

# 2022 Annual Report

## Hunter River Community School



5687

# Introduction

The Annual Report for 2022 is provided to the community of Hunter River Community 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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## Message from the principal

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Dear community

2022 was another complex year, which challenged all members of the school community. Once again, a year where normalcy was exchanged for uncertainty, confusion, and at times isolation. For our school community, the year presented with times of Learning from Home, and face to face learning.

I am extremely proud of the strategies that were implemented throughout the year to support the continuous learning of students and to maintain the connection with families.

Staff again demonstrated their flexibility and capacity, switching to an online model of delivery for lessons within a short period of time. Families and friends were able to select a model of content delivery that fit with their individual context. Platforms such as Seesaw enabled staff to upload interactive lessons for all students. In addition, work packs were collated and sent home to families.

During the Learning from home period, staff maintained constant contact with families, ensuring that that vital connection between school and home was able to be maintained. During difficult times, our staff come together, and we were very proud to deliver essential food packs to some families who were in isolation and unable to access services.

I am proud of the achievements of all our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences and to maximise student engagement. Our continued success can be underpinned by key factors that promote quality teaching and learning programs that all members of the school learning community value and appreciate.

During the year we were excited to introduce the High Potential Gifted Education model into our teaching and learning scaffold. The HPGE team enthusiastically worked alongside colleagues to embed a commitment to enhancing the learning opportunities for students. The year concluded with one of our talented Year 12 students sitting his Higher School Certificate and gaining early entry into Newcastle University to study Advanced Mathematics. Amazing effort!

At the conclusion of 2022, we were extremely pleased to hold our Senior Formal and Presentation Day. We had 11 wonderful year 12 leavers who obtained their Higher School Certificate Life Skills and transitioned to adult learning environments. It is always a highlight of our year to celebrate alongside students and their families as they honour their educational journey.

Our annual Presentation Day is the pinnacle of our year; a chance to recognise the achievements of every student who attends Hunter River Community School. Families, friends, and our highly valued community partners were able to join us to celebrate the achievements and milestones of every student.

During the ceremony, it was my great pleasure to present our leaving students with their Higher School Certificate Life Skills, and to announce our 2023 Student Leadership team. We look forward to working alongside our student leaders in

the upcoming 12 months.

Firstly, the staff at Hunter River Community School are dedicated, highly skilled professionals who work collaboratively to provide an inclusive environment that facilitates individual learning and celebrates student achievement. Our students are remarkable young people who demonstrate daily that having challenging, and often complex disabilities, are not a barrier when it comes to achievement and success. Finally, Hunter River Community School enjoys tremendous support from our parent and local communities. This invaluable support enables our school to provide quality learning opportunities for every student.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process, undertaken by all members of the school learning community and provides a genuine account of the school's achievements and areas for development.

## School vision

Hunter River Community School is a Centre of Excellence and specialises in providing quality and adaptive education for young people with complex and additional needs, within an engaging and nurturing environment that values the cultural diversity of our community. Our core business is to provide all students with access to high quality education that is free from all forms of discrimination and disadvantage. We hold high expectations for all our students and aim to promote a culture of positivity through the provision of meaningful, relevant, caring, individualised, highly differentiated supportive learning experiences

Student wellbeing underpins core business, and we strive to provide programs and opportunities that promote wellbeing and fosters an environment of personal growth, equity and success. Our commitment to wellbeing is highlighted through our Positive Behaviour for Learning Expectations of **WE ARE SAFE, WE CARE, WE LEARN.**

## School context

Hunter River Community School is an established K-12 School for Specific Purpose (SSP), catering for the complex needs of 75 students with a moderate to severe intellectual disability and associated conditions. The school was relocated to a state of the art facility in Metford at the beginning of 2014. The school proudly sits on Wonnarua traditional country and is a member of the Ka-ai Boorlang Local group of Schools.

