

2022 Annual Report

Orange Public School



7307

Introduction

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

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

School contact details

Orange Public School

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School vision

We are focussed on quality teaching and personalised learning, inclusive of parent community. We strive for excellence in consistency of processes towards growth in achievement, well-being and extra curricular opportunities.

School context

Orange Public School is a school steeped in heritage and a history of fine traditions. Located in the centre of the CBD, Orange Public school boasts a split site and is able to cater to its population of 730 students across two campuses. . Academic achievement, sporting prowess, and cultural immersion are embedded in everyday curriculum. High expectations are in place for all students as they actively engage in learning both in and out of the classrooms. Each classroom is equipped with the latest in technology and teachers are highly professional and well trained in the needs of the 21st-century learner. 'Deeds, not Words', our school motto, is evidenced by the implementation of the Resilience Project/ Kids Matter Program that children instill in theory and practice throughout the year. Children at OPS come from a wide variety of socio-economic and cultural backgrounds, with a 9% Aboriginal Enrolment and 9% EALD enrolment. We work in collaboration with our highly active P&C to provide our students with outstanding educational facilities and opportunities. The school has developed strong community partnerships that enhance student wellbeing and engagement.

As a result of rigorous situational analysis, our school focus for the School Improvement Plan is student growth and attainment, explicit teaching, and community engagement.

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	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Excelling
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

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

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.

- Evidenced based practices in Reading
- Explicit teaching in Numeracy

Resources allocated to this strategic direction

Aboriginal background: \$63,782.00

Integration funding support: \$37,605.00

QTSS release: \$142,617.00

Socio-economic background: \$87,758.00

Literacy and numeracy: \$24,469.00

Summary of progress

Explicit teaching in Reading

In 2022 we continued our focus on the quality implementation of evidence-based strategies in reading. During Grade Reflection meetings each week, we provided extensive professional learning, collaboration opportunities, and in-depth analysis of students' assessment data.

This year we developed teachers' skills and knowledge in the explicit teaching of vocabulary to build student comprehension and fluency when engaging in new texts. We further developed our phonic and spelling scope and sequences to align with our decodable texts in K-2 and we invested in diagnostic assessments to identify student gaps in phonic knowledge. Teachers utilised the suite of assessment tools available on ALAN such as the Phonological Awareness assessment.

Next year we have Phase 3, 1.4 APCI allocation to further support the many initiatives we have embedded and will continue to sustain. We will implement the new K-2 English Syllabus with a focus on Concepts in English and will begin our familiarisation with the 3-6 syllabus.

Explicit teaching in Numeracy

Our focus for 2022 was to develop teaching, learning, and assessment in Additive Strategies. We implemented processes for the effective recording of data and subsequent analysis using PLAN 2 software and used the data to plan individual student learning goals. We triangulated data from assessments such as Check-in, NAPLAN, and IfSR to identify the next steps in teaching and learning programs.

As we moved through a period of curriculum familiarisation, we focussed on the role of rich tasks in mathematics. Stages worked collaboratively to embed open-ended learning into their programs using the anticipate, ignite, explore, and reflect the model.

Following a period of professional learning on the effects of streaming on Mathematics achievement, we worked with staff and community to change class structures, to ensure our classrooms at Primary are inclusive and supportive, and to cater to a wide variety of ability levels.

Next year in this initiative we will implement the new K-2 syllabus through a connected approach to teaching focus areas. We will also engage in professional learning that will prepare our school for the 2024 Yr 3-6 Mathematics syllabus

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
<p>Achievement of 2022 system-negotiated targets:</p> <p>* Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 7.4%</p>	<p>38% of students achieved in the top two skill bands (NAPLAN) for Reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in improvement in schoolwide DIBELS data with 67% of students K-6 reading at or above the expected level compared to 61% in 2022.</p>
<p>Achievement of 2022 system-negotiated targets:</p> <p>* Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.8%</p>	<p>31% of students achieved in the top two skills bands (NAPLAN) for Numeracy, indicating the school did not achieve the system-negotiated target. Focus on this target has resulted in a rigorous review of a range of data leading to changes in mathematics class structures 3-6 in 2023.</p>
<p>Achievement of 2022 system-negotiated targets:</p> <p>* Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 6.4%</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.8%</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Teacher development in explicit teaching.

Purpose

To enhance teaching capability, and delivery of explicit, whole school, evidence-based programs, that identify student needs, ensuring student expected growth.

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.

- Visible Learning: School Impact Process
- Effective feedback

Resources allocated to this strategic direction

Professional learning: \$65,012.00

English language proficiency: \$29,890.00

Low level adjustment for disability: \$69,678.00

Summary of progress

Our focus for 2022 was the development of teacher expertise in explicit teaching in writing and establishing learning dispositions for our school. Visible learning and Corwin professional learning were central to providing the structure and knowledge required to successfully meet our set targets in this strategic direction.

