

# 2023 Annual Report

## Albion Park Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Albion Park 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

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## School vision

At Albion Park Public School we are committed to developing successful, confident and creative problem-solvers who will have the skills to be life-long learners. We deliver innovative programs inclusive of Aboriginal and Torres Strait Islander perspectives which are embedded in visible learning and technological education. At Albion Park Public School, we highly value our community and always promote strong partnerships with all our educational endeavours.

We are a cutting edge school, dedicated to the delivery of high-level educational programs, extra-curricular activities and building leadership qualities in our students for a successful future.

## School context

Albion Park Public School is part of a dynamic and growing community which is situated in the Albion Park township among shops, commercial properties and private houses and our parents and carers draw from tradespeople and essential workers who are highly involved in community sport and value parent and extended family connections. Our school has a student population of approximately 479 students with 18 mainstream classes and 4 special education classes in a support unit. The school was first established in 1872 and has a long and proud history within the area.

The school has a FOEI of 112 (2020) which has been steadily declining over the years.

Albion Park Public School has a mix of heritage buildings and immersive 21st century classrooms. Our school has a vast dedication to sporting opportunities, academic endeavours and participation in music festivals including choirs. We pride ourselves in our outstanding transition programs, building strong relationships within our Community of Schools and our local pre-schools. Technology is embedded throughout teaching and learning programs, with comprehensive K-6 robotics, coding and STEM designed programs.

Our diverse staff are dedicated, quality educators committed to ongoing growth and development of all students. Teaching programs encompass differentiated learning, to cater for all learning styles or learning abilities. We extend our students' learning and always promote high expectations in all key learning areas.

We have a dedicated P&C who coordinate and plan many events for all our students while building strong and long-lasting partnerships with all teachers and staff. Our staff consult with the AECG to ensure our ongoing commitment to our Aboriginal and Torres Strait Island programs.

The school has approximately 9% of students who identify as Aboriginal and Torres Strait Islander, whilst having a proud history in the community with students being valued and supported within a culture of high expectations. We provide a range of welfare programs catering for individual needs to ensure our students are known, valued and cared for.

Albion Park Public School completed a situational analysis that helped to spotlight three areas for the Strategic Improvement Plan in consultation with our community and AECG. As we reflected on the previous school planning cycle, we identified how teacher engagement, use of PLAN2, effective use of syllabus documents and explicit teaching were key facets moving forward. We identified the commitment of our teachers to engage students in the delivery of a differentiated curriculum with the use of different levels of assessment for, as and of learning. As a result of this, our three strategic directions are Student Growth and Attainment, Data Practices and Wellbeing Practices.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student growth in reading and numeracy we will further develop collaborative teaching practices, teaching and learning programs, and nurture high expectations for all 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.

- Quality Teaching and High Expectations
- Reading and Numeracy

### Resources allocated to this strategic direction

Socio-economic background  
Professional learning  
Beginning teacher support  
AP Curriculum & Instruction  
QTSS release

### Summary of progress

The focus for 2023 was on the school leadership team and community of practice utilising executive release time effectively and proactively. This involved exploring aspects of the new syllabus to identify and plan for changes required for curriculum implementation. There was a focus on teacher's 'engaging' (3-6) and 'enacting' (K-2) the syllabus requirements which begun to deepen their understanding of the syllabus and the underpinning evidence. As a result staff worked collaboratively to evaluate, select, adapt and create resources to teach. Evidence demonstrated all student abilities were catered for which had a significant impact on student learning outcomes. The executive worked weekly with staff using their own structure and leaderships tools. Next year the focus will be on the school leadership team collectively using strong evidence-based AITSL tools and practices that affect sustained change in each and every classroom and consistency across the whole school.

The focus for High Potential Gifted Education was to establish a team and begin the orientation and dialogue within the school on High Potential and Gifted Education. This involved, High Potential Gifted (HPG) Education team professional development to facilitate Tier 1 professional learning and understanding across the school. A lighthouse establishment of an enrichment class for a semester demonstrated an example of how to strategise to support our High Potential Gifted students within and outside of the classroom. As a result, there is a common language, dialogue and consideration of HPG students across the school. Staff understanding has broadened greatly to move towards the 4 domains of High Potential Gifted and an awareness of what is on offer at the school and what is not. Next year the focus will be mapping how the school caters for each High Potential Gifted domain, auditing what is done well, what needs to be improved and what needs to be established.

