2023 Annual Report

Abermain Public School

1003

Introduction

The Annual Report for 2023 is provided to the community of Abermain 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

Abermain Public School
Goulburn St
Abermain, 2326
https://abermain-p.schools.nsw.gov.au
abermain-p.school@det.nsw.edu.au
4930 4210

School vision

At Abermain Public School;

Our community is welcomed, involved and valued.

Our students are safe, engaged and achieve personal success.

Our staff build positive relationships and are committed and inspiring.

School context

Abermain Public School is situated on Wonnarua, Awabakal, Darkinjung Country, in the Cessnock area of the Hunter Valley. Our school is an active member of the Cessnock Community of Great Public Schools, involving fifteen public schools serving the Cessnock community.

The school currently has an enrolment of 260 students and a team of staff, consisting of beginning and predominantly early career teachers, committed to providing an inclusive, future-focused, quality learning environment.

The school is driven by a deep belief that every student is capable of success and that it is through a learning culture focused on wellbeing that student engagement and positive student outcomes can be achieved with staff, parents and the wider community working to achieve this shared vision.

The Abermain Public School community includes a wide range of socio-economic backgrounds and predominately speaks English having been born in Australia. 49 of our students acknowledge their Aboriginal background, and as a school we actively support all students in their understanding of their own culture which is reflected in our school setting.

Relationships are at the centre of the school's core business. A high priority is given to building and maintaining effective partnerships between staff, students and parents. A professional learning community will be guided by continuous improvement of teaching and learning, supported by leadership.

Positive Behaviours for Learning (PBL) continues to guide student well-being strategies across the school learning environment. Universal values of Safety, Respect and Learning are supported by the community.

Leading into the development of strategic directions, staff reflected on the School Excellence Framework, CESE What Works Best research and the evaluation of the current School Plan. Consultative processes with students, community members and staff helped to drive future strategic directions and determine strengths and areas of growth for all. This approach has resulted in establishing a shared vision for Abermain Public School.

Through our situational analysis, we have identified focus areas of effective classroom practice, student performance and well-being. In response, professional learning will occur around the use of data informed practice, explicit teaching, effective feedback and trauma informed practice. Improved teacher practice will be defined by the use of joint success criteria, targeted teaching, timely feedback and student progress and achievement reflected across internal and external data. The continual monitoring of student assessment and performance data will inspire reflection, inform areas of need and determine success in each classroom and across the school as whole 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and sustain 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.

- Data Driven Practices (Reading and Numeracy)
- Embedding Authentic Assessment

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Aboriginal background
Low level adjustment for disability

Summary of progress

Our focus in 2023 has been to continue to sustain data driven teaching practices to support improved student outcomes against school-based focus areas in Literacy and Numeracy.

We have worked to ensure all teachers are using effective teaching practices and are deeply engaged in the four components of the teaching and learning cycle: analysis for decision making, planning and programming, classroom practise and assessment, feedback and reporting.

Focusing on collaborative mentoring, the Deputy Principals (Instructional Leaders) conducted weekly sessions with teaching staff, up-skilling teachers in the four areas of the teaching and learning cycle with a particular focus on its application to the teaching of vocabulary. This process was a collaboration between school staff and the SSS team and resulted in 100% of teachers identifying themselves as proficient or having mastery in implementing the explicit teaching of vocabulary, this had a positive impact on student achievement with post assessment data concluding an upward trend in student achievement in the area of vocabulary. Whilst teachers displayed confidence in the application of explicit teaching in the area of vocabulary, the executive team continues to support them to apply this confidence and understanding to other curriculum areas.

Moving forward staff will continue to participate in whole school professional learning based on the teaching and learning cycle with a concentrated focus on effective assessment practices. Staff survey data indicated that 90% of staff expressed a desire to learn how to differentiate curriculum delivery by adjusting teaching and learning programs to address the needs of all students using data informed practice.

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
Demonstrate progress in Reading Check-in Assessment by halving the gap between school and state achievement, using 2022 Year 3 data as a baseline.	2023 Check-in data indicates that Year 4 students (2022 Year 3 cohort) are achieving at a similar level to other students across the state (with only 0.1% gap). Therefore, this progress measure has not only been achieved but exceeded.
Demonstrate progress in Numeracy Check-in Assessment by halving the gap between school and state achievement, using 2022 Year 3 data as a baseline.	2023 Check-in data indicates that Year 4 students (2022 Year 3 cohort) have made limited progress towards closing the gap between their results and those of other students across the state (current gap is 7.2%, whereas previously it was 7.7%). Therefore, this progress measure has not yet been achieved.

