

2023 Annual Report

Alstonville Public School



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Introduction

The Annual Report for 2023 is provided to the community of Alstonville 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.

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School vision

Alstonville Public School is an inclusive, innovative and vibrant community of high expectations where parents, teachers and students work together to become happy, lifelong learners and kind & informed global citizens.

School context

Alstonville Public School has a current enrolment of 267 students, including 11% from Aboriginal or Torres Strait Islander backgrounds. The school currently has 12 classes, including an opportunity class for high performing students with 30 teaching and support staff, including 3% from Aboriginal or Torres Strait Islander backgrounds. Our school stands within the Bundjalung Nation and it is committed to working collaboratively with its local Aboriginal community and the Aboriginal Education Consultative Group to develop culturally appropriate learning activities and strong respectful relationships.

The school actively focuses on providing students with a balanced, progressive curriculum. Varied and extensive extra-curricular activities are offered to students resulting in learners that make independent and informed choices. These include; concert band, choir, public speaking, debating, and sports. Student leadership is promoted through active involvement in Student Parliament.

At Alstonville Public School teaching and learning is developed using Project Based Learning pedagogy to develop student agency in their learning through authentic projects that engage students. Students develop skills in collaboration, communication, creativity and critical thinking. Alstonville Public School is a Primary STEM Action School, mentoring primary schools in embedding STEM integrated curriculum. The school has a culture of enthusiasm, collaboration, sharing and support which produces a stimulating, innovative and rigorous learning environment. Student and school wellbeing is always a focus of our school, with students actively reflecting the values of Positive Behaviour for Learning and the Berry St Education Model.

As a result of the External Validation process and the development of a recent situational analysis the school identified three Strategic Directions for the 2022-2026 Strategic Improvement Plan. These are:

- Student Growth and Attainment: To maximise student growth and attainment we will refine and enhance whole school and individual data use and analysis and use of data so that learning reflects both syllabus requirements and student need.
- Quality Pedagogical Practice: To enhance the teaching practices within classrooms so that learning is engaging and that every student improves every year.
- A Culture of Learning: To establish a school culture where students, teachers and carers work together to achieve, promote and celebrate high expectations and continuous growth for all.

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

Strategic Direction 1: Student growth and attainment

Purpose

With high expectations, meaningful data and evidence-informed programs, students will achieve deeper understanding, knowledge and skills in literacy and numeracy.

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.

- Assessment & Data
- Curriculum Knowledge

Resources allocated to this strategic direction

AP Curriculum & Instruction Professional learning

Summary of progress

The school's system of gathering and maintaining assessment data K-6 has been greatly enhanced in 2023. This led to ongoing enhancements in:

- Class programs that indicated differentiation being aligned with student data.
- Data to reflect progress against student goals and to guide future directions
- Student PLPs being effectively maintained and regularly updated.

Curriculum delivery was also enhanced, with the school reflecting suggested curriculum implementation plans. This will be further embedded in 2024 and beyond.

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
Years 4, 5 and 6 students achieve expected, or above expected annual growth in Reading as measured through the system Check-In Assessment scaled scores and when compared to statistically similar school groups and state averages.	Check-in Assessment scaled scores were unavailable in 2023. However, in Reading for Years 4, 5 and 6, 55.9% of questions were answered correctly, above both statistically similar school group and state results.
Years 4, 5 and 6 students achieve expected, or above expected annual growth in Numeracy as measured through the system Check-In Assessment scaled scores and when compared to statistically similar school groups and state averages.	Check-in Assessment scaled scores were unavailable in 2023. However, in Numeracy for Years 4, 5 and 6, 59.9% of questions were answered correctly, below both statistically similar school group and state results.
Increased percentage of students attending school over 90% by 5.8% points from the baseline of 2019 system negotiated targets.	<p>The number of students attending greater than 90% of the time or more has decreased by 5.9% from the baseline of 2019 system negotiated targets. However, the 2023 attendance rate of 90.1% is comparable to 2019 figures, and is above state, network and statistically similar school groups. In 2023, 60.6% of students attended school 90% of the time or more, considerably above state, network and statistically similar school figures.</p> <p>This measure is now deemed obsolete, with a simple attendance rate target more appropriate for all schools going forward.</p>

Strategic Direction 2: Quality pedagogical practice

Purpose

To enhance the teaching practices within classrooms so that learning is engaging and that every student improves every year.

