

2021 Annual Report

Campbell House School



5735

Introduction

The Annual Report for 2021 is provided to the community of Campbell House 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

Campbell House School

Roy Watts Rd

Glenfield, 2167

<https://campbellho-s.schools.nsw.gov.au>

campbellho-s.school@det.nsw.edu.au

9827 6150

School vision

Campbell House School strives for students to become engaged and successful learners through the provision of diverse learning and wellbeing opportunities. All school staff are supported to build their capacity to target learning at individual students points of need through engaging in professional learning linked to school priorities and to the Australian Professional Standards. The school practices and embeds trauma informed learning and strengths based language through positive education to enable students to flourish in all aspects of their lives. We consistently encourage our students to respect themselves and others. We acknowledge and celebrate the diversity of all people and strive to build an accepting and tolerant community. We promote social intelligence, gratitude, leadership, forgiveness, perspective, perseverance, self regulation and the development of strategies to support wellbeing. We are committed to building and maintaining positive relationships with students, staff, parents/carers and the wider community.

School context

Campbell House School is a school for specific purposes that supports the learning and welfare needs of sixty three students years seven to twelve. The school is situated in Glenfield and services students from areas of South West Sydney, all students are from low socio-economic backgrounds, 23% of our student population are Indigenous and 16% are Out of Home Care.

Campbell House staff are committed to providing a quality education for all students and provide an inclusive learning and teaching environment for students who have emotional and behavioural disorders with normal cognitive ability.

Our core business is to improve the academic, social, vocational and behavioural outcomes with a focus on wellbeing for all students. The aim is to bridge gaps in literacy and numeracy, supporting the mental health needs of our school community and building pathways to further education, employment, or transition to post school options. All students are presented with opportunities to achieve their High School Certificate or Record of School Achievement.

At Campbell House we value the identity, culture, heritage and languages of our Aboriginal and Torres Strait Islander students and their families. Staff connect with Aboriginal students and their families to support aspirational goals.

The Campbell House School motto is: *Building Positive Relationships in a Learning Community* and this forms the basis on which all learning programs are created. Students attending Campbell House School have experienced significant disruption to their schooling as a result of their diagnosed disabilities, as such the school adopts trauma informed and restorative practices to support all learning.

Wellbeing practices are embedded throughout all aspects of the school curriculum, this can be seen in the delivery of positive education and character strengths development alongside trauma informed practices. Wellbeing is fundamental to our staff and wider school community where we focus on the continuance of positive emotions, engaging relationships and effective communication.

As a result of the situational analysis our School Improvement Plan has been formulated on areas of growth and the strengthening of areas of excellence which are a priority for our school community.

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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To provide students with opportunities to develop strong foundations in literacy and numeracy. A student focused approach where individual learning goals will be determined and revised to ensure a continuum of growth as per Personalised Learning and Support Plans.

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 skills and use
- Attainment Goals

Resources allocated to this strategic direction

Professional learning: \$384.00

SSP supplementary funding: \$10,648.80

Socio-economic background: \$849.34

Summary of progress

The activities provided to improve student growth and attainment (underpinned by CESE's What Works Best) contributed to evidenced improvements across data skills and use and attendance initiatives. Campbell House School teaching staff have made progress toward professional learning on how to best use the literacy progressions within the teaching and learning cycle. Professional learning for the numeracy progressions has been put on hold until 2022 due to the interruptions of COVID. During 2022, teachers will use the data tracking of PLAN 2 to inform explicit and specific learning goals and success criteria for students. A whole school focus on improving vocabulary for students was embedded in learning, however COVID impacted the implementation. Measurable systems to monitor vocabulary growth were not introduced during remote learning, but will be functioning next year to establish a detailed analysis of the impact of this explicit teaching and learning process. Further professional learning of data and its use will be undertaken in early 2022 by the executive team.

The initiatives developed by the Attendance Improvement Team shifted with the changing needs of the school moving from face-to-face to online learning. Even through the disruptions of COVID throughout Semester 2, attendance processes have begun to be strengthened and streamlined to support individual student growth.

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
Literacy and numeracy progression training for all staff. Development of scope and sequence for numeracy. Research into data tracking programs and professional learning on understanding the principles of data collation. Build and measure students growth in love of reading through a focused vocabulary approach including professional learning and daily vocabulary embedded into programming.	Throughout 2021, all teachers have engaged in professional learning on the Literacy Progressions and have explored how to incorporate them into the teaching and learning cycle across all key learning areas. A particular focus from Term 2 was vocabulary and understanding texts. Teachers used their learning to create success criteria for students and explore various explicit teaching strategies with a differentiated approach. The next step in the process is to gather and collate data to inform teaching programs and measure growth. Teachers were also up-skilled in recording the tracking of student achievement using PLAN 2. Due to the disruptions of COVID, professional learning on the Numeracy Progressions will be of focus in 2022. A detailed scope and sequence of the mathematics curriculum was created by the curriculum leader at CHS. It outlines all strands of mathematics and identifies assessment procedures to be followed during 2022. Detailed scope and sequences for all other key learning areas have also been developed for 2022 and evaluated by teachers.

