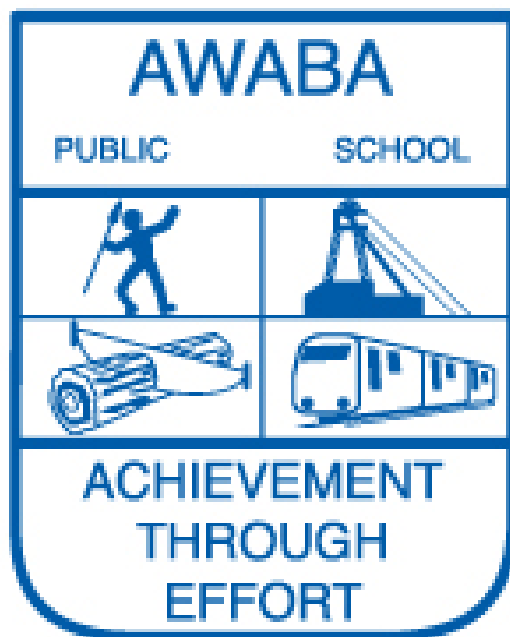


# 2023 Annual Report

## Awaba Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Awaba 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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## Message from the principal

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2023 has allowed Awaba Public School to reap the rewards of a dedicated staff, motivated students and a supportive community. We have been able to provide a vast range of learning experiences for our students in 2023 due to this winning combination.

We have enjoyed visits from Lake Macquarie Council, competed in swimming carnivals, the Veggie Crunch Challenge, Harmony Day, Easter Hat Parade, Healthy Harold Life Education Van visit, Small School's Athletics Carnival, numerous zone representatives, success in external maths competitions, Spelling Bee and regional Bee, Premier's Reading and Premier's Sporting Challenges, Small School Touch Football competitions and a 2 week intensive swim program. We competed in the small school's sports galas, welcomed the police liaison officer's educational visit, attended the ANZAC service at the Civic Theatre for the 3456 class, had fun with the annual Book Week and Education Week celebrations, attended a Mental Health Workshop, welcomed Grandparents to breakfast. We marvelled at the Jolly Bops Science and Water show, competed in Jump Rope for Heart and held a Jump Off day. We committed ourselves to Rugby League training, took part in the Amplify online music program for both classes and held the Biggest Morning Tea and Harmony Day celebrations. The K12 class had a train excursion swap with the students from K12 at Argenton Public School. We ran the Big Day Out Program, focussing on real life experiences with a numeracy and literacy focus, which will resume next year. We attended the Reconciliation Walk at Rathmines and sent our Aboriginal students to Biraban Public School for their NAIDOC celebration week celebrations. Year 5 and Year 6 students attended Challenge Days and the Year 6 Orientation Day at Toronto High School. We held four Kindergarten Orientation sessions and will welcome five new students into kindergarten in 2024. We attended Stage 3 camp, combined with Boolaroo Public School and Fassifern Public School and benefitted from the whole school social skills reward system, 'Caught Ya', based on peer recognition.

On the academic front, teachers have been reviewing the mathematics teaching and learning programs for the school plan. Teachers committed to extensive professional learning during the year in Quality Teaching Rounds with teachers from Boolaroo Public School and participated in unpacking new modules of mathematics instruction. We have implemented the new K-2 mathematics and English curriculums and will implement the new 3-6 curriculums in 2024. Our students have demonstrated maximum growth. Further details can be found in this Annual School Report, which is also published on the school website.

All of these things would not be possible without the dedication and hard work of our dedicated team here at school. I would like to thank the teachers and support staff for their trust, support and tireless dedication to the best job in the world.

On the volunteer front, we acknowledge with great appreciation Tash Smaller for forming and running the playgroup, which is providing an important service to our community, whilst helping to build our student cohorts into the future. Thank you to our parent helpers for helping with reading. Thank you to the Kiwanis group, a team of dedicated volunteers who donate an annual \$500 to the school for student endeavours and reward a Terrific Kid each month. And to our wonderful P&C we thank them sincerely for their time and effort to give the students every opportunity available in their school life. Thank you for organising discos and our Mother's and Father's Day stalls.

Thank you to the students. You make us all very, very proud.

Finally, on behalf of the staff, I would like to wish Year 6 of 2023 every success and the best for your new adventure. We will miss you and know that you have made your mark here at Awaba Public School, this will always be your school.

