

2023 Annual Report

Rocky River Public School



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Introduction

The Annual Report for 2023 is provided to the community of Rocky River 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

Rocky River Public School

Uralla-Bundarra Rd

Uralla, 2358

<https://rockyriver-p.schools.nsw.gov.au>

rockyriver-p.school@det.nsw.edu.au

6778 4122

School vision

At Rocky River Public School, we believe our main purpose is **LEARNING FOR ALL**.

This ensures that:

- * all students are engaged as learners in all areas of the curriculum
- * all students develop as literate, numerate, well informed and creative individuals
- * all teachers are provided with quality professional learning and leadership opportunities.

The school's motto **Learn to Succeed** encapsulates the high expectation of students and staff.

Our vision and values, combined with our school's focus on student progress, achievement and wellbeing, guide all that we do. We are privileged to have a highly engaged and supportive school community, a truly dedicated staff and of course, wonderful students who are at the centre of everything we do.

School context

Rocky River Public School is the oldest school in the New England region. The school has continuously provided quality teaching and learning for over 160 years.

It is a small rural school situated 5km north west of Uralla on the Thunderbolt's Way. The students are from a wide socio economic range within the local area and Uralla. It is currently classified as a TP2 with a two full time classroom teachers along with other additional staff as employed through school funding opportunities.

Rocky River Public School works within a cluster of small schools known as *The Thunderbolts Alliance* in the areas of sporting, cultural, social and professional development activities. The school is also a member of the *Armidale Community of Schools* (ACOS) which supports principals, staff and students across the New England area.

The school provides comprehensive educational experiences to enhance the academic, cultural, physical and social development of students. A dedicated staff, excellent resources and a beautiful rural setting, combine to develop in the students, a love of learning which, together with strong academic fundamentals, will carry them through their education and their lives in the 21st Century.

In this small school, students interact across age groups, playing with and caring for each other as a family. Small class sizes ensure individual attention - each child is treated as an individual and their own needs, interests and talents are understood and catered for.

Student attendance at Rocky River PS continues to be at state or above state averages. The school will continue to embed strong practices in following up on student absence after 24 hours of being away from school, and to work closely with families on having attendance at school as a top priority.

The school is an important part of the Rocky River community. Staff, parents and local residents actively work to provide a strong foundation for learning excellence. The local community is very supportive and all major school activities are well attended. We have a holistic view of education encouraging our students to be involved in not only academic and sporting activities but also actively promoting student leadership, values and contributing to the wider community. In the small school environment, students are encouraged to work independently and cooperatively to become self-motivated learners.

Through a thorough evaluation of practice and procedures, we have concluded that our improvement areas will be in literacy, numeracy, quality teaching and a personalised learning approach for every student.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve and build student learning through the development and delivery of consistent, high quality teaching practice. This involves students planning and monitoring their own 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.

- Data and Assessment
- Personalised Learning

Resources allocated to this strategic direction

Integration funding support
Socio-economic background
Literacy and numeracy
Low level adjustment for disability
QTSS release
Aboriginal background
AP Curriculum & Instruction
Professional learning

Summary of progress

Writing

This year, staff focused on the use of quality texts for writing stimulus in English and integrating writing tasks across KLA's. K-2 implemented the department's units of work and used assessment opportunities throughout these units to assess against the new syllabus outcomes. Professional learning on the Writing Process was held by the APC&I, and involved staff exploring evidence based practices for writing instruction and sharing ideas that were working for them in the classroom. To assess writing progress, 3-6 teachers conducted writing tasks each term and marked these using the NAPLAN marking criteria. Data was entered into PLAN 2 each term to monitor progress against Literacy Learning Progressions in the Creating Texts sub element, with most students demonstrating good growth in this sub element. The NAPLAN student proficiency results in writing and Year 6 writing Check-In scores were positive. These were analysed to ascertain areas of strength and development, with punctuation identified as an area to continue to work on. Improvements across English have been evidenced, particularly in regards to creating imaginative and persuasive texts. A continued focus next year will be transferring these writing processes across all KLAs.

Curriculum Reform

Curriculum Provision in 2023 saw staff develop a more thorough understanding of the literacy and numeracy requirements for the new syllabi and embed evidence-based practices to optimise outcomes in English and mathematics for all students. All teaching staff finalised the K-2 English and Mathematics micro-learning and completed the NESA Mathematics and English 3-6 PL in preparation for full implementation in 2024. In the K-2 classroom, the multi-age units of work for English and mathematics were utilised. The classroom teacher undertook PL on adapting the units to assist with contextualising and modifying where needed. Decodable home readers were purchased to reinforce decoding skills at home and Mini Lit was used for intervention to support systematic and explicit teaching of phonics for identified students. Implementation of the new syllabus K-2 led to improvements in teaching practice with systematic and explicit phonics instruction and the use of decodable readers as beginning texts embedded into daily teaching. Substantial improvements were evidenced in PLAN2 data in the Phonic Knowledge and Word Recognition sub-element and in the recent Year 1 Phonics Screening Check. K-2 Academic Reports were altered to reflect the expectations of the new syllabi for K-2 students with strengths and areas for future focus included.