<p>Literacy and numeracy progression training for all staff.</p> <p>Development of scope and sequence for numeracy.</p> <p>Research into data tracking programs and professional learning on understanding the principles of data collation.</p> <p>Build and measure students growth in love of reading through a focused vocabulary approach including professional learning and daily vocabulary embedded into programming.</p>	<p>The executive team were to engage in professional learning on the triangulation of data offered by 'The Hatchery', however due to an early return to face to face teaching, this 2 day conference was not able to be attended. The conference has been recorded and will be used as scheduled professional learning for the executive team during Semester 1 2022.</p> <p>A love of reading will be measured in 2022 with data collected. No data was collated this year due to the disruptions of COVID and the early planning phase of this initiative across our community of schools.</p>
<p>Whole school implementation of attendance initiatives.</p> <p>Review attendance and communication procedures.</p> <p>Review PLSP documents and survey school community for satisfaction.</p>	<p>A range of attendance initiatives were implemented across the year to improve engagement and attendance both during face-to-face learning and online learning. Individualised student attendance goals were created based on previous attendance data to support achievement and encourage growth. The purpose of individualised goals was to allow for achievable markers to be determined to measure individual growth.</p> <p>Through reviewing communication and attendance procedures it was evident the school had an opportunity to grow in improving communication procedures. The implementation of consistent attendance monitoring through Sentral attendance marking and SMS communication systems has resulted in improved levels of justified absences and communication between parent/carers and the school.</p> <p>A process to review and revise PLSP processes was created, however the impact of COVID and access to support materials prevented the plan from coming to fruition. PLSP documents will be a focus for the school in 2022.</p>

Strategic Direction 2: Wellbeing framework and practices

Purpose

The school supports all students to flourish and thrive in all aspects of their lives. To ensure all students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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.

- Holistic wellbeing approach

Resources allocated to this strategic direction

Professional learning: \$25,984.11

Socio-economic background: \$10,330.97

Summary of progress

Well-being of staff and students is a priority at Campbell House School and while significant progress was made it was hampered by the effects of COVID-19 and learning from home. All staff actively supported student and family well-being through phone calls, provision of learning aligned to mindfulness and care packages but the measure of this is challenging given the complexity of family structures. The learning from home period allowed for the creation of documents that will be trialed and amended based on feedback for implementation in 2022. This deep dive into what these documents include, what data is gathered, and the impact these documents have in creating a picture of well-being is vital to creating a holistic well-being framework.

The schools assessment against the SEF has historically been *Excelling* and practice and data shows the self assessment of *Excelling* is still an accurate choice. The school aims to continue to track at *Excelling* in each element.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase positive recorded incidents by 10% as based on data from 2020.	An accurate measure of recorded positive incidents is unable to be determined due to the large impact that COVID-19 had on school operations. A survey to understand how positive incidents are mainly recorded was analysed to inform future directions for data recording. During this time new systems were created through Sentral to ensure that for 2022 a new process of recording and communicating positive incidents to the school community would occur.
Trauma informed and positive education principles explored to create a school wellbeing framework. Individual student needs identified and develop with individual wellbeing goals.	100% of staff both teaching and non-teaching engaged in trauma informed learning as a cohort through the Berry Street Educational Model program. Members of the leadership team participated in a professional learning delivered by the Institute of Positive Psychology. This upskilling either as new learning or as a refresher for staff, allowed for reflection on current practices across the school. A scope and sequence for the delivery of professional learning for staff and in class learning for students has been established for 2022. A wellbeing framework draft has been created and will be reviewed with the school community. A student wellbeing tracker to build a holistic picture of student growth has been created. This provides a detailed look into students strengths, GRIT, PERMA, interventions, and student and stakeholder goals. This will be trialed in 2022 as COVID impacted the opportunity to meet with students and families to participate in this planning process.

Strategic Direction 3: Quality classroom practices

Purpose

Increase staff capacity to maximise learning outcomes through the provision of quality teaching and learning programs and opportunities.

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.