Alison Tiplady

Principal

## School vision

Awaba Public School strives for excellence in an inclusive environment. We value individuality, acceptance and tolerance. Every student is known, valued and cared for. We nurture students to be engaged citizens who confidently take their place in our dynamic society by maximising their potential - supported by strong community partnerships and a culture of high expectations. We are a small school, with big ideas!

## School context

Awaba Public School has a current enrolment of 27 students and is a semi-rural school located on the western side of Lake Macquarie. A great deal of the zoned area for Awaba Public School is part of the Watagan's National Park and not urbanised, which in turn cause enrolments to fluctuate.

Student enrolment has been reasonably stable, in the mid to high 30's for the last five years. We anticipate that this trend will continue in the future. Our Aboriginal student enrolment is currently four students. Numbers have ranged from one to four for the last eight years. We have no EAL/D students enrolled. Our FOEI is 132 and ICSEA is 965, which identifies us as a low socio-economic school.

As a result of our evaluations, we will review whole school data literacy, assessment and evidence systems to inform teaching and learning programs.

Our current situational analysis has identified a gap in student achievement between reading and numeracy. Teaching staff are committed to undertaking self-assessment and employing evidence-based initiatives to improve teaching and learning programs and student achievement in numeracy.

Collaboration and professional learning opportunities are a focus across our Small Schools Alliance of Fassifern, Argenton and Boolaroo Public Schools (FABA). Collaborative practice and feedback, professional learning and the sharing of expertise and innovation will improve teaching and learning programs and student achievement.

Evaluation of student achievement and survey data has identified that further work is required to build partnerships with parents and carers, support agencies and service providers. Meaningful partnerships will contribute to a shared high expectations culture, resulting in sustained whole school improvement.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
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 the learning outcomes for every student, staff will use data to drive the learning needs of students and inform differentiated teaching for all students. Students will become self-directed learners, who plan their progress through goal-setting and are confident in working with teachers to help direct future learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- Numeracy

### Resources allocated to this strategic direction

#### AP Curriculum & Instruction

#### Socio-economic background

#### Aboriginal background

#### Low level adjustment for disability

#### QTSS release

#### Professional learning

### Summary of progress

#### Data Skills and Use and Numeracy

In 2023, staff completed professional learning in Big Ideas, Starting Strong and Quality Teaching Rounds. Teachers reflected upon the training and the units of work for the new K-2 mathematics syllabus, in light of the pedagogical changes. The new 3-6 mathematics units will utilise the training and pedagogy into 2024. Staff focused on Quantifying Number and teaching sprints were delivered weekly. Teacher knowledge and use of PLAN2 has driven Personalised Learning Support Plans, Personal Learning Pathways and COVID Intensive Learning Support Plans. The use of teaching sprints has had significant improvement on individual achievement in Quantifying Number across two data snapshots, with the final assessment proving an overwhelming success for student growth.

Combined small schools' professional learning in Quality Teaching Rounds has set the scene for staff to build a scaffold for professional development plans, professional dialogue and observation procedures within the school. Further professional development is scheduled for the 3-6 mathematics units of work in January 2024.

#### 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
<b>Data Skills and Use</b> <ul style="list-style-type: none"><li>• The school unpacks 'What Works Best In Practice' to meet the needs identified in our next steps for improvement.</li><li>• The school reviews the data collection systems and student tracking, in light of new learning.</li></ul> <b>Numeracy Self-Evaluation</b> <ul style="list-style-type: none"><li>• The school uses the 'Numeracy Self-Evaluation Tool' to <i>look outwards</i> on numeracy teaching and learning programs and explicit instruction.</li><li>• Teachers collaborate inter-school with FABAs to broaden their knowledge of evidence-based practices.</li></ul>	Awaba staff members have completed Quality Teaching Rounds with staff from Boolaroo Public School. Staff valued the opportunity for professional collaboration beyond the school environment. The rounds built teacher capacity to support student learning and provided sound criteria to base professional dialogue around observation schedules in 2024. Formalised assessment strategies have been embedded across the school to inform consistent teacher judgement of student learning progress. Professional learning in evidence-based practices has been a school priority to drive numeracy improvement. Teacher programming and lesson planning has been more closely aligned to syllabus outcomes and differentiation reflected through the use of the Learning Progressions. In term 1, 2024, further professional development has been organised with the FABAs group of schools, aimed at new mathematics syllabus units 3-6.

