

2023 Annual Report

Gulargambone Central School



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Introduction

The Annual Report for 2023 is provided to the community of Gulargambone Central School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School vision

Gulargambone Central School is an inclusive and harmonious school where all staff work together to create an atmosphere where students are made to feel welcome, cared for and supported to learn to their potential and grow personally. This is evident by the cooperation between all students and the staff throughout the school.

Our belief is that all students attending Gulargambone Central School need special care and support to reach their potential in life. This is underpinned by a focus on individualised learning and ensuring that every child's well-being issues are supported.

Our staff have the collective ambition that students not only learn and achieve to their potential every day at school, but also have the knowledge, wisdom and courage to be able to make positive choices for themselves and others during and well beyond their schooling years.

School context

At Gulargambone Central School we have approximately 93 students from K-12. 75% of students identify as Aboriginal. The socioeconomic status of the school community is quite low with a FOIE of 203. Our local community is small and lacks employment opportunities for our graduates; however it is proactive and supportive of the school. We have productive working relationships with families and many local businesses.

Our staff are a healthy balance of established members of the Gulargambone community mixed with some newer teachers from other regions of New South Wales. Together they work earnestly at ensuring that the basic needs of all of our students are catered for and that a cohesive and cooperative atmosphere exists between staff and students.

A situational analysis was undertaken at the end of 2020 and the findings of this were shared with the community. The situational analysis formed the basis of this 2021-24 school plan and the parents and wider community were given the opportunity to contribute in the formation of this school plan.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order for students to reach their potential in life, they must have the fundamental numeracy & literacy skills to use as the building blocks for future 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.

- Whole school monitoring of student learning

Resources allocated to this strategic direction

Integration funding support
AP Curriculum & Instruction
Low level adjustment for disability
QTSS release
Professional learning

Summary of progress

What made the initiative work:

Explicit researched evidence-based teaching literacy programs were introduced, including small support intervention programs, fully implemented across K-10. All necessary teaching and learning resources were made available to support these programs. Sufficient staff were employed to implement all literacy support programs from kindergarten to year 10. The Check-in Assessment mean scale score shows an increase in the percentage of students achieving growth in reading across K-10. Most students have demonstrated growth in comprehension and vocabulary by using the learning progressions. Cohort size does not allow the publication of percentages; however, individual student progress is reported directly to parents and carers throughout the year. Targeted numeracy remedial and extension support groups were implemented within numeracy across years 4 -10.

Implications for 2024:

Continue to embed and support explicitly researched evidence-based teaching literacy programs to increase the percentage of students achieving reading growth. Where applicable, maintain literacy support programs and groups across years K -10. Focus on explicit phonemic and phonological awareness and comprehension.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the number of students in primary achieving growth in numeracy using school based assessments.	The Check-in Assessment mean scale score indicates the percentage of primary students achieving growth in numeracy has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase the number of students in secondary achieving growth in numeracy using school based assessments.	The Check-in Assessment mean scale score indicates the percentage of secondary students achieving growth in numeracy has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase the number of students in primary achieving growth in reading	The Check-in Assessment mean scale score indicates the percentage of primary students achieving growth in reading performance has increased.

using school based assessments.	Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase the number of students in secondary achieving growth in reading using school based assessments.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading performance has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Wellbeing

Purpose

In order for students to reach their potential, a strategic and planned approach to develop whole school well-being is essential so that all can connect, thrive and learn.

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.

- A planned approach to well-being

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

What made the initiative work:

A comprehensive approach to promoting wellbeing in the school included initiatives such as providing a nutritious breakfast and lunch program for all students. All secondary students have regular meetings with a designated staff member to discuss and address well-being concerns, receive advice and support, and work towards fulfilling their potential. LaST team prioritised discussing and accommodating the cognitive, emotional, social, and physical needs of students from Kindergarten to year twelve with a supportive and collaborative approach. Additionally, every classroom has a Student Learning Support Officer to assist students with learning needs. Unfortunately, inconsistent allocation of a school counsellor impacted students' ability to access counselling services.

Implications for 2024

Due to the increase in secondary student numbers, each secondary teacher will be assigned a group of students for a weekly/fortnightly wellbeing check-in. All staff will participate in professional learning to improve their knowledge of wellbeing practices and innovative, evidence-based teaching and learning methods that can be incorporated into daily classroom activities. Continue to pursue a regular counsellor to be allocated to the school.