The 3-6 teachers trialed explicit vocabulary and spelling lessons and implemented number talks. Texts were purchased to support the teaching of the department's English units of work 3-6. As part of the Thunderbolt Alliance Community of Practice, 3-6 staff participated in 2 days of professional learning in Navigating the Syllabus and Exploring Pedagogy and Research for English and Mathematics. These teachers have a greater understanding of the literacy and numeracy demands and evidence underpinning the new 3-6 syllabus and will commence 3-6 syllabus implementation in 2024.

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>SEF - 'Curriculum' - Working Towards Sustaining and Growing</p> <p>School will self assess itself as working towards Sustaining and Growing in the Element of Curriculum, using the School Excellence Framework.</p>	<p>The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school is working towards monitoring and reviewing its curriculum provision to meet changing requirements of the students. Using PLAN 2 and the learning progressions, descriptions of expected student progression in knowledge, understanding and skill and the assessments that measure them, are contained in literacy and numeracy programs. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p>
<p>75% of students attain the expected growth in NAPLAN Reading.</p>	<p>The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.</p>
<p>An increase in check in assessment mean scaled score for Numeracy in Years 3 and 5 for 2023, compared with Year 3 and 5 in 2022.</p>	<p>The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.</p>

Strategic Direction 2: High Expectations and Continued Improvement

Purpose

To strengthen our school culture where students and staff members are responsible for their ongoing learning and development. We all strive for innovation and improvement and make strong connections within the school and school community.

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.

- Teacher Toolkit
- Personalised Learning Plans for Every Student

Resources allocated to this strategic direction

Socio-economic background

Per capita

Location

QTSS release

Aboriginal background

Summary of progress

In 2023, all teaching staff completed NESA English and Maths online Professional Learning on the new syllabus documents. This enabled us to gain an insight into the pedagogy and requirements of implementation. The English and Maths syllabus was implemented into teaching and learning in our K-2 class where we used the NSW Department of Education units of work to assist us in ensuring we were covering the content required. IN 2024, we will expand the use of these units in the other grades (years 3-6).

"Big Ideas Professional Learning (PL) coordinated and lead for staff by the school's APCI. A resource list has been published for English texts and the school has ordered these. The principal attended the second LEED project PL.

Barriers - Accessing some of the resources has been difficult as many other schools are also purchasing them.

Next Steps - To develop a plan of implementing the new units of work in English and Maths, in line with the suggested scope and sequences. Feedback PL was not completed. This will become a focus for 2024 as part of the LEED project.

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>SEF - 'Learning Culture' - Sustaining and Growing</p> <p>School will self assess itself as Sustaining and Growing in the Element of Curriculum, using the School Excellence Framework.</p> <p>Feedback is used to provide students with timely and explicit information about their progress and achievements. Feedback is used as part of development and evaluation of</p>	<p>There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p>The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.</p> <p>Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</p>

personalised learning plans for every student in the school.

Professional learning on "HOW" to provide quality feedback is provided to all staff.

Our school will work towards the systems lower bound target of 70% of students attending 90% of the time.

The number of students attending school 90% of the time or more has increased by 28% from 2022.

Funding sources	Impact achieved this year
Professional learning \$6,611.14	<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 Rocky River 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"> • Data and Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: Improved knowledge of new English and Maths syllabus documents and requirements for implementation.</p> <p>After evaluation, the next steps to support our students will be: Familiarisation and implementation of new English and Maths units of work in Stages 2 and 3. The school will have a staged based approach to implementation from the Upper Division classroom.</p>
Integration funding support \$13,802.00	<p>Integration funding support (IFS) allocations support eligible students at Rocky River 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"> • Data and Assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: School Learning Support Officer (SLSO) supporting the student in all school based activities to help access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ SLSO using all integration funds.</p>
Socio-economic background \$11,836.80	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rocky River 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"> • Data and Assessment • Teacher Toolkit <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in NAPLAN marking criteria and consistent teacher judgement to support student learning • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Professional learning was provided for all staff in using the new English and Maths syllabus documents (3-6) and resources purchased to implement the new units in 2024. 2 workshops were held at the school for 20 teachers</p>