<ul style="list-style-type: none"> <li>Professional learning is undertaken to gain expert knowledge of internal and external data sources, in relation to syllabus outcomes.</li> <li>Teachers analyse a student's retrospective data to determine whether internal and external data sources are consistent.</li> </ul>	<p>In 2023, staff continued professional learning in PLAN2 and embedded the use to manage data and inform teacher lesson planning. Pre and post-testing in the Number and Place Value strands have demonstrated significant growth, K-6. Strategic numeracy planning initiatives and resource management, such as COVID ILSP groups, teaching sprints and learning support plans have had a profound impact on student results in mathematics, as demonstrated in the Check-In Assessments from Term 4, 2022 to the end of 2023. By the end of 2023, all primary cohort groups surpassed the Statistically Similar School Group and state levels. This information was cross referenced with syllabus outcomes to inform consistent teacher judgement. The staff engaged in the Big Ideas professional learning and plan to utilise the evidence-based pedagogy when delivering the K-6 Mathematics Syllabus units of work in 2024.</p>
<p>All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.</p>	<p>Year 3 students have demonstrated growth when comparing the February PAT testing results in stanine as compared to the November snapshot. 66% have recorded two or greater stanine levels in the final snapshot and 33% have remained stable in the stanine result, however, the second test was a level above the initial, proving growth for all students.</p> <p>Year 5 students have demonstrated similar results when comparing stanine levels for 2023. 60% of students have increased their stanine level, 20% have remained stable on the higher level test and 20% have performed marginally lower than their pre-test results, however, on a more challenging test level.</p>
<p>All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.</p>	<p>Year 3 students have demonstrated growth when comparing the February PAT testing results to November. 66% of students progressed to the next Band and 33% remained stable, while scaled scores increased across the cohort.</p> <p>100% of Year 5 students improved their scaled score results from the initial test results in February. 20% of students move to the next Band.</p>

## Strategic Direction 2: Engaging Communities

### Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff collaborate effectively to embed evidence-based explicit teaching practice into their pedagogy. We will establish a high expectation, positive and cohesive school community that is purposeful, flexible and dynamic.

### 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.

- Professional Learning Communities
- Community Engagement

### Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Professional learning

Aboriginal background

Per capita

### Summary of progress

In 2023, staff built their capacity through collegial collaboration in Quality Teaching Rounds and prepared for the 3-6 new English and mathematics syllabi in 2024. Teachers were part of a combined Staff Development Day at Coal Point Public School in term 2, where we participated in professional learning around Personal Learning Pathways. The staff have utilised the learning to review our current processes and create a schedule for PLP drafts and reviews in 2024.

The Early Years Network, which encompasses local primary schools and pre-schools, was revived. Schools and preschools in the Lake Macquarie West region have collaborated in professional learning, which has included the parent community. Staff and parents across the sectors attended sessions focussing on Draw Talk Write with Noella Mckenzie in terms 3 and 4. A Wednesday morning playgroup was established at Awaba School, servicing the community and building our Kindergarten cohorts for future years.

The school hosted a University student in our K-2 classroom in term 1, offering opportunities for them to be involved in initiatives with a whole school focus and interact with the school community.

### 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
<b>Professional Learning Communities</b> <ul style="list-style-type: none"><li>• Maintain regular meetings with staff from the Small Schools Alliance each term.</li><li>• The school is a part of a successful learning alliance with external partners including the University of Newcastle and offers a transition program with Little Miracles.</li></ul>	<p>Principals in the small school's alliance group attended scheduled meetings in weeks 5 and 9 of each term. The meetings focused on shared sporting responsibilities, teaching principal accountabilities and staff professional learning opportunities. Staff shared in two combined Staff Development Day with staff from Boolaroo Public School and Coal Point Public Schools. In 2024, professional learning will be undertaken for the new 3-6 syllabus and Quality Teaching Rounds will be restructured to support professional development and meaningful feedback.</p> <p>Awaba Public School hosted a student from Avondale University in the K12 classroom to continue our commitment to quality teaching practice and building the professionalism of education.</p> <p>Toronto Community Child Care attended our Easter Hat Parade in April and they were invited to numerous events throughout the year. Three child care students enrolled for Kindergarten in 2024 and the relationship is set to</p>