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 teaching practice
- Instructional Growth and Collaboration

Resources allocated to this strategic direction

Low level adjustment for disability

Summary of progress

The school's self-assessment against School Excellence Framework elements of "Effective Classroom Practice" and "Learning and Development" identified key targets for future growth for teaching staff. Whilst explicit teaching is the main practice used in the school, professional learning, coaching and mentoring in this area will continue..

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
All teachers demonstrate evidence of an 'evolving level' in using effective teaching strategies in daily practice (Effective teaching practice continuum).	In the School Excellence Framework element of "Effective Classroom Practice", the school assessed itself as <i>working towards delivering</i> . Whilst explicit teaching is the main practice used in the school, it continues to be an area for growth in staff, particularly for beginning teachers.
School self assessment of collaborative practice demonstrates evidence of embedding in all aspects (Collaborative Practice Matrix).	In the School Excellence Framework element of "Learning and Development", the school assessed itself as <i>delivering</i> , where a school-wide approach to curriculum review was evident, and where there are explicit systems for collaboration and feedback.

Strategic Direction 3: A culture of learning

Purpose

To establish a school culture where students, teachers and carers work together to achieve, promote and celebrate high expectations and continuous growth for all.

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.

- School wellbeing and growth
- Our school in the community

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability
Socio-economic background
Aboriginal background

Summary of progress

The school continues to build effective partnerships with its parents/carers and the wider community. This has led to it being looked at as a professional learning community which is focused on continuous improvement of teaching and learning and thus improved outcomes for its students.

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 students reporting a sense of belonging in the Tell Them From Me surveys.	The school achieved a student participation rate in Tell Them From Me of 88% (compared to state participation rate of 49.5%). 64% of the 125 respondents reported a positive sense of belonging, which is now similar to pre-pandemic levels.
Increase the percentage of staff completing the People Matters survey to ensure the 'Employee Engagement' baseline data is significant.	40% of staff responded to the People Matters Employment Survey, which is similar to the network response rate. The level of response provides a large enough cohort to analyse the data. A key finding was that 100% of respondents felt that their job gave them a feeling of personal accomplishment and are motivated to contribute more than what is normally required at work!
Parents reporting a strong sense of community collaboration and school responsiveness is showing an upward trend as measured by TTFM (Parent).	Parents did not complete the Tell Them From Me (parent) surveys in 2023. However, other feedback processes indicated that there is a strong and building sense of collaboration and school responsiveness within the community. This is highlighted by parents who appreciated the feedback processes initiated by the school this year.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$97,762.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Alstonville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School wellbeing and growth <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 • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: A targeted program for those students requiring additional support. These targets centred on improved attendance, adjustments to learning programs and Individual Education Plans.</p> <p>After evaluation, the next steps to support our students will be: An enhancement of the Learning and Support process so that those students requiring additional support are funded appropriately, and are supported via adjustments in their learning programs.</p>
<p>Socio-economic background</p> <p>\$54,814.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Alstonville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School wellbeing and growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Enhanced wellbeing and behavioural support for students through staff professional learning and targeted resourcing.</p> <p>After evaluation, the next steps to support our students will be: A continuation of individual learning and support plans for targeted students.</p>
<p>Aboriginal background</p> <p>\$32,935.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Alstonville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • School wellbeing and growth <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$32,935.09</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Personalised Learning Plans for Aboriginal student cohort embedded and actioned throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Enhanced opportunities to engage community, parents and student voice.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Alstonville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Small group tuition provided in Literacy and Numeracy for particular students.</p> <p>After evaluation, the next steps to support our students will be: Continued need-based funding that supports learning adjustments for key students in classrooms K-6.</p>
<p>Low level adjustment for disability</p> <p>\$198,137.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Alstonville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching practice • Instructional Growth and Collaboration • School wellbeing and growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an additional learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students. • support for students in wellbeing programs Berry St and Positive Behaviour for Learning. • teachers participating in structured lesson observations focusing on the impact of explicit teaching practices in phonics and reading instruction, with feedback and coaching conversations provided by instructional leaders. <p>The allocation of this funding has resulted in the following impact: Targeted support programs for particular students in literacy and numeracy. Teaching staff displayed an increased sense of collaborative practice. Barriers to increased collaboration were identified as not having a whole stage on Release From Face-to-face Teaching (RFF) together.</p> <p>After evaluation, the next steps to support our students will be: Further development of a needs-based learning and support program to build capacity in staff in meeting the literacy and numeracy needs of</p>

