

2022 Annual Report

Dobroyd Point Public School



3873

Introduction

The Annual Report for 2022 is provided to the community of Dobroyd Point 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

Dobroyd Point Public School

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School vision

Dobroyd Point Public School community believes that every student should be provided with challenging opportunities to develop independent, future-ready, local and global citizens. We aim to educate the whole child through all learning domains by developing responsible, resilient and kind learners who strive to achieve their personal best. Our vision is to create a learning environment supported by high expectations for academic success in an inclusive environment that supports the wellbeing of all students. Our school prides itself on positive partnerships with parents and carers, as well as the broader community, through our ongoing commitment to community engagement.

School context

Dobroyd Point Public School is situated in the federation suburb of Haberfield. The school has an enrolment of 187 students with 8 classes from Kindergarten to Year 6. In 2021, 16 teachers and 6 non-teaching staff work at the school.

The school enjoys a friendly nurturing culture where every student is valued and their learning is supported by strategic teaching and learning programs. The community has a strong sense of involvement, strongly supported by an active P&C who raise substantial funds to support programs and purchase resources for school initiatives.

Our school is supported by a strong and vibrant multi-cultural community, and our Italian Community Language Program supports students in maintaining and developing further communicative competence in their community language. 30% of our students have a language background other than English, 1.60% of students identify as Aboriginal.

The school and its community have high expectations for our students and value the provision of a variety of learning opportunities. The school offers a broad curriculum with specialist areas including Italian, music, learning support, digital technology and high potential and gifted education programs.

The whole school community, involving students, staff and parents, were consulted to create a detailed situational analysis which informed the development of our strategic improvement plan. Through our situational analysis, we identified the need to communicate teaching and learning plans, along with support and extension strategies used in classrooms, to parents in a clearer format. We also identified the need to create more opportunities to engage parents and members of the wider community in school based initiatives and practices.

We identified the need to refine our use of data driven practices to ensure all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Following NAPLAN analysis, the school has identified target areas in reading and numeracy.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, 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.

- Tailored Learning
- Effective use of data

Resources allocated to this strategic direction

QTSS release: \$35,740.43

Literacy and numeracy: \$27,942.40

Low level adjustment for disability: \$71,742.17

Per capita: \$46,493.00

Integration funding support: \$27,500.00

Socio-economic background: \$3,514.91

Aboriginal background: \$2,289.92

English language proficiency: \$2,400.00

Professional learning: \$8,767.30

Summary of progress

Tailored learning has had a positive impact on student growth and attainment, especially in the areas of HP&G education and learning support. The use of data has improved to ensure teaching and learning programs are tailored more closely to meet students' needs.

The use of Instructional leaders meant individual students could be monitored and their specific needs addressed. Teaching staff benefited from having Instructional Leaders in their classrooms and were able to refine their teaching practices.

Data analysis, including NAPLAN, Plan 2 and other internal testing data supported the view that tailored learning has a positive impact on student achievement in literacy, however we have noticed a deficit in student achievement in numeracy.

The use of Instructional Leaders will continue in 2023, but the focus will shift from writing to numeracy to address the needs identified during the analysis of student achievement data.

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 |
|--|---|
| Increased (uplift) percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 6.7% to reach the lower bound system negotiated target. | 2022 NAPLAN data indicates 78% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target. |
| Increased (uplift) percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 8% to reach the lower bound system negotiated target. | 2022 NAPLAN data indicates 55% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. |
| | |

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|--|--|
| <p>Expected growth - % of students achieving expected growth in NAPLAN reading from Year 3 - Year 5 will increase (uplift) by 3% to be trending towards the lower bound system negotiated target.</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 however individual student progress is reported directly to parents and carers throughout the year.</p> |
| <p>Expected growth - % of students achieving expected growth in NAPLAN numeracy from Year 3 - Year 5 will increase (uplift) by 1% to be trending towards the lower bound system negotiated target.</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 however individual student progress is reported directly to parents and carers throughout the year.</p> |

Strategic Direction 2: Wellbeing

Purpose

To create a learning community where students develop respect, responsibility and resilience and demonstrate care, compassion and empathy for others by developing skills and understanding about emotional intelligence and empathy for others through social emotional learning programs.

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.

- Positive Behaviour for Learning (PBL)
- Mindfulness
- Peer Support

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Summary of progress

PBL, mindfulness lessons and peer support sessions had a positive impact on student wellbeing. Incidents of inappropriate behaviour reduced and students established support networks across the school.