<p><b>Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Maintain regular meetings with staff from the Small Schools Alliance each term.</li> <li>• The school is a part of a successful learning alliance with external partners including the University of Newcastle and offers a transition program with Little Miracles.</li> </ul>	<p>continue into 2024.</p>
<p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>• Maintain regular Stay and Play/Meet and Greet sessions for teachers, student and parents.</li> <li>• Individual education programs planned with parents/carers, students and teachers and considering agency professionals.</li> <li>• Establish regular parental information sessions in student goal-setting processes.</li> <li>• The school maintains a regular schedule of parent/carer and student satisfaction surveys.</li> <li>• The school attendance policy is closely monitored and parents are informed of student attendance in five weekly intervals.</li> <li>• TTFM and school-based surveys follow up on data analysis and evaluate wellbeing interventions.</li> </ul>	<p>Stay and Play sessions were so successful this year that a group of parents decided to make it a daily event. Communication and engagement has increased directly from this initiative. The local community enjoyed the Share Our Space initiative over the school holiday breaks and many families gathered to utilise the school facilities. Social contact has had a direct impact on community wellbeing and belonging.</p> <p>Staff enjoyed the support and collaboration of paraprofessionals to provide a team around the student. Professionals work side by side with the classroom teachers and one to one with students, to provide explicit teaching, student support and individualised programs.</p> <p>3-way conferencing provides parents, students and teachers with a formal opportunity to review learning goals and set new ones. Each term, students with Personalised Learning and Support Plans and Personal Learning Pathways review the progress towards learning goals and set future directions.</p> <p>Attendance was monitored daily. Health has had an alarming effect on overall school attendance rate. Executive staff have worked closely with the Home School Liaison Officer, departmental Learning and Wellbeing staff and outside agencies, to improve attendance for students. Parents are provided with attendance graphs to help monitor their children's attendance and offered support meetings to assist.</p> <p>The Tell Them From Me survey snapshot was offered and parents did not utilise the format to provide feedback. A school based survey was conducted in November. The results are detailed in the Parent Satisfaction section of this report.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$42,504.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Awaba 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>• 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>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were effectively supported to gain access to the curriculum at their point of need. They were supported to self-regulate and develop improved social skills, and to strengthen relationships among peers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure that staff are provided with opportunities for professional development to meet the specific needs of students who attract Integration Funding Support.</p>
<p>Socio-economic background</p> <p>\$50,915.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Awaba 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>• Data Skills and Use</li> <li>• Numeracy</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>• Intensive support to access literacy and numeracy.</li> <li>• Intensive support for playground interaction and social skill instruction.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were effectively supported to access academic learning individually tailored to meet needs, and social skill development in order to successfully progress amongst their peers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to support students with resourcing to enable equitable and effective engagement with the curriculum along side peers</p>
<p>Aboriginal background</p> <p>\$5,061.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Awaba 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>• Data Skills and Use</li> <li>• Numeracy</li> <li>• Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$5,061.70</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• Utilise the support of Biraban Public School to plan opportunities for Aboriginal students to be included in cultural activities according to their Personalised Learning Pathways.</li> <li>• Employment of additional staff to deliver personalised support for Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of funding has been utilised to meet the individual needs of Aboriginal students in collaboration with their families. Students have demonstrated academic growth, as well as strengthening their personal cultural identity.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The initiative model will continue into 2024, to identify and address academic targets and personal cultural goals for Aboriginal students. The collaboration with Biraban Public School and the rich cultural activities offered will continue into 2024.</p>
<p>Low level adjustment for disability</p> <p>\$20,024.42</p>	<p>Low level adjustment for disability equity loading provides support for students at Awaba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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>• Data Skills and Use</li> <li>• Numeracy</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 LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Learning and Support Teacher collaborated with students, parents and carers, teachers and paraprofessionals to formulate and implement a shared Personalised Learning and Support Program. Student outcomes demonstrated outstanding growth in target areas. Teachers benefited from paraprofessional planning sessions, expert knowledge and skills and review meetings. Parental input and support enhanced student growth and attainment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, the same model will be employed to optimise student outcomes.</p>
<p>Professional learning</p> <p>\$5,967.37</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 Awaba 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>• Data Skills and Use</li> <li>• Numeracy</li> <li>• Professional Learning Communities</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>• teacher relief for staff engaging in professional learning</li> <li>• other methods of learning designed to improve student outcomes.</li> <li>• presentations by suitable and qualified facilitators, for example Aboriginal Histories.</li> </ul>