75% of **ES1 students** will achieve within the expected end of year progression for Phonological Awareness (PhA5), Phonic Knowledge (PK5), Word Recognition (WR5), Understanding Text (UnT3) and Fluency (FlY2) in Literacy, and Counting Processes (CPr5), Number and Place Value (NPV3) and Additive Strategies (AdS2) in Numeracy.	Early Stage One student achievement has exceeded targets in Literacy and Numeracy, Fluency remains a focus.
75% of **Stage 1** students will achieve within the expected end of year progression for Understanding Texts (UnT6) and Fluency (FlY4) in Literacy and Counting Processes (CPr6), Number and Place Value (NPV5) and Additive Strategies (AdS7) in Numeracy.	Stage 1 students have made progress towards targets with positive growth in Number and Place Value, 73% at expected end of year progression.
75% of **Stage 2** students will achieve within the expected end of year progression for Understanding Texts (UnT7) and Fluency (FlY5) in Literacy and Counting Processes (CPr7), Number and Place Value (NPV6) and Additive Strategies (AdS7) in Numeracy.	Stage 2 students have made progress, with the strongest growth being seen across Counting Processes.
75% of **Stage 3** will achieve within the expected end of year progression for Understanding Texts (UnT9) and Fluency (FlY6) in Literacy and and Counting Processes (CPr8), Number and Place Value (NPV9) and Additive Strategies (Ads9) in Numeracy.	Stage 3 students have made progress towards this measure in all areas with Fluency and Counting Processes exceeding targets.
Sustaining and Growing in Data Skills and Use as measured by the SEF Sustaining and Growing in the element of Assessment as measured by the SEF Sustaining and Growing in the element of Student Performance Measures	Self-assessment against the School Excellence Framework (SEF) at the end of 2023 indicated achievement in all three progress measures, with continued growth in the element of Assessment, maintaining at Sustaining and Growing.

Strategic Direction 2: Effective Classroom Practice

Purpose

To ensure that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

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.

- Effective Classroom Practice

Resources allocated to this strategic direction

QTSS release
Socio-economic background
Professional learning

Summary of progress

Our focus in 2023 has been to continue to embed explicit teaching practice, using weekly mentoring sessions with Instructional Leaders to deepen teacher understanding and encourage reflection that will lead to improved practice. Sessions have enabled staff to access tailored support to provide individualised, explicit, differentiated and responsive learning opportunities that address the needs of all students. Planning for, and the inclusion of, learning intentions and success criteria in all teaching programs provides additional evidence of the effectiveness of this process.

Teaching staff in Stages 2 and 3 developed learning programs aligned to the new English and Mathematics syllabus documents, enabling them to build familiarity with the changed pedagogical intent. Consequently, staff were confident to engage with the DoE units of work in Term 4 ahead of the mandatory 2024 syllabus implementation.

The school continued their engagement with the Quality Teaching (QT) Academy, with 80% of staff having now participated in at least one QT round. All participants continued to reflect positively on the collegiality of the process and subsequent impact on their teaching practice.

Moving forward, the following activities are planned in 2024 to support further improvement in explicit teaching practice across the school. Professional learning will focus on developing teacher confidence in planning for and utilising authentic assessment. This will include building capability in questioning techniques and quality feedback. Using a QT lens to reflect on learning delivery will also form part of this professional learning. Additionally, to support the seamless transition to the new syllabuses, staff will continue to utilise the DoE units of work to guide teaching and learning programs.

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
Explicit teaching in Reading, Writing and Numeracy is evident in all teaching and learning programming and lesson observations.	All teaching and learning programs and lesson observations reflect explicit teaching strategies in more than one focus area in both Reading and Numeracy.
PLAN data indicates 75% of students have made progress against the school Learning Progressions focuses in both literacy and numeracy.	Student data demonstrated achievement towards this measure making gains beyond 2020 baseline.
Aboriginal student data indicates expected growth for all students against the Learning Progressions elements of Understanding Texts, Fluency,	Aboriginal students demonstrated strong growth in Numeracy with targets across other school focus areas yet to be met.

Counting Processes, Number and Place Value and Additive Strategies.	
65% of students indicate through the Tell Them From Me (TTFM) survey that they feel challenged in English and Mathematics and feel confident of their skills in these subjects.	2023 saw 37% of students having scores that placed them in the desirable quadrant with high skills and high challenge, indicating progress towards set target.
Teacher Tell Them From Me (TTFM) survey data indicates that staff self-reflection sees school scoring above NSW Govt Norm across six drivers of student learning and the three dimensions of classroom practice.	Tell Them from Me (TTFM) staff self-reflection survey saw staff assess against the Eight Drivers of Student learning, drivers sitting at or above NSW Govt.Norms. The same data capture saw staff reflect on the Four Dimensions of Classroom Practice . "Challenging and Visible Goals, Planned Learning Opportunities and Overcoming Obstacles to Learning " all sat above NSW Govt. Norms. Quality Feedback sat at 7.0 against Govt.Norm of 7.3.
School Excellence Framework (SEF) measures; *Within the element of Effective Classroom Practice the school will be Sustaining and Growing as measured by the SEF in the themes of Explicit Teaching and Feedback*	Self-assessment against the School Excellence Framework indicates that the school is currently at Delivering in the themes of Explicit Teaching and Feedback, there remains a strong focus on Effective Classroom Practice.

