

2022 Annual Report

Highlands School



5576

Introduction

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

At Highlands School, our vision is to prepare every student to become valued and productive citizens in the community. To achieve this purpose, we engage every student in their education, transitioning them to a mainstream school, training facility, workforce or alternative setting.

School context

Highlands School is a School for Specific Purpose (SSP) which focuses on Positive Education and is located in Renwick, near Mittagong in the Southern Highlands. The school has a current enrolment capacity of 42 students (21 identified Behaviour Disorder (BD), 21 Multi-Categorical (MC)), from schools in Wingecarribee Shire and Wollondilly in Years 5-12 who exhibit challenging behaviours, emotional disturbance and/or autism spectrum disorders and the effects of adverse childhood experiences. Our students are placed at the school through a Regional Placement Panel. Parents/caregivers visit the school prior to the student's enrolment into one of our six classes, and a transition plan is devised collaboratively with the Home school.

The school is in a semi-rural setting and is well-resourced with a science laboratory, working industrial kitchen and cafe, basketball court, school hall, playing field, music room and art room.

The introduction of a wider range of school-based data sources is a major focus in order to support individual student growth in literacy and numeracy to address the lack of system-wide data collection through tests such as NAPLAN. This data is centralised and available to all staff so the individual learning plans are developed using a robust and effective data-driven decision making process. The data gathered also helps to inform the school's Situational Analysis within the four-year School Excellence cycle.

Our wellbeing programs, including Positive Behaviour for Learning (PBL), are strongly based in whole-school trauma-informed practices and are regularly reviewed with enhancements implemented as required. Staff are all trained in the Berry Street Education Model (BSEM) and adjust practice to ensure the five domains: body, stamina, engagement and character, all anchored by relationships, are the pedagogical lens through which daily classroom learning is informed.

Student goals for attendance and behaviour are set through a strong collaborative process that involves a positive relationship with parents/carers, culminating in a Personal Learning and Support Plan (PLSP) that is reviewed regularly. Parents attend a review meeting three times a year to set goals, discuss any adjustments that can be made, and changes to situations to inform learning and improve wellbeing outcomes.

Through a strong supportive relationship with Bowral, Moss Vale and Picton High Schools a successful transition program is in place that enables the development of healthy, happy, successful and productive individuals who contribute to their own wellbeing, and encourages a culture of realistic goal setting.

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	Excelling
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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy to build capacity to successfully re-integrate to mainstream schooling or the workforce. We will develop data driven practices that are refined to support academic and behavioural outcomes that are responsive to individual student need.

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 Engagement
- Transition and Accreditation

Resources allocated to this strategic direction

Professional learning: \$15,537.59

SSP supplementary funding: \$339,387.30

Location: \$1,834.00

Socio-economic background: \$19,354.24

Aboriginal background: \$10,704.22

Summary of progress

Student growth and attainment has been supported by the investment in SSP Supplementary funding being allocate to release the Assistant Principals to concentrate on Quality Teaching. Unfortunately in practice they have been used to cover for staff shortages to ensure the curriculum is maintained.

After evaluation, additional staffing is required to support our students further in the areas of student engagement, communication, regulation and behaviour.

In 2022 80% of Year 10 students graduated with their Record of School Achievement (RoSA), and had positive post school destinations including students obtaining traineeships and being supported by NDIS to undertake a SLES. Elsewhere, a number of students transitioned into their appropriate years at their census schools and a strong cohort of students obtained qualifications in construction or auto through TAFE. These Year 10 results were in part funded by Aboriginal Background funding, that resulted in 100% of Aboriginal families engaging in the PLSP process, SSP quality teaching support that has supported release time for staff to support teacher mentoring, and professional learning that has allowed teachers to best address specific student needs.