The focus for Numeracy was to enrich the leading, teaching and learning of big ideas and core concepts in mathematics from Kindergarten to Year 6 and the focus for Reading was to provide ongoing opportunities to deeply explore and understand the English Textual Concepts from Kindergarten to Year 6. This involved a planned, continuous approach to professional learning with a lens on whole school understanding, skill development and classroom implementation through a 'learn a little, try a little' commitment from teachers. As a result, the pedagogical knowledge of staff and the confident use of the new syllabus documents in their every day teacher practice improved and created opportunities for them to explore and trial evidence-based best practice, facilitated by Assistant Principal, Curriculum and Instruction leaders. Next year the focus will be on using the NSW Department of Education 'Units' for both mathematics and English and how the school adopts, adapts and contextualises these resources within the school. Working closely with their supervisor and stage teams, staff will be guided to access the 'microlearning' suite to offer more personalised learning targeting their identified Personal Development Plan professional learning needs.

### 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

An increase in Check-in Assessment mean scaled score in reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 0.9%.
An increase in Check-in Assessment mean scaled score in numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 3.7%.

## Strategic Direction 2: Share Learn and Grow-Data practices

### Purpose

To further develop data practices within the school, we will build staff capacity in using data to inform teaching practice. We will also focus on effective assessment, quality feedback and consistency of teacher judgement in assessing student learning, so that students can be active participants in their own learning trajectories.

### 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.

- Quality Assessment and Feedback
- Data-Driven Practices

### Resources allocated to this strategic direction

Socio-economic background  
Aboriginal background  
AP Curriculum & Instruction

### Summary of progress

The focus for 2023 was reflecting on and refining the current whole school assessment schedule and individual teachers' chosen assessments that meet the need to inform teaching and learning, monitoring and reporting of student progress. This involved stage meeting conversations, consensus and feedback on the whole school assessment schedule and teacher reflection on the assessment tools they currently use. As a result, alterations were made to the assessment schedule, some teachers opted to omit some assessment tools they were using that created double handling and essentially freed up teaching time and opened opportunity for greater formative assessment and teacher judgement. Stage teams allocated greater time in stage meetings for consistent teacher judgement of student work thus, student semester reports reflected a greater spread of students across the common grade scales. Next year the focus will be growing our formative assessment (effective feedback) skills and understanding, and resourcing - time, space and tools for assessment.

The focus for use of data to inform practice continued to be mostly used for intervention and individually by teachers. The school priority focus was on the new NSW Syllabus 'engage and enact' phases. Use of data to inform practice was delayed whole school and generally engaged with as requested individually with Assistant Principals, Curriculum and Instruction, staff and Assistant Principals. Mentoring of self-identified staff was successful in building their capacity to dive deeply into the data to inform their teaching and learning needs of targeted students at that point in time. The mentored teachers continue to use data as their go-to information to inform their teaching and they are showcasing their experiences with colleagues within and across stages. Next year the focus will be to build executive and teacher capacity to effectively lead staff in data skills and use, data use in planning and data use in teaching which will support further improvement towards student learning outcomes.

### 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
Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Delivering.
Self-assessment against the School Excellence Framework in the theme 'Data Use in Planning' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework in the theme of Data Use in Planning shows the school currently performing at Delivering.

Self-assessment against the School Excellence Framework in the theme 'Data Use in Teaching' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework in the theme of Data Use in Teaching shows the school currently performing at Delivering.
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## Strategic Direction 3: Share Learn and Grow-Wellbeing practices

### Purpose

To create effective welfare practices we will develop appropriate processes and systems within the Learning Support Team incorporating the use of outside agencies and Department led strategies to enhance student learning and wellbeing.

### 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.

- Learning Support
- Welfare Systems and Practices

### Resources allocated to this strategic direction

Low level adjustment for disability  
Integration funding support  
Aboriginal background  
English language proficiency  
AP Curriculum & Instruction

### Summary of progress

The focus for 2023 was to restructure the learning support team and develop clear systems and practices that support whole school and community understanding and actions for students. This involved an Assistant Principal coordinating wellbeing across all settings, managing all external agencies, communications and support with regional office personnel. Learning Support processes were shared at staff meetings as each one was modified, adjusted or refined to meet the school and students' needs. Targeted professional learning was effective in enhancing staff knowledge and understanding of NCCD, DDA and Understanding Behaviour evidence-base best practice and strategies. As a result, an increased number of personnel and resources were utilised across the school for social, emotional, academic or spiritual support. Staff knew who or what to request in learning support meetings as they had a clear understanding of the student need and what was available at the school. Next year the focus will be continuing to refine systems and processes, and improve management of support personnel coming from learning support team decisions.

