivers:

50 parents completed our *TTFM* survey between 24 October and 6 November 2022. This survey included seven separate measures, scored on a ten-point scale.

The area with the highest score was in 'Parents feel welcome' with an overall average of 6.6. In this area the one descriptor that received the highest score was 'The school's administrative staff are helpful when I have a question or problem'. The only individual descriptor that received a score of under 6.3 was 'Parent activities are scheduled at times when I can attend' with a score of 4.6.

The area with the lowest score was 'Parents are informed' with an overall average of 5.2. The individual descriptor with the lowest score was 'I am informed about my child's social and emotional development' at 3.8. The highest individual descriptor in this area was 'Reports on my child's progress are written in terms I understand', scoring at 6.7.

Students:

Our students completed the *TTFM* surveys twice in 2022, once in June (71 students) and then again in October (78 students).

The area with the biggest discrepancy as compared to the NSW norm, with both surveys having around a -30% difference, was when identifying as having 'positive homework behaviours'.

When looking at 'intellectually engaged' our students identified under the NSW norm for being 'interested and motivated', but generally on trend for both 'effort' and 'quality instruction'.

In both surveys our students reported to be lower than the NSW norm when identifying as having a 'sense of belonging', however, again in both surveys they were over the NSW norm for having 'positive relationships'.

On a ten-point scale, the four areas associated with student engagement (quality instruction, positive teacher-student relations, positive learning climate and expectations for success) were all within 0.5 of the NSW norm.

Staff:

7 respondents completed our *TTFM* staff survey between 25 October and 1 November 2022. This survey included the Eight Drivers of Student Learning, scored on a ten-point scale.

The area that scored the highest for staff was 'Data informed practices' with an average of 8.5. Of the descriptors in this area, 'My assessments help me understand where students are having difficulty' scored the highest at 9.3.

The area with the lowest overall average was 'Leadership' with a score of 6.2. In this area the highest individual descriptor, at 7.1, was 'School leaders have provided guidance for monitoring student progress' which aligns with our highest scoring area focusing on data informed practices. The lowest scoring individual descriptor was 'School leaders have taken time to observe my teaching'. As a result we are looking at changing our PDP practice of staff choosing who observes and provides feedback on their teaching, to include a supervisor observation.

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.