The school serves a diverse population of students from six local government areas. There are currently 75 students attending the school, all of whom have high level support needs and complex communication disorders. The school has eleven classes with each class staffed with a full-time Specialist Teacher and a School Learning Support Officer. Students are referred for enrolment via a Regional Placement Panel, with all key stakeholders participating in a collaborative Learning Support Team meeting prior to commencing school.

The school population is diverse and includes 18.4% of students who identify as being Aboriginal and Torres Strait Islander, 12% of students in an Out of Home Care arrangement, and 5.2% of students identify as English Language Proficiency

All students have a Personalised Learning Plan developed in conjunction with a Multi-Disciplinary Team, including parents, health care, community agency professionals and special education consultants. This plan is a holistic overview of the student's needs and is a scaffold which informs targeted teaching and learning.

With a Family Occupation and Education Index (FOEI) of 150, the school receives equity funding to improve the learning outcomes of students from low socio-economic backgrounds.

We walk alongside our community to ensure that young people with complex disabilities are authentically engaged in authentic, inclusive learning.

As a result of ongoing school evaluation and reference to educational research our school priority areas focus on improved learning outcomes for students through, innovative student learning programs and enhancing the wellbeing of students, with particular emphasis on working with young people who have experienced trauma and who are impacted by a fluid mental health state.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To enhance student learning outcomes for individual students through a process of data analysis that encompasses the highly differentiated learning needs of every student.

### 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 informed learning: School emphasis on using internal student assessment data to identify student progress and underpin effective teaching, learning and reflective practice
- Individualised Learning: a commitment to quality teaching, planning, assessment and delivery that is underpinned by an explicit understanding of individualised learning
- Incorporating the K-2 into Programming and Planning

### Resources allocated to this strategic direction

**Professional learning:** \$8,000.00

**English language proficiency:** \$5,000.00

**Socio-economic background:** \$3,242.00

### Summary of progress

70% of teachers are using the SWAN assessment 'Next Step' goals within their teaching and learning programs. 100% of teaching staff utilise individualised goals for students in their teaching and learning plans to ensure they can access the curriculum at their level of academic comprehension and physical abilities.

All teaching staff have attended professional learning on the new K-2 Syllabus. 90% of the teaching staff have started the K-2 online Modules.

### 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 percentage of students moving forward one level within their literacy and numeracy assessment tool by 2.5%	75% of students have shown improvements in their Swan and P-Scale assessment reviews. 10% have displayed no gain.
• Increase the percentage of students moving forward one level within their communication assessment tool by 2.5%	75% of students have displayed improvements with their communication using their SWAN assessment results. indicating that this progress measure has been met.
• Teachers will use individual student data to underpin 25% of their teaching programs	SWAN assessment 'next step' goals are used in over 70% of teaching and learning programs. (17% of students are using P-Scale)
• Ensure that the needs of all High Potential and Gifted students are addressed. • The K-2 Syllabus will be explored and Professional development will be provided for the teaching staff.	HPGE has been established in 2 classrooms in 2022 and 2 more will be added in 2023. The identification process for identifying HPGE students is currently being addressed as an executive.  PD has been provided to teaching staff and all teaching staff have started completing the K-2 Syllabus modules

## Strategic Direction 2: Are you ready? A holistic wellbeing program

### Purpose

To maximise student learning and engagement through the implementation of a diverse platform of programs that focus on wellbeing and self-regulation

### 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.

- Caring for Students: there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.
- A planned approach to wellbeing: A whole school commitment to implementing a multidimensional wellbeing program which targets providing individual students with strategies to ensure they are in a place to learn
- Community Partnership: A holistic approach to working with families and friends to support wellbeing across environments

### Resources allocated to this strategic direction

**Professional learning:** \$8,200.00

**Aboriginal background:** \$3,820.00

### Summary of progress

The wellbeing of staff and students is consistently addressed through various programs such as; Smiling Minds, The Berry Street Model, Seasons for Growth and The Positive Behaviour for Learning programs. These programs focus on the wellbeing of the school based on the varying degree of need in an ever changing environment.