The focus for 2023 was to continue streamlining whole school universal practices with NSW Department of Education, Positive Behaviour for Learning framework. This involved the Positive Behaviour for Learning team delivering regular professional learning sessions with all staff to consult, review and evaluate current systems and practices. As a result, school wide expectations, school wide expectations matrix, encouraging expected behaviour and responding to inappropriate behaviour systems have been finalised. All were developed in consultation with the school community, contextualised to the school and in alignment with current departmental policies. Next year the focus will be on the continuation of the Positive Behaviour for Learning action plan, in alignment with the Student Behaviour Strategy.

### 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
Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 80.7%.	The number of students attending greater than 90% or more of the time is 53.9% indicating progress toward the lower bound target.
Self-assessment against the School Excellence Framework in the element 'Wellbeing' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Wellbeing shows the school currently performing at Delivering.
Increase the proportion of students	Tell Them from Me data shows 73% of students identify as having positive

reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the upper bound system negotiated target of 94.4%.	Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$179,237.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Albion Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Support</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments and setting up systemic learning and support practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals, as a result of targeted intervention in the classroom and/or playground, based on their level of need. Personalised Learning and Support Plans (PLSPs) were regularly reviewed and adjusted in response to student learning needs and in collaboration with relevant stakeholders. An improvement in the wellbeing and confidence levels of eligible students as evidenced by teacher observations, notes, and parent feedback.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to formally incorporate integration funding decision making into the learning and support team meetings. To provide high-quality targeted professional learning to School Learning Support Officers (SLSO's) to meet the individual needs of the students. The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$291,528.91</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Albion Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching and High Expectations</li> <li>• Quality Assessment and Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staffing to implement literacy and numeracy programs to support student learning.</li> <li>• professional development of staff through literacy and numeracy programs to support student learning.</li> <li>• providing resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> assistant principal curriculum and instruction collaboratively supported and mentored all staff in literacy and numeracy programs, to implement quality teaching, learning and assessment. Professional learning was provided across the school and directly applied within classrooms, with the goal of improving teacher practice and student outcomes in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to engage teachers with collaborative mentoring opportunities to support achieving an improvement in student literacy and numeracy outcomes. A focus on regular and rigorous analysis of data will be utilised to</p>

