

# 2022 Annual Report

## Denham Court Public School



4672

# Introduction

The Annual Report for 2022 is provided to the community of Denham Court Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Denham Court Public School  
Commissioners Drive and Willowdale Drive  
Denham Court, 2565  
<https://denhamcourt-p.schools.nsw.gov.au>  
[denhamcourt-p.school@det.nsw.edu.au](mailto:denhamcourt-p.school@det.nsw.edu.au)  
02 8777 3222

## School vision

Empowering our diverse school community with the knowledge, values, and skills to succeed through choice, collaboration and innovation in an ever changing world.

[This vision has been developed by the staff in consultation with the Parents & Citizens Association and the Student Leadership team of Denham Court Public School.]

## School context

Denham Court Public School is a newly opened school in the Glenfield Network. The community is expected to experience rapid growth in the first five years of development and celebrates a wide variety of cultural backgrounds with upwards of 75% NESB.

Opening in Term 4 2021 with 378 students, the school has the capacity for 878 students, catering for students from Kindergarten to Year 6. The school includes four support classes for students with a disability, established in 2022.

Denham Court Public School incorporates an innovative and future focused educational model, including open teaching and learning areas alongside modern specialist teaching spaces. Each learning hub has capacity for four class groups utilising a co-teaching model.

Extensive collaboration with the Aboriginal Educational Consultative Group (AECG) informed the development of the school.

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

### 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.

- Professional learning for teachers
- New curriculum

### Resources allocated to this strategic direction

**Socio-economic background:** \$75,000.00  
**Low level adjustment for disability:** \$192,582.34  
**English language proficiency:** \$700,000.19  
**Integration funding support:** \$175,331.00  
**Literacy and numeracy:** \$61,857.43  
**QTSS release:** \$156,062.72

### Summary of progress

Funding was made available to the school as an Accelerated Adopter of new curriculum - for release of teachers. Due to shortage of available casual teachers the whole amount of funds was not completely expended. Next steps 2023 - continue to support roll out of new curriculum K-2 with some elements of English investigated for Years 3-6 staff.

Continue to invest in training for SLSOs to delivery tutor programs - SLSO availability is higher than casual teacher availability.

### 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
Number of teachers engaging in SLEC PL. Number of SLSOs trained to deliver Mini-Lit and Multi-Lit. Number of students receiving support via IFS. Establishment of LaST position.	<p>All teachers received training from SLEC in co-teaching and flexible use of space - school development day focus.</p> <p>One teacher and three SLSOs trained to deliver Mini-Lit and Multi-Lit - program of delivery established. 12 groups of 6 students engaged in tutoring 3 sessions per week. Results from the intervention indicated that there were 29 male students included in the program and 35 female students. 86% of males students showed improvement in reading fluency 86% of female students showed improvement in reading fluency. All students continued to progress through the lessons and pass their progress monitoring</p> <p>13 students supported by SLSO team under the IFS model for academic, social, behavioural needs in classroom and playground.</p> <p>LaST appointed at the commencement of Term 4.</p>
Number of teachers trained in New Curriculum via Accelerated Adopter initiative.	Teachers K-2 trailing new syllabus and supported by APs, DPs in their collaboration time. Additional release from class for all teacher K-2 to develop teaching & learning units and resources to support delivery and implementation.

## Strategic Direction 2: 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.

- Engagement of parent community
- Engagement of students

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$42,196.00

### Summary of progress

Parents and school communicated with NSWP&C Association to develop the steps to establishing a P&C for the school. A community meeting was held and a working group was elected. The working group developed all the policies, by-laws and related documentation to set up the P&C. An AGM was held and P&C executive were elected. Next steps 2023 - develop skills and knowledge of P&C executive to successfully lead a high functioning group that collaborates with the school in developing strategic directions. Investigate role of CLO as a way to connect parents and the school.

Whole School Learner Qualities were determined in consultation with students and staff. A unique character was designed with the disposition ministry and a graphic designer. Posters were created to showcase each Learner Quality and key points explaining each of them for students. Roll out of the qualities to take place in 2023 as the creation of the qualities and consultation took an extended period of time.