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
• Internal school data is combined with PLAN2 data for some students is used to inform teaching and learning. 60% students have negotiated Literacy and Numeracy goals based on this data.	• 100% of stage 3 students and 45% of stage 4 students have identified literacy and numeracy goals which have been informed by PLAN2 data to support teaching and learning across the curriculum.
• 40% students have engaged in a successful transition plan that involves days in another setting.	• 25% of stage 3 students and 10% of stage 4 students transitioned successfully to a mainstream setting.
• Internal school data shows that the curriculum map and assessment schedules align to NESA requirements.	• 80% of Year 10 students graduated with their Record of School Achievement (RoSA).

Strategic Direction 2: High expectations and a culture of collaboration

Purpose

To establish a culture of High Expectations that are connected to positive behaviour, improved motivation and student self esteem producing higher levels of attendance and successful school completion., supported by a staff who collaborate through ongoing integrated and embedded Professional Learning.

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.

- Quality Teaching
- Collaboration

Resources allocated to this strategic direction

Socio-economic background: \$54,800.00

Literacy and numeracy: \$1,399.43

Per capita: \$20,285.12

COVID ILSP: \$27,743.00

Summary of progress

High Expectations and a culture of collaboration supported through the use of Quality Teaching Rounds and an increase in staff meetings, the establishment of a robust and active Learning Support Team (LST) and collaboration with local organisations.

Strong links have been established with the local Indigenous community, with a yarning circle being established by members of the community and the students.

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
• All teachers have received feedback through the Quality Teaching Rounds process and have used this feedback to inform their professional development and pedagogy.	• 80% of staff at Highlands school have engaged in a full cycle of Quality Teaching Rounds and have provided and received feedback of their professional practice.
• Increase the proportion of students reporting Positive Expectations for Success to be at or above the school-determined target of 76%	• Participation rate was too small for accurate data to be measured.
• 'Learning Culture' is assessed as Excelling, 'Wellbeing' and 'Effective Classroom Practice' are assessed as Sustaining and Growing.	Internal school data identified that <ul style="list-style-type: none">• "Learning Culture" was assessed at <i>Sustaining and growing</i>• "Wellbeing" was assessed at <i>sustaining and growing</i>• Effective Classroom Practice was assessed at <i>sustaining and growing</i>

Strategic Direction 3: Inclusive systems for student wellbeing and continuous improvement

Purpose

To establish a physical environment where students and staff are safe from harm and injury and a positive emotional environment promotes a healthy lifestyle. Students sense of belonging is increasingly positive, supported by positive teacher-student relationships that promote connectiveness and reduce 'risk taking' behaviours, mental health issues and violence.

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
- Explicit teaching and feedback

Resources allocated to this strategic direction

Student support officer (SSO): \$96,058.00

SSP quality teaching support: \$54,627.52

Summary of progress

- Student engagement through mentoring opportunities has been strengthened by establishing a strong Learning Support Team and effective communication home.
- Student engagement, communication, regulation and behaviour has had a focus through the employment of additional School Learning Support Officers.
- Enhanced home/ school communication through the Sentral SMS system.
- Complex case management and improved monitoring with the inclusion of the Senior Psychologist in the Learning Support Team.