All teaching staff completed an asynchronous course delving into learning intentions and success criteria. This course gave our teachers an in-depth understanding of the role of LISC in teaching and learning and the tool to develop powering LISC in their own classrooms. Following this learning, the staff worked collaboratively to gain a shared understanding of our chosen school dispositions and the developed plans and structures for their introduction to K-6 in 2023.

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
60% of teachers observed using highly effective feedback during planned walkthroughs. 65% of teachers give students effective feedback on how to improve their performance on assessment tasks. Teachers routinely link feedback with formative assessment strategies. Students understand what effective feedback looks like and begins to engage in peer and self.	Walkthrough observations indicated that more than 60% of teachers were actively giving highly effective feedback that detailed to students how to move forward with their learning. Students are beginning to understand what effective feedback looks like, and this will continue to be a focus for 2023.
80% of staff report with students the learning goals for each lesson.. 70% of staff use formal assessment tasks to help students set challenging goals. Teachers embed LI and SC into English programs.	Learning Intentions and Success Criteria are detailed in each lesson for all English and Mathematics programs. Teachers are beginning to co-construct LISC with their classes as the next step in their Visible Learning professional learning journey.

School-wide Learning Dispositions are embedded.

Teachers and students develop a common language for describing visible learning strategies K-6.

Strategic Direction 3: Community partnerships and engagement

Purpose

To strengthen connections with the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued and catered for.

To provide parents with multiple opportunities to engage in their child's 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.

- Improved student wellbeing and attendance.
- Enhancing and sustaining relationships through Community Engagement

Resources allocated to this strategic direction

Per capita: \$127,000.00

Summary of progress

Our focus for 2022 was to strengthen and consolidate connections with the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued and catered for. We provided parents multiple opportunities to engage in their child's learning and strengthen key school transition points. Over the year we consolidated the wellbeing initiative The Resilience Project which is now embedded practice across the school. The project involved providing all students with practical and evidence-based mental health strategies to build resilience and happiness. The language of 'Gratitude, Empathy and Mindfulness' is central to all school communications and students use it in everyday interactions. At the beginning of the year members of the executive team visited every preschool program in town to connect with educators, and work together to build a positive transition program. The Kindergarten team also visited each centre and gathered information on the learning and social needs of students starting in 2023. Through our connections with feeder preschools, we have been able to share information to ensure a strong and successful transition for our students. Next year we will continue to work with the community and parents to strengthen a sense of belonging within our school and consolidate productive partnerships with families.

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
86.4% of students attend school throughout the year above state expectation of 95% attendance rate.	90.85% of students attend school regularly and with an average of 69% of all students attending over the state expectation of 95%.
Student wellbeing measured through Tell Then From Me surveys indicate 75% of students feel supported and happy in their school environment.	Tell them from me data indicates that 62% of students feel accepted and valued by their peers and by others at their school.
70% of Parents feel valued and welcomed by the school as partners in their child's learning.	Tell them From Me data indicated that 78% of parents feel welcome when they visit the school.
82.% of students attend school throughout the year above state expectation of 95% attendance rate. Student well being measured through Tell Then From Me surveys indicate 78% of students feel supported and happy in their school environment.	Student well being measured through Tell Then From Me surveys indicate 78% of students feel supported and happy in their school environment.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$37,605.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Orange Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Evidenced based practices in Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Identified students receiving intensive in-class support resulting in a high level of adjustment to allow students to engage with stage-level curriculum.</p> <p>After evaluation, the next steps to support our students will be: to continue to adapt and adjust dynamic Individual Education Plans to suit the needs of our learners.</p>
<p>Socio-economic background</p> <p>\$87,758.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Orange Public 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"> • Evidenced based practices in Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the Primary Maths program and Grade Reflection. <p>The allocation of this funding has resulted in the following impact: The provision of an additional hour of release for each teacher to support curriculum and learning and support. This has enabled stage groups to work collectively on developing consistency with assessment and to build a professional knowledge of initiatives such as reading and rich mathematical tasks.</p> <p>After evaluation, the next steps to support our students will be: building rich mathematical tasks into scope and sequences for Yr 3-6 in anticipation of a new syllabus in 2024.</p>
<p>Aboriginal background</p> <p>\$63,782.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orange Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Evidenced based practices in Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p>