<p>Socio-economic background</p> <p>\$11,836.80</p>	<p>from the area to learn about the new requirements of the syllabuses.</p> <p>After evaluation, the next steps to support our students will be: Implement the new units of work in 2024 and determine next steps once evaluated and reviewed.</p>
<p>Aboriginal background</p> <p>\$14,091.56</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rocky River 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"> • Data and Assessment • Teacher Toolkit <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • purchasing of resources for Aboriginal education and additional teacher time to support students individual learning plans. <p>The allocation of this funding has resulted in the following impact: Every student has a Personalised Learning Plan (PLP) which is meaningful and drives student improvement. Resources purchased to support indigenous education in classrooms.</p> <p>After evaluation, the next steps to support our students will be: Refine the template for the PLPs using feedback from students, staff and parents. Purchase any additional resources as required for Aboriginal education to be embedded across all Key Learning Areas.</p>
<p>Low level adjustment for disability</p> <p>\$28,890.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Rocky River 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"> • Data and Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Purchase of the MiniLit program and implementation in the K-2 classroom has resulted in improved results for every student on the program. Funds were used to train the Assistant Principal Curriculum and Instruction, classroom teacher and School Learning Support Officer to implement this in 2023.</p> <p>After evaluation, the next steps to support our students will be: With a change of staff in 2024, the school will need to use funds to train new staff in implementing the program.</p>
<p>Location</p> <p>\$12,286.55</p>	<p>The location funding allocation is provided to Rocky River 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"> • Teacher Toolkit

<p>Location</p> <p>\$12,286.55</p>	<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: This funding was used equitably to ensure full inclusion and participation in all excursions and incursions and other additional school activities. As a result, students sense of belonging is promoted as they know they will be included with all opportunities. It has also assisted in improving student attendance.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide the students with equal access to internal and external learning experiences and resources to ensure that the learning environment for the students is conducive for learning. The provision of classroom resources will continue to provide equitable access to the curriculum and extra-curricular activities.</p>
<p>QTSS release</p> <p>\$8,285.76</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rocky River 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"> • Data and Assessment • Teacher Toolkit <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: Enabled staff to effectively collect and analyse data to inform student progress and learning needs. This has resulted in an improvement in reading and numeracy across the school.</p> <p>After evaluation, the next steps to support our students will be: To continue the data analysis and create informed high impact assessment tasks to further direct explicit learning.</p>
<p>COVID ILSP</p> <p>\$12,149.87</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 2023.</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 teacher to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The COVID ILSP funding enabled the school to utilise an extra teacher as a means to implementing our Targeted Teaching sessions. During each session, students within the classroom received targeted support in literacy and numeracy which enabled the teaching staff to fill any 'gaps in learning' that students were experiencing.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to run Targeted Teaching Sessions as a means of providing explicit individualised support for each student in the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	15	18	20	17
Girls	18	18	19	19

Student attendance profile

School				
Year	2020	2021	2022	2023
K	81.9	93.5	88.0	90.5
1	94.2	86.9	85.6	93.9
2	96.3	89.9	83.0	89.6
3	97.4	88.4	88.1	84.2
4	95.7	96.0	88.2	89.5
5	84.8	92.5	88.5	87.8
6	93.9	87.8	87.8	87.6
All Years	93.3	91.5	87.5	89.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	0.2
Classroom Teacher(s)	1.42
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.01

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	41,701.28
Revenue	703,966.95
Appropriation	681,768.46
Sale of Goods and Services	-730.00
Grants and contributions	21,069.41
Investment income	1,726.08
Other revenue	133.00
Expenses	-682,795.73
Employee related	-598,204.21
Operating expenses	-84,591.52
Surplus / deficit for the year	21,171.22
Closing Balance	62,872.50

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.

	2023 SBAR Adjustments (\$)
Targeted Total	9,202
Equity Total	54,819
Equity - Aboriginal	14,092
Equity - Socio-economic	11,837
Equity - Language	0
Equity - Disability	28,890
Base Total	537,842
Base - Per Capita	10,150
Base - Location	12,287
Base - Other	515,405
Other Total	53,391
Grand Total	655,254

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.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parents, carers, students and staff were provided with the opportunity to evaluate the school's operations in 2023.

An online survey monkey, private one-on-one discussions with the principal and individual parents and also student surveys in class, were also conducted to gain a true overall satisfaction evaluation.

Overall, our parents and the community are very satisfied with the smooth operation of the school. Staff were praised for providing individual learning plans for students and for being available when parents needed to discuss aspects for their child's learning.

Parents also indicated a desire for the school to provide more opportunities for students in creative arts, particularly with music. In 2024, the school will invest in a weekly musical orchestra program, provided by the New England Conservatorium of Music(NECOM).

The school also surveyed parents about our communication methods. Our use of the Audiri app, newsletter online, paper notes and the new Facebook page were noted as effective forms of communication.

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.