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 positive behaviour incident reports on Sentral to be at or above a school-determined target of 50% of all records.	• Internal school data indicated that 52.5% of all incident reports recorded in Sentral were positive.
• Increase the proportion of students reporting a Positive sense of belonging to be at or above school-determined 33%	• Tell Them From Me data indicated that 33% of students reported a positive sense of belonging.
• Decrease the proportion of suspensions related to Physical Violence and Physical Aggression to be at or below school-determined target of 45%	• Internal school data indicated that suspensions for physical violence decreased to 9% while suspensions for aggressive behaviour increased to 61%.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$74,154.24</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Highlands 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 Engagement • Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items; • resourcing to increase equitability of resources and services. <p>The allocation of this funding has resulted in the following impact: All students are equitably supported in the classrooms. The school has observed an increase in positive behaviours and a strong increase in the students' sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: The school will focus in future years on increasing the outside supports for Aboriginal students and students with specific needs.</p>
<p>Aboriginal background</p> <p>\$10,704.22</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Highlands 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 Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language; • community consultation and engagement to support the development of cultural competency. <p>The allocation of this funding has resulted in the following impact: The school has made contact with a local Gundungarra Elder who is assisting in the delivery of the local dialect to students.</p> <p>After evaluation, the next steps to support our students will be: The school will strengthen ties with Aboriginal elders and community groups by inviting the local Aboriginal women's art group to access school facilities.</p>
<p>Location</p> <p>\$1,834.00</p>	<p>The location funding allocation is provided to Highlands 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"> • Student Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate; • incursion expenses. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Location</p> <p>\$1,834.00</p>	<p>No student is required to pay for any excursion costs. All students have access to incursions, excursions and special events equitably</p> <p>After evaluation, the next steps to support our students will be: The school is looking into the lease of a third bus to allow students to attend excursions in larger groups. This opens possibilities for excursions that require large numbers to obtain discounts and a reduction in costs as well greater educational benefits.</p>
<p>Professional learning</p> <p>\$15,537.59</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 Highlands 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"> • Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Support the implementation of trauma informed practices and positive behaviour for learning (PBL). <p>The allocation of this funding has resulted in the following impact: Every member of the staff has received Berry Street Education Model (BSEM) training to ensure they are trained in dealing with trauma-affected students.</p> <p>After evaluation, the next steps to support our students will be: Ensure all new staff are also trained and some staff are now able to undertake BSEM masters training in the model's implementation across the school.</p>
<p>Literacy and numeracy</p> <p>\$1,399.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Highlands 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy; • staff training and support in literacy and numeracy; • literacy and numeracy programs and resources, to support teaching, learning and assessment. <p>The allocation of this funding has resulted in the following impact: Students are demonstrating an improvement in literacy and numeracy levels in school tests that is making the transition to Primary schools successful.</p> <p>After evaluation, the next steps to support our students will be: The school aims to support and encourage more students to sit the NAPLAN tests in order to gain a further insight into their growth.</p>
<p>COVID ILSP</p> <p>\$27,743.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching

<p>COVID ILSP</p> <p>\$27,743.00</p>	<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; • employing staff to supervise and monitor progress of student groups engaging in online tuition in LEXIA. <p>The allocation of this funding has resulted in the following impact: All students who required additional assistance in specific literacy and numeracy areas were able to be supported. All new students to the school could be quickly assessed and those needing additional support were identified quickly.</p> <p>After evaluation, the next steps to support our students will be: To continue to support our students with literacy and numeracy needs and strengthen our record-keeping through PLAN2.</p>
<p>SSP quality teaching support</p> <p>\$54,627.52</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Highlands 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"> • Student Wellbeing • Explicit teaching and feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in professional learning / release time for staff to supervise excursions; • employment of additional staff to support the creation of high-quality teaching and learning programs; • additional staffing to improve curriculum implementation. <p>The allocation of this funding has resulted in the following impact: Use of these funds has allowed the school to concentrate the Positive Behaviour for Learning program on delivering explicit teaching strategies to deal with the complex behaviours of the students. We have been able to free teachers from face-to-face teaching in order to co-ordinate programs with the PCYC and to be able to relieve the Assistant Principals so they can strengthen support for the teaching staff.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen the explicit teaching of our behaviour values as well as allow the Assistant Principals to develop a system that gives the students an authentic voice within the school.</p>
<p>Per capita</p> <p>\$20,285.12</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Highlands 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Release staff to work with the census schools on integrating shared outcomes into the school's teaching programs. <p>The allocation of this funding has resulted in the following impact: Students have been supported by staff to spend time at their census school as part of possible transition programs back to mainstream schooling.</p> <p>After evaluation, the next steps to support our students will be: Further support will be given to students identifying a pathway that includes transitioning into mainstream schooling by funding a member of staff to accompany them during their transition days.</p>