<p>Professional learning</p> <p>\$5,967.37</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  Funding was utilised to meet the needs of staff identified from Performance and Development Plans and supported by the Assistant Principal Curriculum and Instruction. Whole staff professional learning was undertaken to address the learning required in Strategic Direction 1 and drive strategic improvement. Funds also allowed for the learning and implementation of Quality Teacher Rounds and building professional learning communities. Combined staff development was undertaken in Aboriginal Histories with Boolaroo Public School. The learning has laid the groundwork for collaboration in formulating teaching and learning programs, utilising the expertise of the presenters, in 2024.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2024, professional learning will continue into Numeracy teaching and learning, focusing on the new 3-6 Mathematics curriculum. Learning acquired through Quality Teaching Rounds will be focused on teacher observations and feedback for reviews of Performance Development Plans, to improve student outcomes.</p>
<p>QTSS release</p> <p>\$5,681.66</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Awaba 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>• Data Skills and Use</li> <li>• Professional Learning Communities</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Additional staff were employed to support teachers in collaborating in professional learning and differentiating teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2024, the funding model will continue to support staff to meet individual needs and implement differentiated teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$18,438.24</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students received individual and small group tuition in literacy and numeracy. Student data in Check-In and Interview for Student Reasoning in Number and Place Value assessments demonstrated outstanding growth in all target areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2024, COVID ILSP funding is set to continue to a lesser value, however, other school funds will be utilised to support small group and individual tuition as well as team teaching.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	23	16	15	15
Girls	17	12	12	11

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.4	95.7	75.6	88.3
1	91.2	97.0	84.4	87.9
2	88.8	92.5	75.8	88.8
3	89.2	93.6	75.2	90.6
4	87.6	96.1	85.4	76.1
5	86.5	90.1	83.4	93.4
6	89.2	92.7	88.9	77.1
All Years	89.4	93.3	81.9	86.3
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)	0.2
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 Actual (\$)
<b>Opening Balance</b>	40,203.78
<b>Revenue</b>	732,989.61
Appropriation	718,529.88
Sale of Goods and Services	1,599.05
Grants and contributions	11,833.76
Investment income	1,026.92
<b>Expenses</b>	-687,965.82
Employee related	-654,582.40
Operating expenses	-33,383.42
<b>Surplus / deficit for the year</b>	45,023.79
<b>Closing Balance</b>	85,227.57

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>	42,504
<b>Equity Total</b>	76,002
Equity - Aboriginal	5,062
Equity - Socio-economic	50,916
Equity - Language	0
Equity - Disability	20,024
<b>Base Total</b>	514,646
Base - Per Capita	7,027
Base - Location	0
Base - Other	507,619
<b>Other Total</b>	46,101
<b>Grand Total</b>	679,252

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

Each year Awaba Public School values feedback from parents, students and staff. In 2023, parents were offered a survey from Tell Them From Me. Too few responses were recorded to supply results from that survey capture.

The school issued a school based parent survey and was able to calculate the following responses.

The school has enjoyed the support of an active P&C in 2023. There were at least 50% of families had been involved in P&C meetings, the organisation of community and fundraising events and decision making in school resources.

The favourite communication mode for families was text messages, scoring 100% in favour and closely seconded by Facebook, with 66%. 91% reported that they felt well informed about school activities.

100% of families liked how the grounds and facilities were kept and open to the public.

Only 58% agree with the completion of weekly homework and 33% help their child to complete it.

50% liked the current reporting format and 83% felt that they liked the processes in which they were informed of their child's progress throughout the year. 100% felt that the school provides adequate support for students with different needs, such as implementing Personalised Learning Support Plans.

100% of families felt that their child feels safe at school and that the school helps prevent bullying.

16% of the community reports aspirations for their children to attend further education such as TAFE and University.

## Conclusions:

Awaba Public School rates well in communication and is well supported by an active P&C. The school executive will extend the relationship of the P&C and inform them of the new syllabus, to raise expectations of learning, including parent information sessions in 2024.

The wellbeing aspects of school management will continue to support students and families through being known, valued and cared for. Current practices will be reviewed, monitored and student voice included in the 2024 survey capture.

The academic reporting style format will need to be explored further with parents in 2024, to ascertain the issues with these results and to align to new syllabus documents K-6. Current practices in Personalised Learning Support Plans, Personal Learning Pathways and review systems will be carried over into 2024, with favourable results.



The community were asked to record one word that came to mind when thinking about Awaba Public School.

# 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.