Analysis of data including student welfare data, Tell Them From Me and anecdotal evidence has demonstrated consistent levels of student satisfaction at school. Anecdotal evidence suggests students were disengaging with the current format of the mindfulness lessons, so a different approach will be used to address mindfulness in 2023. The school will implement The Resilience Project in 2023 to increase student engagement with lessons about gratitude, kindness and resilience.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| The proportion of Year 5 students reporting positive outcomes for advocacy at school will increase (uplift) by 3% to achieve the lower bound system- negotiated target. | Students' sense of advocacy at school from June to November 2022 remained constant. |
| The proportion of Year 5 students reporting positive outcomes for feelings of belonging at school will increase (uplift) by 3% to achieve the lower bound system- negotiated target. | There was a 1% increase from 80% - 81% in students' sense of belonging at school from June to November 2022. |

Purpose

To further develop partnerships and relationships with members of our school community to enhance cultural understanding and learning opportunities for 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.

- Parent Information Sessions
- Showcasing Students' Work
- Developing Partnership with Local AEGC

Resources allocated to this strategic direction

Summary of progress

Parent and caregiver engagement across the school increased in line with the removal of COVID-19 restrictions.

Data analysis revealed a small increase in the percentage of families attending parent / teacher interviews and responding to correspondence from the school. The extended periods of lockdown and online learning resulted in improved electronic communication with families. Celebrating student achievement and sharing work samples through the school newsletter has increased parent connectedness to student learning. It is hoped that with the removal of most COVID-19 restriction in 2023, parents will become more connected with the school.

The school has not, at this point in time, developed stronger connections with the local AEGC. This will be a priority for 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 |
|---|---|
| At least 80% of families in the school will subscribe to electronic communication from school (school newsletter and Enews notifications) | The school has migrated to another communication platform. 100% of parents now receive electronic communication from school. |
| Engagement with parent/teacher interviews and information evenings will increase to >75% for each class. | Due to COVID-19 restrictions, information evenings were not held in 2022. 90% Of families participated in the reverse interviews held via Zoom in February. 77% Of families participated in the Semester 1 student progress interviews held via Zoom in June. |
| Parent and caregiver participation in feedback surveys will increase to > 40% of families in the school. | An average of 25% of parent and caregivers participated in surveys conducted across the school in 2022. |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$27,500.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Dobroyd Point 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"> • Tailored Learning <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: The learning and support team have worked with identified students in small groups to develop reading and numeracy skills.</p> <p>After evaluation, the next steps to support our students will be: Monitor individual student's progress and ensure appropriate adjustments are in place.</p> |
| <p>Socio-economic background</p> <p>\$3,514.91</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dobroyd Point 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"> • Tailored Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing students without economic support for educational materials, uniform, equipment and other items • Use of SLSO staff to support students develop reading and numeracy skills <p>The allocation of this funding has resulted in the following impact: Students have received support by reading 1:1 with a teacher or SLSO at least three times a week. Most students achieved personal learning goals as described in their ILPs.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor individual students and measure their achievements against their learning goals.</p> |
| <p>Aboriginal background</p> <p>\$2,289.92</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dobroyd Point 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"> • Tailored Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Creation of school literacy resources embedding local culture <p>The allocation of this funding has resulted in the following impact: Increased resources in the school to support teaching of reading skills.</p> |

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| <p>Aboriginal background</p> <p>\$2,289.92</p> | <p>After evaluation, the next steps to support our students will be: Continue to monitor student to ensure they are achieving personal goals.</p> |
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dobroyd Point 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"> • Tailored Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engagement of Instructional Leader to implement co-teaching programs to provide intensive support for all students and develop teachers' skills <p>The allocation of this funding has resulted in the following impact: The engagement of an Instructional Leader to develop reading and writing programs across the school benefited all students. Students reported increased enjoyment of writing activities and data demonstrated growth in student achievement.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor student achievement and provided targeted support to identified students.</p> |
| <p>Low level adjustment for disability</p> <p>\$71,742.17</p> | <p>Low level adjustment for disability equity loading provides support for students at Dobroyd Point 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"> • Tailored Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students within the classroom <p>The allocation of this funding has resulted in the following impact: Students demonstrated an increase in on-task behaviour and completion of class activities.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the Instruction Leader program and increase connection with the L&ST to monitor individual student progress.</p> |
| <p>Professional learning</p> <p>\$13,767.30</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 Dobroyd Point 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"> • Tailored Learning • Positive Behaviour for Learning (PBL) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Love Maths Professional Learning Sessions • Professional Learning to ensure all staff are recording and interpreting Plan 2 data appropriately. • Professional Learning to implement learning sprints for identified students in writing. |

