

2022 Annual Report

Willans Hill School



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Introduction

The Annual Report for 2022 is provided to the community of Willans Hill 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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School vision

Willans Hill School is a community of learners. Students are challenged to learn through personalised and inclusive programs to become valued members of society. Our focus on wellbeing, student growth and community connections empowers our students to become confident, resilient and independent learners. Success is underpinned by strong relationships, engaging and explicit instruction, delivered by committed and passionate staff.

School context

Willans Hill School is located in Wagga Wagga and caters for 71 students from age 4 to 18 with moderate or severe intellectual disabilities. Some students also have a physical disability, language or sensory impairment and/or neuro-developmental disorder. We run 10 classes of mixed ability, each class has a maximum of 8 students, with 10% of students identifying as Aboriginal and 20% of students having English as an Additional Language or Dialect. In addition to the teacher, a school learning and support officer works in each classroom to support the teacher to deliver high quality, individualised learning programs.

A Personalised Learning and Support Plan is developed in consultation with parents and carers, and reviewed throughout the year. This plan incorporates individual goals for each student as well as Australian Curriculum and NSW NESA outcomes. All programs in our school are planned with the priority of providing every opportunity for active student engagement in an environment focused on learning.

Through our consultation process with parents and carers, students, staff and aboriginal community, our high level areas for improvement were identified to be the measurement of student growth and attainment to inform practice and to support wellbeing through practices that promote engagement.

Teachers continually strive to create and maintain safe and challenging learning environments. The school demonstrates a strong commitment to supporting all students to develop their numeracy and literacy skills, in particular providing students with a way to communicate with the world around them. The school is committed to and provides an excellent work experience program and post school transition program for our high school students.

Willans Hill School is an inclusive environment that supports learning, teaching and connection. We value relationships and strong partnerships, including those with external agencies and therapeutic providers.

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

Purpose

In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data. This will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

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

- Data skills and use to inform teaching

Resources allocated to this strategic direction

English language proficiency: \$2,815.00

SSP supplementary funding: \$96,449.00

Literacy and numeracy: \$2,283.00

QTSS release: \$19,442.00

Per capita: \$33,808.24

Professional learning: \$7,773.40

Summary of progress

The focus for 2022 was to improve student learning outcomes in literacy and numeracy by developing and sustaining whole school processes for collecting and analysing data. This ensured the implementation of appropriate curriculum provision for every student was underpinned by evidence-informed strategies and embedded evaluative practice through data skills and used to inform teaching.

Teacher and leaders developed an assessment schedule across the whole school that involved systematic and targeted collection and analysis of internal data to monitor and assess student progress and plan future learning on a class, group and individual level. This included the introduction of the phonological awareness and phonic knowledge assessments, the continued implementation of the Willans Hill School Numeracy Progressions and an augmented version of the Interview for Student Reasoning, Communication Matrix, Passport for Learning, sight word knowledge and reading levels. Ongoing instructional leadership was provided to staff on the science of reading and the explicit teaching of phonics. A key enabler was that staff were given regular time to work collaboratively with the Instructional Leader to develop an assessment schedule across the school.

As a result, staff survey responses have indicated teachers are now more able to measure student growth and design lessons targeted to individual needs. High staff absences resulted in the plan not being as embedded as predicted. The increased depth of understanding of how students learn to read has improved teacher practice and ability to determine the where to next in learning, additionally there has been a noted change in teacher practice with increased explicit teaching sessions where staff work with individuals and groups to teach specific skills. Students personalised learning goals are targeted and more achievable. The school's most complex learners are able to be assessed with greater accuracy.

Participation in the Assessment for Complex Learners Project (AfCLP), which included plotting students in literacy and numeracy on the pre-cursor progressions on PLAN2 as part of the AfCL Project, was delayed due to the digital tracking tool not being available. Staff required significant time to enter the data into PLAN2. First impressions of the precursor progressions have been positive, staff were excited to continue to use PLAN2 to track student growth. Whilst data has only been entered once, the plotting of students supported the enhancement of personalised goals.

Next year the focus will be to continue to use PLAN2 under the direction of the AfCLP and to analyse student data and determine next steps in learning. The school will also focus on embedding this practice and develop a deeper understanding of how to analyse data. Additionally, the school will be investigating a digital tracking tool for mathematics with the intention of moving away from the Willans Hill developed progressions and using PLAN2 for literacy and numeracy.

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
<ul style="list-style-type: none"> • Increase the proportion of students achieving individual learning goals in numeracy. • Increase the average student growth to 6 growth points or more on Willans Hill Numeracy Progressions. 	<p>The average student growth was 8.2 growth points as measured against the Willans Hill numeracy progressions.</p>
<ul style="list-style-type: none"> • Increase the proportion of students achieving individual learning goals in literacy. • Establish individual and cohort baseline data on PLAN2 phonic and phonemic awareness as part of the Assessment for Complex Learners project. • 	<p>Baseline data was established for most students on phonological awareness and phonic knowledge through the Assessment for Complex Learners project.</p>
<ul style="list-style-type: none"> • Increase the proportion of students achieving the personalised communication goals. 	<p>An increase in the number of students achieving communication goals was achieved as indicated through Personalised Learning and Support Plans.</p>

Strategic Direction 2: Quality teaching

Purpose

To create a culture of continuous improvement where staff are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies.