Community partnerships has been placed on hold due to COVID and the vulnerability of the students. Students in lower risk classrooms have attended local businesses for sport and community based programs. .

### 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
In 2020, 1095 incidents with self-regulation as a focus were recorded. In 2022, there will be a decrease of 5% of recorded self regulation incidents	Incidents are monitored weekly and there has been a 8% decrease in incidents throughout 2022
Berry Street Model Professional Development will be implemented into the staff meeting timetable  Focus areas: Body, Relationships and Stamina	Due to staff departure, the Berry Street Model will be continued in 2023 with a new team to be formed.
25% of students will have a "What do I need to be ready to learn" plan	4 classrooms have now completed their 'Ready to learn plans'. This will continue throughout 2023
Student emergency response times will decrease by 20%  The school will purchase a medical cart to better the response of the School Medical Officer.  Relieving medical officer will be trained.	School emergency response times have been vastly improved with 100% of teachers responding positively when asked about their opinion of response times and interventions when the assistance arrives.  The medical response cart has been used successfully in over 30% of emergency situations and 2 relieving Medical Officers have been trained.
The school will develop positive and	Due to COVID, the school will reestablish connections with the community

ongoing relationships with the local community.	in 2023
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$125,795.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hunter River Community 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>• Data informed learning: School emphasis on using internal student assessment data to identify student progress and underpin effective teaching, learning and reflective practice</li> <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>• professional development of staff through [program] to support student learning</li> <li>• employment of additional staff to support [name] program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Effective professional learning that have facilitated enhanced teachers capacity in embedding student assessment data into the teaching and learning program has increased. This has resulted in high quality learning opportunities that target individualised student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A focus on explicit instruction in the area of literacy that is underpinned by comprehensive school developed assessment.</p>
<p>Aboriginal background</p> <p>\$17,345.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hunter River Community 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>• Caring for Students: there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.</li> <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>• The employment of a Student Learning Support Officer Health to fulfill the role of Communication Support Officer. (CSO) to support the communication and literacy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students developing core skills in successfully using personalised communication skills and developing functional literacy skills</p> <p><b>After evaluation, the next steps to support our students will be:</b> Explicit review of student assessment data and individualised targeted learning to develop core literacy skills through the introduction of a personalised literacy program.</p>
<p>English language proficiency</p> <p>\$7,787.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hunter River Community School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>English language proficiency</p> <p>\$7,787.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed learning: School emphasis on using internal student assessment data to identify student progress and underpin effective teaching, learning and reflective practice</li> <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>• The employment of a Student Learning Support Officer Health to fulfill the role of Communication Support Officer. (CSO) to support the communication and literacy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The 1:1 specialised support has facilitated students developing capacity to authentically communicate with a diverse range of audiences. The enhanced skills have positively impacted on learning across domains.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Individualised tailored support to facilitate every student across the school having equitable access to a personalised communication pathway which is underpinned by a commitment to ensure that all students have a voice.</p>
<p>Location</p> <p>\$1,975.00</p>	<p>The location funding allocation is provided to Hunter River Community School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• The employment of a Student Learning Support Officer Health to fulfill the role of Communication Support Officer.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The 1:1 specialised support has facilitated students developing capacity to authentically communicate with a diverse range of audiences. The enhanced skills have positively impacted on learning across domains.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Individualised tailored support to facilitate every student across the school having equitable access to a personalised communication pathway which is underpinned by a commitment to ensure that all students have a voice.</p>
<p>Professional learning</p> <p>\$25,009.00</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 Hunter River Community 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>• Data informed learning: School emphasis on using internal student assessment data to identify student progress and underpin effective teaching, learning and reflective practice</li> <li>• Caring for Students: there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.</li> <li>• A planned approach to wellbeing: A whole school commitment to implementing a multidimensional wellbeing program which targets providing individual students with strategies to ensure they are in a place to learn</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Professional learning</p> <p>\$25,009.00</p>	<ul style="list-style-type: none"> <li>• Professional Learning in Mental Health First Aid</li> <li>• Connecting to Country Professional Learning</li> <li>• Disability First Aid, Health Care Procedures, Epilepsy support training</li> <li>• High Potential and Gifted Education professional learning and networking.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Highly skilled staff with capacity to support the complex and diverse learning needs of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The next steps to support our students with this funding will be: personalised and targeted professional learning in a diverse range of areas to enhance and up skill staff.</p>
<p>QTSS release</p> <p>\$25,742.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hunter River Community 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>• Other funded activities</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>• Executive RFF - Instructional Leadership</li> </ul> <p>Release from Face to face for executive staff to work alongside teachers and noon-teaching staff in the instructional leadership role</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Enhanced staff capacity to design, deliver and evaluate high impact, quality education for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review and reflection on current practices with a focus on explicit instruction.</p>
<p>COVID ILSP</p> <p>\$57,584.00</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> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• employment of part time SLSO H to work collaboratively with teachers to deliver targeted instruction for students in small groups and explicit 1:1 sessions.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students participating in the explicit support program have responded positively to the small group and individualised instruction. All identified students, during the end of year assessment, demonstrated some forward movement in their assessment data. Additionally, the relationships developed during the session between students and staff, facilitated an increase in engagement across all learning domains. Furthermore, the collaboration between staff underpinned high impact, quality teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A review of existing school programs, practices and assessment scaffolds in</p>