<p>Aboriginal background</p> <p>\$63,782.00</p>	<p>All Aboriginal students have a personalised learning pathway that outlines their learning goals and cultural goals. Students are supported and have a sense of belonging in our school.</p> <p>After evaluation, the next steps to support our students will be: A continued focus on developing literacy and numeracy achievement for Aboriginal students through personalised learning opportunities.</p>
<p>English language proficiency</p> <p>\$29,890.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Orange Public 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"> • Visible Learning: School Impact Process <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EALD students have targeted support in developing proficiency in English.</p> <p>After evaluation, the next steps to support our students will be: Utilising technology in the classroom to support newly arrived EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$230,567.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Orange Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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"> • Effective feedback • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Identified students have had increased support in achieving grade and stage level outcomes.</p> <p>After evaluation, the next steps to support our students will be: Further development and movement of student growth across grades enhancing student ability.</p>
<p>Location</p> <p>\$2,663.00</p>	<p>The location funding allocation is provided to Orange Public 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Purchase of an online platform for home reading of decodable texts. This will allow for the consolidation of phonics and phonological awareness instruction at home.</p>

<p>Location</p> <p>\$2,663.00</p>	<p>After evaluation, the next steps to support our students will be: to adjust the scope and sequence of phonological and graphological information to better suit the DRA platform.</p>
<p>Professional learning</p> <p>\$65,012.00</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 Orange Public 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"> • Visible Learning: School Impact Process <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Whole school professional learning courses <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed Visible Learning practices into all classrooms k-6 resulting in improved internal assessment results.</p> <p>After evaluation, the next steps to support our students will be: engagement in the third year of the School Impact Process, focussing on embedding learning dispositions in all classrooms.</p>
<p>Literacy and numeracy</p> <p>\$24,469.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Orange Public 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"> • Explicit teaching in Numeracy <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 • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: Teachers have reliable and consistent data to inform reading instruction and intervention. This has resulted in differentiated teaching through ongoing progress monitoring and assessment for students working below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: The selection of more discrete focus areas to demonstrate the impact of this intervention.</p>
<p>QTSS release</p> <p>\$142,617.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Orange Public 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"> • Evidenced based practices in Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: The learning and support needs of identified students are identified, tracked, and evaluated in an ongoing manner. Intervention supports are</p>

<p>QTSS release</p> <p>\$142,617.00</p>	<p>comprehensively planned and delivered through LAST and DP support.</p> <p>After evaluation, the next steps to support our students will be: to continue to identify and address student needs through the development of a multifaceted team of support comprised of teachers, SLSO, LAST, and executive.</p>
<p>Literacy and numeracy intervention</p> <p>\$96,534.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Orange Public School who may be at risk of not meeting minimum standards.</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 initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: An improvement in DIBELS reading data in the Primary grades, through the provision of intensive reading programs. Primary maths class numbers were also reduced through the provision of additional staffing, allowing more personalised adjustments to curriculum for all students</p> <p>After evaluation, the next steps to support our students will be: Cease maths groups in the Primary grades following professional learning and consultation with staff, families and students.</p>
<p>COVID ILSP</p> <p>\$160,480.00</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"> • 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>The allocation of this funding has resulted in the following impact: *2% increase of students in the Top 2 bands for numeracy in NAPLAN *The majority of students in the program achieving progress toward 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 such as DIBELS, Check-in and NAPLAN to identify specific student need.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	367	369	385	377
Girls	336	327	340	338

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	96.2	94.4	92.3
1	94.2	95.3	92.8	92.2
2	94.3	94.3	93.7	92.8
3	93.8	93.7	91.8	92.6
4	93.6	93.3	92.2	90.4
5	94.5	93.8	91.1	91.6
6	91.8	94.8	91.5	89.7
All Years	93.6	94.5	92.5	91.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	32.83
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.87

*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	791,399
Revenue	8,465,677
Appropriation	8,171,269
Sale of Goods and Services	9,076
Grants and contributions	280,145
Investment income	4,847
Other revenue	340
Expenses	-8,191,737
Employee related	-7,386,618
Operating expenses	-805,119
Surplus / deficit for the year	273,940
Closing Balance	1,065,339

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	42,303
Equity Total	404,388
Equity - Aboriginal	63,782
Equity - Socio-economic	87,758
Equity - Language	29,890
Equity - Disability	222,957
Base Total	5,705,275
Base - Per Capita	189,277
Base - Location	2,663
Base - Other	5,513,335
Other Total	1,443,864
Grand Total	7,595,831

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Through surveys conducted, students were asked if they feel accepted and valued by their peers and by others at their school. Overwhelmingly students in this school had a high sense of belonging, with 85% enjoying coming to school each day. It was recorded that 91% of students in this school valued schooling outcomes with 88% had positive behaviour at school.. Statistics show that 85% of students felt the school held positive Teacher- Student relationships. Parents indicated that 100% felt welcome at the school, whilst 96% felt they could speak easily to their child's teacher. Parents felt that 90% of all students in the school were clear on school expectations and 95% of students felt safe at school. 93% of parents felt the school had been consultative in relation to school planning and that 100% of parents believe that the schools P&C helped in improving the school. 93% of teachers at the school indicated that they felt well supported in their roles by executive staff and 94% enjoyed the challenges of teaching. 100% of staff felt they made consistent improvements to student well being and academic progress.

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.