<p>SSP supplementary funding</p> <p>\$339,387.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Highlands 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"> • Student Engagement <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; • employment of additional staff to support in the creation of high-quality teaching and learning programs. <p>The allocation of this funding has resulted in the following impact: All of the staff at Highlands School have received professional development in trauma-Informed practices through the Berry Street Education Model. Additional staff have been employed to support the school's Aboriginal students and to develop links with the local community. Freeing staff from face-to-face, supported by non-teaching Assistant Principals, means that additional programs and supports have been initiated so that student needs, especially behavioural needs can be better supported and provided for.</p> <p>After evaluation, the next steps to support our students will be: Increase our links to the Aboriginal community further, with each staff member being introduced to the local First Nation sites of significance. Trauma-informed resources will be incorporated into every class and become a primary aspect of our PBL program.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Highlands 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"> • Student Wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The Student Support Officer worked closely with the outside agencies such as Koori Kulcha and PCYC to co-ordinate programs to support the students. <p>The allocation of this funding has resulted in the following impact: Year 10 students were included in the PCYC program Fit for Work, from which three students successfully graduated. The PCYC officers were a regular sight within the school, interacting with the students and building positive connections. Attendance rates for the students were relatively high with a reasonable percentage of students improving their attendance data compared with historical attendance. The SSO was only in place for six months before they accepted another position elsewhere. Attempts at recruitment were unsuccessful in 2022</p> <p>After evaluation, the next steps to support our students will be: by identifying further opportunities to support students to transition to post school opportunities by building greater links with appropriate agencies that focus on supporting young people into the work force and TAFE.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	26	30	28	23
Girls	3	3	2	6

Student numbers fluctuate depending on a needs basis through the placement panel that operates once per term. This year the school had 37 students enrolled at various times through the year.

Overall the school attendance rate is 64.6% in 2022 for the 37 enrolled students. 10% of students had an attendance rate of 90% or above with a further 3% at 85% or above. These figures include students who did not attend until later in the year or left the school early.

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
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	9.02
Other Positions	0.2

*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	738,432
Revenue	2,640,296
Appropriation	2,625,617
Grants and contributions	12,553
Investment income	2,127
Expenses	-2,509,725
Employee related	-1,992,299
Operating expenses	-517,425
Surplus / deficit for the year	130,572
Closing Balance	869,004

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 initiatives such as an outdoor gym, upgrades to the toilets and hall, an upgraded car park, STEM room, playground, and renovation of the school oval have been temporarily postponed due to factors related to COVID and Asset Management Unit approvals. Total planned expenditure \$409,000.

The school also has set aside \$150,000 for the demolition of the derelict house on school grounds; awaiting Asset Management Unit approval.

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	0
Equity Total	84,858
Equity - Aboriginal	10,704
Equity - Socio-economic	74,154
Equity - Language	0
Equity - Disability	0
Base Total	1,791,225
Base - Per Capita	20,285
Base - Location	1,834
Base - Other	1,769,106
Other Total	669,950
Grand Total	2,546,033

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

Parents are very satisfied with the school and report a very positive relationship with the school and the teaching staff. Tell Them From Me data shows that 33% of parents report that they have talked with the teachers more than three times in the first half of the year about their child's learning or behaviour. 100% of parents reported contact with their child's teacher and 83% of parents had been into the school to attend a meeting.

The parents' advocacy for the school is very high among the school community. A large proportion (80%) of parents recommend the school to other parents and believe the school has a good reputation in the local community (60%).

Students reported strongly in their attitudes to engagement, with high support in the areas of quality instruction, positive teacher-student relationships, positive learning climate and expectations for success.

Staff at the school indicated through the Tell Them from Me survey that there was a strong communication of the schools strategic vision and that they had a clear idea of the values the school promoted (60%). The data also indicated that the teachers in the school believed that there was a strong sense of collaboration and sharing of ideas to help students retain what they were learning.

The students reported a very positive attitude to school (79%).

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.