COVID ILSP \$57,584.00	the area of literacy and numeracy, transitioning to a new implementation model in 2023.
SSP supplementary funding \$321,185.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Hunter River Community 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support in the creation of high-quality teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Every student has benefited from the additional support that has underpinned this program. Student engagement has increased, particularly for those students living with complex health care and self regulation complexities, across all learning domains.</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 Student Learning Support Officers Health.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	45	52	56	56
Girls	19	18	17	19

### 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.

### Post school destinations

Our 2022' Year 12 cohort exited school and entered diverse post school option programs.

One student, who obtained his High School Certificate, was accepted through Early Entry Scheme to study Advanced Mathematics at Newcastle University.

All other graduates entered a post school pathway specifically designed to meet their individualised learning needs., funded through their NDIS package.

### **Year 12 students attaining HSC or equivalent vocational education qualification**

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All Year 12 students obtained their Higher School Certificate. 10 students studied a Life Skills pathway, and one student a typical pattern of study.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	9.33
Teacher Librarian	0.4
School Administration and Support Staff	13.82
Other Positions	0.74

\*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>	216,941
<b>Revenue</b>	4,013,423
Appropriation	3,955,955
Sale of Goods and Services	2,025
Grants and contributions	52,500
Investment income	2,943
<b>Expenses</b>	-4,090,110
Employee related	-3,890,543
Operating expenses	-199,567
<b>Surplus / deficit for the year</b>	-76,687
<b>Closing Balance</b>	140,254

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>	0
<b>Equity Total</b>	150,936
Equity - Aboriginal	17,345
Equity - Socio-economic	125,805
Equity - Language	7,787
Equity - Disability	0
<b>Base Total</b>	3,117,652
Base - Per Capita	37,189
Base - Location	1,975
Base - Other	3,078,487
<b>Other Total</b>	501,216
<b>Grand Total</b>	3,769,803

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

Through Tell Them From Me surveys, internal school surveys, student communication books and Learning Support Team forums, families, friends and carers indicated that they were extremely happy with the school systems, staff and programs. Feedback showed that any issues that arose were reviewed quickly and thoroughly, with positive outcomes.

Student satisfaction is measured through engagement. Each morning, students use symbol based documents to communicate what they like about school. They are able to use this system to express their feelings. Student satisfaction with attending school is consistently high.

Staff were provided with several opportunities to participate in internal and external surveys, including People Matter Survey. Results indicated that overall, staff experienced job satisfaction, felt they made a meaningful contribution through their work, and felt supported by the senior leadership team.

# 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.