- Personalised student centred learning
- Technology to enhance learning
- Quality teaching and learning

Resources allocated to this strategic direction

SSP supplementary funding: \$24,665.72

Socio-economic background: \$5,035.38

Summary of progress

Although COVID 19 and remote learning impacted the execution of ensuring Quality Classroom Practice was evidenced in practice, Campbell House School has been able to achieve and improve on best teaching practice. All staff engaged in professional learning and applied new knowledge and skills into teaching and learning cycles. 95% of teachers utilise learning intentions and success criteria in their lessons to establish learning goals for all students, across all Key Learning Areas. Students will begin to engage in the co-creation of success criteria during 2022 and 100% of teachers will include LISC in their teaching and learning programs. Personalised student centred learning was provided and is evidenced in teaching and learning programs through descriptive annotations provided by the teachers.

Quality teaching and learning was evident during remote and face to face teaching and learning. Scope and sequences were followed with minor adjustments made to accommodate for remote learning. Students were provided with assessment notification tasks to ensure outcomes were being achieved. This followed extensive assessment task development and feedback by the teaching and executive staff during Term 1. Feedback from teachers and students indicates that there are too many assessment tasks per subject., therefore this will be modified and reduced moving into 2022. Although some activities have been put on hold until next year, the initiatives in quality classroom practice have had a positive impact across the school. Teaching practice has seen improvement through informal class observations and peer reflections, and early preparations can begin for 2022.

Data on the use, accessibility and skills of teachers and students has been measured as a benchmark but progress towards increasing and measuring the increase of confidence and use has not been achieved.

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
Success criteria and learning intentions evident in English. Students engaging in success criteria conversation.	Following several teacher meetings throughout Term 1 2021 where professional development was delivered, teachers are including Learning Intentions and Success Criteria (LISC) in their teaching and learning programs. Results from survey monkey indicate 95% of staff utilise learning intentions and success criteria in their lessons to establish learning goals for all students. This moves beyond just English to all Key Learning Areas. Teachers engaged in conversations with each other to share LISC and provided colleagues with feedback to improve teacher practice. Semester 2 would have seen the students empowered to participate in the creation of success criteria for learning measurement, however, remote learning was not conducive to this occurring and will remain a focus in 2022.. Personalised and student centred learning is evident in evaluated teaching and learning programs with adjustments annotated. This will provide opportunities for teaching staff to reflect and further differentiate

<p>Success criteria and learning intentions evident in English.</p> <p>Students engaging in success criteria conversation.</p>	<p>programs for 2022.</p>
<p>Professional learning focus on curriculum programming and assessment practices with observed improvement of teacher practice.</p> <p>Scope and sequence development and commenced in all KLA's with outcomes and assessment scheduled.</p>	<p>Quality teaching and learning occurred during both face-to-face and remote learning. During remote learning, teachers were able to observe each others' teaching practice and provide feedback to improve practice. All teachers engaged in this process. Teaching and Learning programs were created and provided differentiation strategies and allowed for assessment to take place. Teachers attended PL during Terms 1 and 2 to evaluate current assessment processes at our school, and developed a formal system of providing assessment notifications for each subject. Teachers included outcomes, content, assignment descriptions and a marking rubric for each assessment task. A teacher meeting at the end of the year, allowed teachers to reflect on the new processes and discuss changes for 2022. The most significant adjustment will be a reduction in assessments per subject, essentially halving the assessment load.</p> <p>Scope and sequences were followed for 2021 with some minor adjustments for remote learning (mathematics switched Term 3 and Term 4 content). Scope and sequences 2022 were created by the Curriculum Leader at Campbell House School and shared with staff. Teachers edited and modified the scope and sequence for their specific subjects. This has had a positive impact on teachers as they can begin early preparations in planning for 2022. and have a thorough understanding of the outcomes and content to be covered.</p>
<p>Increase in teachers confidence in using technology by 10%.</p> <p>school survey increases by 5% from 2020 data</p>	<p>A detailed survey of staff both teaching and non-teaching was created to understand areas of strengths and weakness when utilising technology for teaching and learning, reporting and record keeping. The survey provided an overall snapshot on areas to focus on by providing professional learning for staff. Due to COVID disruptions while staff were utilising technology within the home it did not allow for the 1:1 or small group training required to up-skill staff in certain areas like external storage use, adobe, Microsoft or Sentral systems. The measurable increase has not been established and will be a focus for 2022.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$117,981.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Campbell House 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"> • Holistic wellbeing approach • Technology to enhance learning • Attainment Goals • Other funded activities <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 • supplementation of extra-curricular activities • additional staffing to implement learning activities to support identified students with additional needs • provision of items to support wellbeing concerns including food hampers and provision of breakfast and lunch • resources to enhance teaching and learning <p>The allocation of this funding has resulted in the following impact: Increase in wellbeing for all students.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of staff to enhance programs and target individual students to support growth. Improved access for the school community to cater for wellbeing and.</p>
<p>Aboriginal background</p> <p>\$4,554.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Campbell House 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school teaching and learning resources • students designed a new school sports uniforms with Aboriginal design. Each child was gifted a new school shirt <p>The allocation of this funding has resulted in the following impact: Students feeling a sense of connection to culture and their school community. The school uniform has been widely accepted as the uniform of choice among staff and students to wear. The teacher resources supported safe teaching and learning environments.</p> <p>After evaluation, the next steps to support our students will be: Future goals include funding of an Aboriginal Education Officer and whole school learning activities including excursions and incursions.</p>
<p>English language proficiency</p> <p>\$1.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Campbell House School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$1.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Students accessing differentiated curriculum within classrooms. <p>The allocation of this funding has resulted in the following impact: No funding allocation was received.</p> <p>After evaluation, the next steps to support our students will be: Developing staff awareness of EAL/D through the EAL/D School Evaluation Framework.</p>
<p>Professional learning</p> <p>\$43,671.91</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 Campbell House 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 skills and use • Holistic wellbeing approach • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and development in Trauma informed practices. <p>The allocation of this funding has resulted in the following impact: Increase of awareness of trauma and impact on development and wellbeing. Strengthening of wellbeing practices across the school.</p> <p>After evaluation, the next steps to support our students will be: Implementation of learning and lessons from training packages. Implementation of lessons from the resilience project across all stages.</p>
<p>School support allocation (principal support)</p> <p>\$20,664.00</p>	<p>School support allocation funding is provided to support the principal at Campbell House School with administrative duties and reduce the administrative workload.</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 Administration Officer. <p>Employment of Student Learning Support Officer for 1 day per week for a semester.</p> <p>The allocation of this funding has resulted in the following impact: A streamlining of practices and documentation moving to electronic formats.</p> <p>After evaluation, the next steps to support our students will be: Continuation of employment of an Administration Officer to support administrative roles including supporting attendance practice through data collection and planning documents.</p>
<p>COVID ILSP</p> <p>\$50,150.00</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</p>