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.

- High Impact Professional Learning

Resources allocated to this strategic direction

SSP supplementary funding: \$75,000.00

Professional learning: \$16,000.00

Location: \$2,046.00

SSP quality teaching support: \$30,000.00

Summary of progress

The focus for 2022 was to create a culture of continuous improvement where staff are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies. Teachers were provided with additional release for high impact professional learning led by the instructional leader. This professional learning time has focused on the foundations of reading, including phonological awareness, phonic knowledge and the science of reading. Additionally, the staff have also focused on communication and passport for learning, tracking students on the continuum and gaining a deeper understanding of how to best support complex communicators. Another strategy that was implemented was 'Learning Walks'. Each cycle of learning walks focused on classroom implementation of teaching strategies that had been a focus within professional learning. Reflection time after the learning walk ensured staff engaged in conversation about their observations. Data continued to be collected and analysed.

As a result teaching practices changed significantly. This was evident through teacher feedback surveys, learning walk observations and program documentation. Teaching programs included detailed lessons were targeted to specific gaps in learning, identified through data analysis and delivered in small group teaching sessions. Teaching and learning programs also included varied repetition throughout the day of concepts being taught. Explicit teaching and small group instruction was implemented with huge success and observed regularly by colleagues. This also led to effective professional reflection and colleagues sharing knowledge between each other.

Some barriers to this process included the delay of the Assessment for Complex learners digital platform. This made data collection and analysis difficult to track across the year as baseline data was not able to be determined until mid way through Term 3. Another challenge that arose through the year was staffing, thus decreasing our instructionally led PL to fortnightly from weekly and the loss of time to engage in learning walks in Semester 2. This will continue to be a challenge in 2023 and progress measures may need to be reviewed.

During 2023 the focus will be to embed these explicit teaching practices in everyday practice and to increase the effective use of data analysis across K-12.

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
• The school is assessed at sustaining and growing in the area of 'Data use in teaching' against the School Excellence Framework.	The school continues to work towards sustaining and growing in the area of 'Data use in teaching' against the School Excellence Framework.
• Increase the number of student working at surface level or above on	The number of students working at surface level or above on the disposition continuum has increased from 24% to 28%.

the disposition continuum from 24% to 27%.

Strategic Direction 3: Wellbeing and Connections

Purpose

A strategic and planned approach to ongoing improvement that is focused on individualised student learning and wellbeing through strong collaborative relationships and improved systems and processes.

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.

- Student Wellbeing
- Community Connections

Resources allocated to this strategic direction

Socio-economic background: \$106,000.00

SSP supplementary funding: \$120,000.00

SSP quality teaching support: \$37,391.01

Refugee Student Support: \$2,496.00

Aboriginal background: \$6,424.00

Summary of progress

The focus for 2022 was to improve staff cultural understanding and implement this into teaching practices. Professional learning was provided to staff from the refugee and multicultural organisations as well as local First Nation educators. Students were also provided with cultural experiences from external contractors on First Nations culture and history. A strength of initiative was the connections developed and support provided by the Aboriginal Community Liaison Officer and the Aboriginal Learning and Wellbeing Advisor. This supported the enhancement of teacher and student understanding of culture, particularly First Nations culture. Staff became more confident and regularly utilised translating services to engage with non- English speaking community members and families, this increased by 50% on the previous year.. The school also implemented signage around the school in a range of languages, this included displays at information evenings. Funds were allocated to buy literary resources that included a variety of cultures to support learning within the classrooms. An identified barrier that limited capacity to increase engagement was that Willans Hill School is an SSP and covid restrictions that were still in place.

Another focus was student wellbeing and improving student self- regulation. Professional learning was provided and structures put in place for collegial sharing and the development of a whole-school approach to regulation. This initiative has been very successful, a significant number of students can now use the tools developed by staff, with increased levels of independence. Data collected across indicates a significant increase in the number of students that can identify how they are feeling and what zone they are in. Additionally, an a higher proportion of students are independently identifying a strategies to help them stay or move into the 'green zone' .

In 2023 the focus will be to further embed these practices and continue to support students to independently self-regulate.

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
• An increased proportion of staff will actively engage in and increase their knowledge and understanding of community and cultural perspectives within the structures of the school and the current programs provided.	All staff participated in cultural perspectives. This included First Nations and understanding EAL/D perspectives.
• Decrease the proportion of students attending school less than 85% by 5%.	The number of students attending less than 85% did not decrease by 5%.