### 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
Establishment of a P&C	P&C Established.
Creation of Whole School Learner Qualities	Whole School Learner Qualities were determined including a character and seven matching posters with key points explaining each quality.

### 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.

- Whole school wellbeing process

### Resources allocated to this strategic direction

**Professional learning:** \$49,738.61

**Socio-economic background:** \$71,017.00

### Summary of progress

Staff on contracts or permanent including SLSOs were trained in Choice Theory (Basic Intensive Training) to support school wellbeing platform. Staff not trained included those on leave or arriving after the training had been organised. Next steps are to train all remaining staff including new staff in 2023.

All Exec staff completed Choice Theory Practicum to lead wellbeing platform. New executives and Team leaders to be offered training in 2023.

Exec staff involved in planning day to embed Choice Theory into the school plan utilising external consultant to ensure clarity and consistent processes. Continued support in 2023 to finalise the plan.

### 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
80% of staff completed Basic Intensive Training in Choice Theory to ensure consistent wellbeing practices.	71 % of staff completed Basic Intensive Training in Choice Theory.
All 3 Strategic Directions were determined with a Choice Theory lens.	All three strategic directions were determined with a Choice Theory Lens.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$175,331.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Denham Court 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>• Professional learning for teachers</li> <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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</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> 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><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$146,017.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Denham Court 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>• Professional learning for teachers</li> <li>• Whole school wellbeing process</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>• professional development of staff through to support student learning</li> <li>• employment of additional staff to support Mini-Lit and Mult-Lit program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Year 3 NAPLAN results  * Numeracy 82.3% in the mid to top bands  * Writing 91.2% in the mid to top bands  * Reading 92.5% in the mid to top bands  Year 5 NAPLAN results  * Numeracy 80% in the mid to top bands  * Writing 88.1% in the mid to top bands  * Reading 84.7% in the mid to top bands</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>



<p>Socio-economic background</p> <p>\$146,017.00</p>	<ul style="list-style-type: none"> <li>* continue the tutor program targeting uplift using Covid ILSP funds</li> <li>* deeper evaluation into the area of numeracy, and target this as a focus in the next SIP</li> <li>* explore a tutor program to target basic numeracy concepts for delivery by SLSOs</li> <li>* professional learning for all staff in quality assessment and teaching in literacy and numeracy</li> </ul>
<p>Aboriginal background</p> <p>\$27,994.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Denham Court Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• establishing an Aboriginal Education resource library and cultural space</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 90% Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 80% of Aboriginal students feel like their teachers have a good understanding of their culture at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* professional learning for all staff in Aboriginal cultural knowledge and understanding</li> <li>* forming networks with other local schools to share cultural knowledge, leading to development of a Junior AECG</li> </ul>
<p>English language proficiency</p> <p>\$700,000.19</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Denham Court 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>• Professional learning for teachers</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 delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> <li>* Assistant Principals provided direct support in hubs for differentiation of teaching and learning to meet needs of EAL/D learners</li> <li>* Resources were purchased to ensure all cultural groups / first language was represented in reading material</li> </ul>

<p>English language proficiency</p> <p>\$700,000.19</p>	<p>* Specialised resources and NAP teaching &amp; learning program and resources purchased</p> <p><b>After evaluation, the next steps to support our students will be:</b> to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). 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>\$192,582.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Denham Court 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>• Professional learning for teachers</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 specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <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> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• employment of LaST</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$49,738.61</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 Denham Court 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>• Whole school wellbeing process</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>• Staff including SLSOs trained in Choice Theory (Basic Intensive Training) to support school wellbeing platform</li> <li>• Exec staff training in Choice Theory Practicum to lead wellbeing platform</li> <li>• Exec staff planning day to embed Choice Theory into school plan utilising external consultant</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* 71 % of staff completed Basic Intensive Training in Choice Theory</li> <li>* Choice Theory established as the platform for our Wellbeing Practices</li> </ul>