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| Professional learning \$13,767.30 | <p>The allocation of this funding has resulted in the following impact: Teachers have been able to provide Identified students with intensive support and as a result, students have made positive progress.</p> <p>After evaluation, the next steps to support our students will be: Ensuring ongoing analysis of achievement data to inform future directions.</p> |
| Literacy and numeracy \$27,942.40 | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dobroyd Point 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"> • Tailored Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Love Maths Professional Learning • Staff training and support in literacy and numeracy • Updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: The purchase of new reading sets for K-2, has facilitated the implementation for Get Reading Right and the new K-2 syllabus. The purchase of quality texts to support reading comprehension from Years 3-6 has improved student engagement.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement the strategies introduced for literacy in 2023, but also increase the focus on numeracy instruction.</p> |
| QTSS release \$35,740.43 | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dobroyd Point 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"> • Tailored Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provision of Instructional Leaders to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Increase capacity to identify individual student's needs and implement targeted programs. Instructional leaders have developed teacher capacity in classrooms to identify and address individual student needs.</p> <p>After evaluation, the next steps to support our students will be: Maintain the use of two instructional leaders in 2023, with an increased focus on numeracy.</p> |
| COVID ILSP \$24,453.00 | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition |

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| <p>COVID ILSP</p> <p>\$24,453.00</p> | <ul style="list-style-type: none">• Providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Identified students received small group tuition. Students involved demonstrated growth against the learning progressions.</p> <p>After evaluation, the next steps to support our students will be: Ensuring identified students continue to receive appropriate support moving forward and data is used to inform planning.</p> |
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Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 117 | 107 | 95 | 90 |
| Girls | 110 | 104 | 89 | 83 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 96.3 | 97.4 | 95.8 | 94.3 |
| 1 | 93.9 | 96.8 | 94.7 | 92.7 |
| 2 | 95.6 | 96.3 | 96.3 | 92.9 |
| 3 | 94.7 | 96.3 | 95.1 | 91.5 |
| 4 | 95.0 | 95.6 | 94.2 | 89.6 |
| 5 | 95.4 | 97.1 | 95.6 | 91.2 |
| 6 | 94.2 | 94.5 | 95.9 | 86.7 |
| All Years | 95.0 | 96.1 | 95.3 | 90.8 |
| 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 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 5.91 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 2.02 |
| Other Positions | 1 |

*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 employment 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 | 311,360 |
| Revenue | 2,009,111 |
| Appropriation | 1,883,747 |
| Sale of Goods and Services | 14,100 |
| Grants and contributions | 106,984 |
| Investment income | 4,179 |
| Other revenue | 100 |
| Expenses | -1,954,815 |
| Employee related | -1,813,576 |
| Operating expenses | -141,240 |
| Surplus / deficit for the year | 54,295 |
| Closing Balance | 365,655 |

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 | 25,495 |
| Equity Total | 79,947 |
| Equity - Aboriginal | 2,290 |
| Equity - Socio-economic | 3,515 |
| Equity - Language | 2,400 |
| Equity - Disability | 71,742 |
| Base Total | 1,500,296 |
| Base - Per Capita | 46,493 |
| Base - Location | 0 |
| Base - Other | 1,453,803 |
| Other Total | 212,010 |
| Grand Total | 1,817,748 |

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

The Tell Them From Me (TTFM) surveys provide us with information to guide our school planning and help us identify improvement initiatives. The responses are summarised as follows:

Parents/Carers - highest areas of satisfaction:

- Feeling welcome when visiting the school
- Feeling at ease when speaking to child's teacher and principal
- Feeling well informed about school activities
- Teachers listen to concerns
- Written information from the school is in clear plain language
- Parent activities are scheduled at times I can attend

Students - highest areas of satisfaction:

- Participation in school sports
- Participation in art, drama or music groups
- Positive sense of belonging
- Students with positive relationships
- Students with positive behaviour at school
- Students try hard to succeed in their learning

Staff- highest areas of satisfaction

- Working with school leaders to create a safe and orderly school environment
- High expectations are set for student learning
- Provision to discuss learning problems of particular students with other teachers
- Opportunities for collaboration between teachers
- Safe and orderly school environment

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.