• 60% students refer to their individualised 'Zones of Regulation' tool to assist with independent self-regulation.

80% of students now refer to the their individualised 'Zones of Regulation' tool.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,496.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact: Increased the capacity of parent/carers to connect with student learning, with the use of interpreters being key drivers. Partnerships between the school and the parents/carers has been strengthened. Staff have increased understanding and confidence when working with EAL/D families.</p> <p>After evaluation, the next steps to support our students will be: To sustain relationships with culturally and linguistically diverse parents. Continue to embed the use of interpreters within all home-school communication processes. The school will use 2023 funding to continue the employment of additional staff for student support</p>
<p>Socio-economic background</p> <p>\$106,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Willans Hill School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: supported sensory and self-regulations needs of students.. Effective behaviour and risk management plans were implemented.</p> <p>After evaluation, the next steps to support our students will be: to engage therapeutic supports.</p>
<p>Aboriginal background</p> <p>\$6,424.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Willans Hill School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • purchase of additional cultural resources to support the teaching of

<p>Aboriginal background</p> <p>\$6,424.00</p>	<p>cultural education in the school</p> <p>The allocation of this funding has resulted in the following impact: staff and students engaged in authentic cultural learning and increased staff cultural competency. Increased cultural experiences included across curriculum areas, particularly literacy.</p> <p>After evaluation, the next steps to support our students will be: reviewing the Personalised Learning Pathways and increasing engagement of Aboriginal families engaging in the PLP process.</p>
<p>English language proficiency</p> <p>\$2,815.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Willans Hill School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use to inform teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds to improve communication. <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, through increased ability to use a range of communication methods.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners.</p>
<p>Location</p> <p>\$2,046.00</p>	<p>The location funding allocation is provided to Willans Hill School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support work education programs <p>The allocation of this funding has resulted in the following impact: a greater number of students being able to access work education programs.</p> <p>After evaluation, the next steps to support our students will be: to support students to attend relevant work education programs.</p>
<p>Professional learning</p> <p>\$23,773.40</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 Willans Hill School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use to inform teaching • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist contractor to unpack evidence-based approaches to teaching and explore modelled, interactive, guided and independent writing

Professional learning \$23,773.40	<p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning to continue to embed these practices.</p>
Literacy and numeracy \$2,283.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Willans Hill School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use to inform teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: an increase in student growth in the areas of phonological awareness and phonic knowledge..</p> <p>After evaluation, the next steps to support our students will be: teacher release to continue professional learning in relation to communication and reading.</p>
QTSS release \$19,442.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Willans Hill School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use to inform teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to provide additional time for teachers and employ a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
COVID ILSP \$30,680.00	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition

<p>COVID ILSP</p> <p>\$30,680.00</p>	<p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>SSP supplementary funding</p> <p>\$291,449.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Willans Hill School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use to inform teaching • High Impact Professional Learning • Student Wellbeing <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in professional learning. / release time for staff to supervise excursions • release time for staff to support teacher mentoring • additional staffing to improve curriculum implementation <p>The allocation of this funding has resulted in the following impact: enhanced student participation, engagement and learning. This support had a significant impact on the development of communication and improved behaviour for our students.</p> <p>After evaluation, the next steps to support our students will be: to continue to support student engagement, communication, regulation and behaviour through the employment of additional School Learning Support Officers; to enhance home/ school communication, complex case management and improved monitoring.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	37	39	39	43
Girls	25	21	19	23

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
Deputy Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.01
Teacher Librarian	0.4
School Administration and Support Staff	12.52
Other Positions	0.65

*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	892,081
Revenue	3,902,003
Appropriation	3,842,915
Sale of Goods and Services	302
Grants and contributions	55,413
Investment income	3,373
Expenses	-4,140,437
Employee related	-3,290,629
Operating expenses	-849,808
Surplus / deficit for the year	-238,434
Closing Balance	653,646

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	2,496
Equity Total	115,866
Equity - Aboriginal	6,425
Equity - Socio-economic	106,626
Equity - Language	2,815
Equity - Disability	0
Base Total	2,803,019
Base - Per Capita	33,809
Base - Location	2,046
Base - Other	2,767,164
Other Total	596,636
Grand Total	3,518,017

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.

Parent/caregiver, student, teacher satisfaction

The school collected data from the staff in the form of surveys throughout the year. Data showed that staff felt that the professional learning provided was clearly linked to the Strategic Improvement Plan, staff indicated improved confidence and ability to collect and analyse data, the explicit teaching of phonics and student self-regulation strategies.

Parent survey feedback indicated that student transitions were well supported and planned. Community attendance at beginning of year functions was low, however participation at school events increased throughout the year. Parents indicated a high satisfaction rate in relation to communication from the school, staff contact termly to give feedback on student learning goals was identified as a positive change.

Students behaviors indicated they they felt happy and safe at school, this was reflected through the decrease in negative incidents and increased student participation in community based activities.

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.