COVID ILSP

\$50,150.00

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of Student Learning Support Officer to support delivery of small group tuition

The allocation of this funding has resulted in the following impact:

Provision of quality teaching and learning activities during both face-to-face and online periods of teaching.

After evaluation, the next steps to support our students will be:

Continued employment of a Student Learning Support Officer to test and monitor student data.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	24	28	26	32
Girls	30	31	27	28

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 has 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)	3
Classroom Teacher(s)	6.86
Teacher Librarian	0.4
School Counsellor	2
School Administration and Support Staff	11.52
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 isn't any 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 Departments overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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.

	2021 Actual (\$)
Opening Balance	1,732,943
Revenue	3,559,628
Appropriation	3,555,133
Sale of Goods and Services	1,464
Grants and contributions	2,742
Investment income	288
Expenses	-3,599,437
Employee related	-3,051,109
Operating expenses	-548,327
Surplus / deficit for the year	-39,809
Closing Balance	1,693,134

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	169,215
Equity - Aboriginal	22,372
Equity - Socio-economic	144,443
Equity - Language	2,400
Equity - Disability	0
Base Total	2,447,421
Base - Per Capita	29,686
Base - Location	0
Base - Other	2,417,735
Other Total	722,560
Grand Total	3,339,195

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

Parent/caregiver, student, teacher satisfaction

Formal surveying of the school community for satisfaction was not completed due to the significant disruptions of COVID-19 and access to technology and supports to complete online surveys.

Student anecdotal feedback: Students reported feeling disengaged and disconnected through learning from home. Access to computers or having to share devices across siblings impacted their ability to make lesson times and class meetings. Students reported a strong want to engage once returning to school but found the disruption to routine and supports increased mental health and heightened anxieties. Students overall expressed a strong connection to the school and staff and feel a sense of value, care and support.

Staff anecdotal feedback: Staff reported feeling disconnected from peers and students during learning from home. The inability to engage with students increased frustrations and heightened concerns regarding well-being. Staff felt the school provided support through planning documents and processes and felt connection through well-being exercises both learning from home and on return to school grounds. Staff engaged in multiple surveys throughout the year on areas such as communication, behaviour management, technology and curriculum. This information has been used to create new policies and practices.

Parent/carer anecdotal feedback: Parents/carers expressed appreciation for the schools efforts to connect during learning from home including gratitude for care packages and food hampers. Parent/carers expressed a desire for students to return to school and engage in learning. Parent/carers completed a detailed survey on communication and reported an 71% increase in communication and a 14.29% increase in the effectiveness of new communication methods.

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.