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
Primary attendance - > 70% attending for 90% of school days. Secondary attendance - > 50% attending for 90% of school days.	In 2023, there was a 3% increase in attendance across the school.
Students to improve with positive well-being including advocacy and a sense of belonging.	Internal school data demonstrated students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.

Strategic Direction 3: Post school transition for success

Purpose

Students leaving Gulargambone CS will have aspirations and plans for a rewarding career path. They will possess the personal skills and attributes that will enable them to achieve these aspirations.

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.

- A planned approach to post school transition - school processes, initiatives and opportunities
- Community wide culture of life possibility

Resources allocated to this strategic direction

Aboriginal background

Location

Summary of progress

What made the initiative work:

Implementing a whole-school approach, the Head Teacher Secondary Studies provided students with high-quality career education and post-school development opportunities. The careers advisor worked with the headteacher of secondary studies to access various resources that helped guide students towards their identified chosen career paths. Various post-school career options were presented to students, who were also offered the chance to participate in workplace readiness courses and visit university open days. Through these processes, students gained valuable skills that they transferred into post-school employment opportunities.

Implications for 2024

In 2024, the school will proceed with the current post-school transition plan. However, the head teacher and career advisor will explore further opportunities to incorporate more hands-on try-a-trade work experience and expos showcasing the different career trades available.

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
Students knowledge and horizons about possible career choices expanded by explicit and deliberate exposure and additional focus during regular curriculum.	In 2023, the school implemented a comprehensive approach to provide high-quality post-school career education possibilities and development for all secondary students.
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.	The school community is strongly committed to ensuring that every student shows progress in their learning. Clear improvement aims and learning plans are established in partnership with parents and students to support this goal.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$168,148.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gulargambone Central 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"> • Whole school monitoring of student 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 school created its own support class where all eligible students demonstrated progress towards their personalised learning goals. Personalised learning and support plans (PLSP) were updated and responsive to student learning needs</p> <p>After evaluation, the next steps to support our students will be: Continued support of individual students with additional needs and of classroom teaching via individual and group interventions, particularly regarding key literacy and numeracy skill development.</p>
<p>Socio-economic background</p> <p>\$236,428.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gulargambone Central 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"> • A planned approach to well-being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support our healthy lunch program implementation. • providing students with economic support for educational materials, uniform, equipment and other items. • employment of additional SLSO staff to support student learning. <p>The allocation of this funding has resulted in the following impact: With this support students were able to engage in a wider array of curricular and extra-curricular activities, the cost of which has been supported by this funding which has enhanced engagement and overall outcomes, such as the Healthy Lunch Program, numerous excursions and also it has supported students at work placement. Additionally, this funding ensured greater equity and inclusivity in the school by supporting the provision of uniforms, breakfast and myriad school requirements, helping students to feel a greater sense of belonging and security at school and through that enabling them to engage more positively with their learning. Additional SLSO staff ensured that all students were able to engage in the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Budgeting for 2024 has identified areas for targeted funding to continue successful programs which support ongoing effective outcomes that build student engagement, belonging and support academic and social achievement, The funding will also continue to be used to support equitable access for all students to the full array of the school's educational offerings.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gulargambone Central School. Funds under</p>

<p>\$220,441.35</p>	<p>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"> • Community wide culture of life possibility <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: This funding has supported a broad range of programs, both cultural and academic which have delivered positive outcomes for the school's Aboriginal students. In particular, the funding has enabled the employment of an additional SLSO who has delivered the Quicksmart (Numeracy skill development) program for eligible students, fortifying their understanding of key skills.</p> <p>After evaluation, the next steps to support our students will be: Building on the success of these academic and culturally responsive programs, the school intends to maintain these initiatives and continue to seek opportunities to enhance academic, cultural and wellbeing outcomes for Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$81,567.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Gulargambone Central 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"> • Whole school monitoring of student learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • targeted students are provided with an evidence-based intervention QuickSmart and MultiLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: The hiring of additional School Learning and Support Officers (SLSOs) allowed differentiated support to be provided to students within the classroom. Data from Check-In Assessments and NAPLAN demonstrated growth for many students who had received this additional support. Eligible students in Stages 4 and 5 participated in the Quicksmart and or MultiLit programs delivered by SLSO. Quicksmart data showed a growth in core numeracy skills for students involved in the program and, equally, students who participated in the MultiLit program all achieved growth in their literacy skills.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to employ SLSO staff to support students in developing their foundational literacy and numeracy skills through evidenced based learning.</p>
<p>Location</p> <p>\$31,438.24</p>	<p>The location funding allocation is provided to Gulargambone Central 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>