<p>Socio-economic background</p> <p>\$291,528.91</p>	<p>review and modify target groups of students performing above and below expected levels with differentiated and inclusive teaching strategies.</p>
<p>Aboriginal background</p> <p>\$44,261.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Albion Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Assessment and Feedback</li> <li>• Learning Support</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• community consultation and engagement to support the development of cultural competency.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> continued delivery of professional learning and engagement in cultural education for both students and teachers. Continued support in the development and implementation of the Personalised Learning Pathways process, ensuring every Aboriginal child achieves success and finds school an engaging and culturally safe place. Our students continued to grow in both literacy and numeracy outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the cultural education for our Aboriginal and Torres Strait Islander children through workshops and the Personalised Learning Pathways (PLP) cycle. Enhance partnerships between the school and families, building relationships across the community and sharing culture and school successes. To continue targeted literacy and numeracy support for Aboriginal and Torres Strait Islander students that set high aspirations.</p>
<p>English language proficiency</p> <p>\$11,941.34</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Albion Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Support</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> identified students provided with support to develop English proficiency skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to strengthen teacher confidence and capacity to design teaching and learning that reflects the needs of EAL/D students, transferring this practice across all Key Learning Areas.</p>
<p>Low level adjustment for disability</p> <p>\$181,821.62</p>	<p>Low level adjustment for disability equity loading provides support for students at Albion Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$181,821.62</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Support</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• development of a needs-based learning and support program in speech and exercise physiology which specialist staff collaborated with classroom teachers to build capacity in meeting the needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a more consistent approach to student learning support and interventions was achieved through the implementation of structured programs, which enabled learning that was personalised for students, student cohorts and groups of students across the school. The learning and support teacher collaborated and mentored teachers when working with individual students in the classroom to build teacher capacity to meet the needs of all learners. Employment of speech therapists and exercise physiologists to support students across K-6 has led to improved results in expressive and receptive language and exercise-based education for targeted students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to strengthen the impact of the learning and support team by providing targeted student support for identified students. Ongoing staff professional learning will continue to build teacher capacity across the school.</p>
<p>Professional learning</p> <p>\$37,738.81</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 Albion Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching and High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• access to professional learning that focuses on literacy and numeracy.</li> <li>• collaborative professional practices with high impact professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective evidence based practices in the explicit teaching of literacy and numeracy, resulting in improved internal student results. Increased opportunities for staff to engage in professional discussions, observations and professional dialogue.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to engage all staff in a variety of professional learning activities aligned to system, school and individual performance and development goals to improve growth and achievement for all students.</p>
<p>QTSS release</p> <p>\$102,506.69</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Albion Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching and High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$102,506.69</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs.</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> staff have displayed increased confidence and are now embedding evidence-based, high impact teaching strategies within their classroom practice. Successful implementation of professional learning and regular coaching and mentoring with the support of APCIs and APs to ensure quality education opportunities are provided for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> ensuring the leadership team prioritise improvement in areas where teachers require further support, such as literacy or numeracy. Teachers will be supported to trial innovative evidence-based practices aligned with the new curriculum.</p>
<p>COVID ILSP</p> <p>\$197,861.70</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - phonic knowledge, comprehension, number and place value.</li> <li>• employing/releasing staff to coordinate the program.</li> <li>• employing/releasing teaching staff to support the administration of the program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of students in the program achieved significant progress towards their learning goals. Data collected was used regularly to identify student cohorts to plan, implement and monitor precise intervention strategies and to improve outcomes of all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	254	262	254	256
Girls	215	214	213	234

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.9	90.9	88.6	91.8
1	81.7	93.1	85.0	91.3
2	83.3	91.6	87.6	89.6
3	90.3	91.3	88.1	90.5
4	87.9	89.1	88.0	89.0
5	90.3	89.9	84.6	88.0
6	89.8	87.7	85.5	85.2
All Years	88.1	90.5	86.7	89.4
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

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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)	6.2
Classroom Teacher(s)	20.84
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.58
Other Positions	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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	563,967.73
<b>Revenue</b>	6,489,303.12
Appropriation	6,321,536.55
Sale of Goods and Services	5,154.80
Grants and contributions	152,621.99
Investment income	9,789.78
Other revenue	200.00
<b>Expenses</b>	-6,506,488.58
Employee related	-6,080,140.82
Operating expenses	-426,347.76
<b>Surplus / deficit for the year</b>	-17,185.46
<b>Closing Balance</b>	546,782.27

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	152,878
<b>Equity Total</b>	529,553
Equity - Aboriginal	44,261
Equity - Socio-economic	291,529
Equity - Language	11,941
Equity - Disability	181,822
<b>Base Total</b>	4,442,223
Base - Per Capita	128,256
Base - Location	0
Base - Other	4,313,967
<b>Other Total</b>	705,311
<b>Grand Total</b>	5,829,965

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents, students and teachers were given the opportunity to respond to questions in the Tell Them From Me survey. In this 88% of parents surveyed either strongly agreed or agreed that its as easy to move around and access the school environment. In terms of access to teachers 78% of parents said they attend parent-teacher meetings two or more times a week. 70% of parents said they had talked with a teacher about their child's learning. 69% of parents indicated their child would complete year 12 while 43% of parents said they thought formal interviews were the bet type of communication with the school. 63% of students felt accepted and valued by their peers, while 75% of students knew where to go for help if they were or witnessed bullying. 74% of students aim to do their best and set challenging goals for themselves in their schoolwork. Students either strongly agreed or agreed that 70% of teachers understood Aboriginal culture. The teachers either strongly agree (19%) or agree (58%) that the school leaders are leading improvement and change and that 26% strongly agree and 52% agree that school leaders clearly their strategic vision and values for the school. 33% of teachers strongly agreed that they are well supported in their job while 47% agree they are well supported in their job. 87% of teachers either agree or strongly agree that the school does a good job in implementing curriculum change.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.