Strategic Direction 3: Wellbeing and Engagement

Purpose

To embed a strategic and planned approach to developing whole school processes that support the wellbeing of all students so that they can connect, succeed, 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.

- Wellbeing and Engagement
- Attendance

Resources allocated to this strategic direction

Summary of progress

Whole school wellbeing processes continue to be driven by the PBL Framework, providing us with a current and effective process of; monitoring, analysing, evaluating and responding to student behaviour, attendance, learning and engagement data. 2023 behaviour data shows an 83% reduction in suspensions and a 68% reduction in Formal Notifications. Using the Department's 'Everyday Counts' resource, we have worked with the HSLO officer to ensure whole school attendance practices have been reviewed and adjusted. We have seen an overall increase since 2022 in students attending more than 90% of the time.

Guided by our PBL Action Plan we continue to maintain a shared responsibility for effectively managing classrooms, creating an environment that maximises instruction time and encourages students to engage in learning. The PBL Team and the Junior PBL Team work together to review data and adjust whole school systems ensuring the school's values and expectations are reflected in ongoing explicit PBL lessons delivered weekly in every classroom across the school. The school employs a Student Support Officer to deliver programs and provide support to students and families that focus on wellbeing and engagement. Self-evaluation against the School Excellence Framework at the end of 2023, saw a judgement of Excelling in the element of Wellbeing.

Moving into 2024 the school will focus on ensuring current data driven systems and practices remain in place to maintain and build upon our already outstanding wellbeing results. We will continue to ensure the Department's 'Inclusive, Engaging and Respectful Schools' policies underpin decision making to ensure every student has the opportunity to reach their full potential.

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 percentage of **ALL** students attending > 90% to be at or above the lower bound system negotiated target of 73.1%	This progress measure is yet to be met.
Tell Them From Me (TTFM) Student Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 85%. Aboriginal student (TTFM) Wellbeing data analysis indicates an increase, to be at or above the lower bound system-negotiated target of 85%.	2023 Tell Them from Me (TTFM) Student Wellbeing Survey Data reflected 79% against the lower bound system-negotiated target of 85%, indicating positive progress towards the measure. The three measures of Wellbeing data saw Advocacy at School at 87%, Expectations of Success at 93% and Sense of Belonging at 57%.

Decrease negative recorded behaviours and suspensions for **ALL** students by a minimum of 15% determined by a two year baseline of incident reports as at year end 2020.	The impact of well-being strategies implemented has seen a 68% reduction in formal notifications and a 83% reduction in suspension data, exceeding this measure.
School Excellence Framework (SEF) measures: Maintaining Sustaining and Growing in Well-being as measured by the SEF Maintaining Sustaining and Growing in Learning Culture as measured by the SEF	Self assessment against the SEF at the end of 2023 indicates achievement of both measures, as Wellbeing currently assessed at Excelling and Learning Culture at Sustaining and Growing.

Funding sources	Impact achieved this year
Integration funding support $110,289.00	Integration funding support (IFS) allocations support eligible students at Abermain Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments. • consultation with external providers for the implementation • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** eligible students (students who require moderate high levels of adjustment) have demonstrated improved outcomes in the areas of literacy, numeracy and well-being. **After evaluation, the next steps to support our students will be:** continued refinement and implementation of current practices to support eligible students across all areas of learning. Integration funding will be directed to support student PLSPs reviews to ensure funding is used to specifically address student need.
Professional learning $24,417.87	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 Abermain Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses **The allocation of this funding has resulted in the following impact:** increased capacity of teachers to embed explicit teaching strategies and Quality Teaching Framework elements. **After evaluation, the next steps to support our students will be:** to continue to provide opportunities for individualised and targeted professional learning for staff.
Socio-economic background $487,582.53	Socio-economic background equity loading is used to meet the additional learning needs of students at Abermain Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students**