<p>Location</p> <p>\$31,438.24</p>	<ul style="list-style-type: none"> • Community wide culture of life possibility <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 <p>The allocation of this funding has resulted in the following impact: Increased access to extracurricular activities for students ensuring that the school's culture is strongly inclusive.</p> <p>After evaluation, the next steps to support our students will be: To continue this support to enhance equity of access to rich learning activities for all students.</p>
<p>Professional learning</p> <p>\$28,006.53</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 Gulargambone Central 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"> • Whole school monitoring of student learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: An increased capacity of all teachers to embed effective research based practices . The funding also supported new curriculum implementation and staff to attend HSC focussed professional learning.</p> <p>After evaluation, the next steps to support our students will be: As whole school professional learning to focus on assessment and explicit teaching and to continue to support new curriculum implementation to build staff collective efficacy.</p>
<p>QTSS release</p> <p>\$10,179.65</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gulargambone Central 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"> • Whole school monitoring of student learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Shoulder to shoulder in class support, team teaching and sharing pedagogical expertise to grow teacher capacity.</p> <p>After evaluation, the next steps to support our students will be: Continue to adopt strategies and plan professional learning to enhance teacher capacity.</p>
<p>COVID ILSP</p> <p>\$78,395.37</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>

COVID ILSP

\$78,395.37

- Other funded activities

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

- employment of teachers/educators to deliver small group tuition

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

Enhanced support for eligible students through the provision of additional teaching and non-teaching staff who have focused on strengthening foundational skills in literacy and numeracy. Internal school assessment data evidences some key improvements.

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

In 2024 the small group funding will be used to support the learning needs of eligible students through existing programs.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	33	40	41	48
Girls	34	38	33	43

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).

Student attendance profile

School				
Year	2020	2021	2022	2023
K	78.9	84.7	65.1	84.4
1	94.2	84.4	83.8	71.5
2	83.0	88.8	75.2	87.3
3	89.4	82.7	85.9	93.4
4	84.9	87.1	83.0	84.8
5	87.4	84.9	86.3	84.1
6	90.8	90.8	85.0	82.9
7	76.9	81.8	82.2	81.6
8	85.3	80.7	82.6	85.4
9	67.2	78.9	57.3	77.5
10	72.8	48.9	60.8	63.4
11	86.2	65.9	42.9	38.2
12	72.0	79.0	76.9	84.6
All Years	84.2	82.2	76.5	80.0
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
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	91.1	89.8	85.1	87.9

Management of non-attendance

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

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	NA	NA	NA
Employment	NA	NA	50
TAFE entry	NA	NA	NA
University Entry	NA	NA	50
Other	NA	NA	NA
Unknown	NA	NA	NA

Year 12 students undertaking vocational or trade training

33.33% of Year 12 students at Gulargambone Central School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Gulargambone Central School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.6
Head Teacher(s)	1
Classroom Teacher(s)	7.58
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.55
School Administration and Support Staff	4.99
Other Positions	0.1

*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	684,592.87
Revenue	3,194,742.68
Appropriation	3,095,538.29
Sale of Goods and Services	7,950.91
Grants and contributions	79,188.32
Investment income	12,065.16
Expenses	-3,370,973.11
Employee related	-2,678,126.89
Operating expenses	-692,846.22
Surplus / deficit for the year	-176,230.43
Closing Balance	508,362.44

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	168,148
Equity Total	538,437
Equity - Aboriginal	220,441
Equity - Socio-economic	236,428
Equity - Language	0
Equity - Disability	81,567
Base Total	1,821,649
Base - Per Capita	19,259
Base - Location	31,438
Base - Other	1,770,952
Other Total	439,979
Grand Total	2,968,213

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

Parent , student and staff surveys indicate an overall satisfaction with the performance and direction of the school. Positive staff and student relationships, an overall focus on well-being and individual learning support were the positive aspects noted.

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.