<p>Low level adjustment for disability</p> <p>\$198,137.35</p>	<p>identified students. RFF timetable to be developed to allow colleagues teachers to be released together with their Assistant Principal and Assistant Principal, Curriculum & Instruction.</p>
<p>Location</p> <p>\$4,744.23</p>	<p>The location funding allocation is provided to Alstonville Public 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> <ul style="list-style-type: none"> • Other funded activities <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 • incursion expenses <p>The allocation of this funding has resulted in the following impact: Some level of support for students to attend and participate in both internal and external excursions and activities.</p> <p>After evaluation, the next steps to support our students will be: Further support of in-school and external activities for students, supplemented by Location funding.</p>
<p>Professional learning</p> <p>\$27,807.55</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 Alstonville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment & Data • Curriculum Knowledge <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 • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Assessment spotlights linked to Literacy Units of Work. This allowed staff to focus on one key outcome per unit taught and ensure that data being collected specific to that outcome. Staff indicated that the spotlights allowed them to better contextualise their teaching of the units and to collect more meaningful data.</p> <p>After evaluation, the next steps to support our students will be: Further specialised professional learning activities, particularly regarding curriculum delivery and data collections.</p>
<p>QTSS release</p> <p>\$54,449.28</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Alstonville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$54,449.28</p>	<p>The allocation of this funding has resulted in the following impact: The Quality Teaching, Successful Students (QTSS) allocation led to improved teacher quality and enhanced professional practices. This is evident in more teachers applying for and succeeding in teacher accreditation.</p> <p>After evaluation, the next steps to support our students will be: Additional staffing to support stage collaboration in the implementation of high-quality curriculum delivery. Assistant principals provided with additional release time to support and lead classroom programs.</p>
<p>COVID ILSP</p> <p>\$78,174.73</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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students working below stage level. • developing resources and planning for small group tuition • providing professional learning for COVID educators in small group tuition in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Targeted, explicit programs of learning for particular students in areas of literacy and numeracy. Improved learning outcomes for these students.</p> <p>After evaluation, the next steps to support our students will be: Enhanced small group tuition programs for students, including Spelling Mastery, Initialit and Multilit.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	189	174	140	133
Girls	186	173	154	135

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.9	89.6	86.7	92.5
1	90.1	91.6	85.7	89.6
2	90.9	89.8	85.2	92.2
3	88.9	90.6	84.5	90.3
4	91.3	89.5	82.7	91.0
5	87.3	90.1	84.5	90.1
6	90.9	90.0	82.6	90.4
All Years	90.2	90.1	84.3	90.7
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)	3.8
Classroom Teacher(s)	12.51
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	215,807.28
Revenue	3,889,883.99
Appropriation	3,647,712.13
Sale of Goods and Services	101,049.24
Grants and contributions	76,266.14
Investment income	4,169.53
Other revenue	60,686.95
Expenses	-3,861,294.98
Employee related	-3,396,675.58
Operating expenses	-464,619.40
Surplus / deficit for the year	28,589.01
Closing Balance	244,396.29

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	48,912
Equity Total	288,287
Equity - Aboriginal	32,935
Equity - Socio-economic	54,815
Equity - Language	2,400
Equity - Disability	198,137
Base Total	2,536,231
Base - Per Capita	76,516
Base - Location	4,744
Base - Other	2,454,971
Other Total	398,188
Grand Total	3,271,618

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

Parents and carers were able to respond to a Slido survey regarding their opinion of our school. The survey revealed the following results:

- The school scored 4.9 out of 5 for parents feeling welcome at our school.
- It scored 4.7 out of 5 for the children feeling safe at our school.
- It scored 4.5 out of 5 for looking for ways to improve.

The most popular word when describing Alstonville Public School was "great". There were also relevant points made regarding school communication, the kiss and drop zone each morning, and a PA system for the school which will be addressed in 2024.

According to the Tell Them from Me surveys, 81% of Year 4-6 students feel that the school has a high expectation of success of them and high advocacy for them. Staff report a high degree of job satisfaction and a personal attachment to the school. However, it feels that ongoing training and development is required for them to do their job well.

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.