Socio-economic background $487,582.53	**enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices (Reading and Numeracy) • Effective Classroom Practice • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • establishment of two additional Instructional Leadership positions K-6 • above establishment employment of LAST and SLSOs • additional staffing of Youth Outreach Officer • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** students from low-socio-economic backgrounds have demonstrated improved student outcomes in literacy, numeracy and wellbeing. **After evaluation, the next steps to support our students will be:** ensuring students continue to experience and engage in opportunities that see a deep development of skill and understanding.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Abermain Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** student outcomes improved across literacy and numeracy. **After evaluation, the next steps to support our students will be:** the refinement of practices to ensure student learning goals are achieved.
Low level adjustment for disability $172,957.23	Low level adjustment for disability equity loading provides support for students at Abermain Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices (Reading and Numeracy) **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher **The allocation of this funding has resulted in the following impact:** students identified with a disability demonstrated improved literacy, numeracy and wellbeing outcomes. **After evaluation, the next steps to support our students will be:** to continue to embed Learning and Support systems and practices that identify students and supporting their differentatiated needs.
QTSS release	The quality teaching, successful students (QTSS) allocation is provided to

$52,555.39	improve teacher quality and enhance professional practice at Abermain Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom Practice **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices **The allocation of this funding has resulted in the following impact:** collaborative practices and systems have been embedded. **After evaluation, the next steps to support our students will be:** continued focus on embedding explicit teaching practices within classrooms in line with What Works Best Research.
COVID ILSP $164,758.96	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • leading/providing professional learning for COVID educators • employment of additional staff to support the monitoring of COVID ILSP funding **The allocation of this funding has resulted in the following impact:** students in the program feeling supported with all achieving personal success against their learning goals. **After evaluation, the next steps to support our students will be:** continuation of data driven small group tuition in literacy and numeracy, underpinned by best practice initiatives.
Aboriginal background $112,854.88	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Abermain 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices (Reading and Numeracy) • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (LaST) to support Aboriginal students

Aboriginal background $112,854.88	• employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** improved outcomes for Aboriginal students in the areas of literacy, numeracy and wellbeing. **After evaluation, the next steps to support our students will be:** to ensure a continued focus remains on aboriginal student outcome progress through quality systems and practices.

Student information

Student enrolment profile

	Enrolments			
Students	**2020**	**2021**	**2022**	**2023**
Boys	139	140	140	139
Girls	131	133	125	124

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	95.2	93.5	89.4	91.2
1	94.5	91.0	87.8	89.0
2	93.8	88.8	87.0	86.3
3	94.8	88.1	85.7	88.5
4	92.4	91.1	84.1	86.7
5	93.2	88.7	85.0	86.5
6	92.1	87.0	81.7	90.1
All Years	93.7	89.8	85.8	88.5
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

* Families evacuating and relocating due to NSW floods

* Sick students staying at home until a negative COVID-19 test was returned

* Household members testing positive to COVID-19

* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	9.71
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.72

*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	355,352.33
Revenue	3,850,125.42
Appropriation	3,798,293.67
Sale of Goods and Services	152.26
Grants and contributions	43,165.76
Investment income	6,406.81
Other revenue	2,106.92
Expenses	-3,771,481.71
Employee related	-3,382,843.72
Operating expenses	-388,637.99
Surplus / deficit for the year	78,643.71
Closing Balance	433,996.04

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	106,180
Equity Total	775,795
Equity - Aboriginal	112,855
Equity - Socio-economic	487,583
Equity - Language	2,400
Equity - Disability	172,957
Base Total	2,219,671
Base - Per Capita	68,969
Base - Location	0
Base - Other	2,150,702
Other Total	358,516
Grand Total	3,460,161

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

School performance - NAPLAN

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

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

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

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

Parent/caregiver, student, teacher satisfaction

Partners in Learning Parent Survey" is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and at school". As a school we will continue to foster communication with parents while encouraging parental involvement in their child's learning.

Teaching staff self- assessed against the Eight Drivers of Student Learning and the Four Dimensions of Classroom and School Practices through the TTFM survey. Within the Eight Drivers of Student Learning Leadership was scored at 8.4 against NSW Gov Norm of 7.1 and Collaboration at 8.1 against NSW Gov Norm of 7.8. Three of the "Four Dimensions of Classroom Practice" were scored above NSW Gov Norms with Quality Feedback sitting 0.3 below NSW Gov Norms at 7.0 against 7.3.

The student TTFM survey reflects on Social- Emotional Outcomes and the Drivers of Student Outcomes. Students scored Advocacy at School at 7.9 above the State Norm, feeling they have someone at school who consistently provides encouragement and that they can be turn to for advice. Students reflected on Explicit Teaching Practices and Feedback scoring 8.1 which is above the NSW Govt Norm of 7.5. Teachers establishing expectations, setting clear goals for learning, checking for understanding and providing feedback led to this reflection.

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.