Professional learning \$49,738.61	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* develop a School Behaviour Support &amp; Management Plan that reflects the PL gained through Choice Theory training</li> <li>* provide PL for remaining and new staff to ensure consistency of approach</li> </ul>
Literacy and numeracy \$61,857.43	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Denham Court Public School from Kindergarten to Year 6.</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>• New curriculum</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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* resourcing of classrooms with decodable reading material to support new curriculum</li> <li>* resourcing every classroom with quality texts to support delivery of quality teaching and learning programs</li> <li>* APs and DPs released to provide shoulder to shoulder Instructional Leader model to develop expertise of staff to provide quality literacy and numeracy instruction</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* continue to build resources for classrooms</li> <li>* provide systematic and ongoing PL for implementation of new syllabus for English and Maths</li> </ul>
QTSS release \$156,062.72	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Denham Court 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>• New curriculum</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> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* all K-2 staff provided PL as an Accelerated Adopter school for new curriculum</li> <li>* APs released from class to provide Instructional Leadership in classrooms to facilitate new curriculum knowledge and delivery K-6</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Continue to provide release to APs and DPs to provide Instructional Leadership in classrooms to facilitate new curriculum knowledge and delivery K-6</li> <li>* Appoint APC&amp;Is to work with Middle Leadership team to develop their expertise in quality literacy and numeracy learning - to support their IL role.</li> </ul>

<p>COVID ILSP</p> <p>\$149,963.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted 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> One teacher and three SLSOs trained to deliver Mini-Lit and Multi-Lit - program of delivery established. 12 groups of 6 students engaged in tutoring 3 sessions per week. Results from the intervention indicated that there were 29 male students included in the program and 35 female students. 86% of males students showed improvement in reading fluency 86% of female students showed improvement in reading fluency. All students continued to progress through the lessons and pass their progress monitoring</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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## Student information

### Student enrolment profile

		Enrolments
Students		2022
Boys		410
Girls		436

### Student attendance profile

School				
Year	2019	2020	2021	2022
K				86.1
1				86.8
2				86.5
3				86.0
4				88.6
5				87.0
6				87.5
All Years				86.7
State DoE				
Year	2019	2020	2021	2022
K				87.9
1				87.4
2				87.8
3				87.6
4				87.4
5				87.2
6				86.3
All Years				87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.27
Learning and Support Teacher(s)	1
Teacher Librarian	1.4
School Counsellor	1
School Administration and Support Staff	5.02

\*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 <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>	199,919
<b>Revenue</b>	8,983,712
Appropriation	8,764,297
Sale of Goods and Services	17,967
Grants and contributions	199,816
Investment income	1,033
Other revenue	600
<b>Expenses</b>	-8,466,189
Employee related	-7,390,531
Operating expenses	-1,075,657
<b>Surplus / deficit for the year</b>	517,524
<b>Closing Balance</b>	717,442

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	175,331
<b>Equity Total</b>	1,066,594
Equity - Aboriginal	27,994
Equity - Socio-economic	146,017
Equity - Language	700,000
Equity - Disability	192,582
<b>Base Total</b>	5,922,647
Base - Per Capita	206,439
Base - Location	0
Base - Other	5,716,208
<b>Other Total</b>	313,861
<b>Grand Total</b>	7,478,433

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 following is a summary from the Tell The From Me Survey conducted in October 2022.

### **Parents / Carers** (based on 44 respondents):

Areas of strength - two-way communication, well informed about school activities, parents supporting learning at home, inclusive school, safety at school

Areas for development - greater opportunities for parent input and involvement in the school, teacher expectations regarding homework completed on time.

### **Students** (based on 176 respondents):

Areas of strength - positive behaviour with low levels of disruption due to student behaviour, students try hard to succeed in their learning, 83% of students felt a strong sense of school pride.

Areas for development - developing positive relationships with other students, a stronger sense of belonging to the new school.

### **Teachers** (based on 31 respondents):

Areas of strength - support and direction from school leaders, collaboration, positive learning culture with high expectations for student learning

Areas for development - strengthened and specific feedback to students, strengthened and specific feedback to teachers on their practice, aligning A-E grades scale with classroom based assessment practices.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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