

2023 Annual Report

Berrigan Public School



1207

Introduction

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

2023 has been a huge year from the school perspective - what drives us most is the passion to make a very real and tangible difference to the lives of every student in this school through the vehicle of education!

What a great space we find ourselves in:

- to be at the forefront of educational reform, implementing a new English and Maths syllabus, not so much a new way of teaching but validation that our teacher instinct/moral compass is pointing in the right direction.
- To witness the learning our students are producing from rich and authentic experiences
- To be somewhat of a 'lighthouse' school, a case study, a video PL project, supporting small schools, colleagues visiting to see how it all comes together at BPS, hosting quality PD etc
- To have a solid launching pad from which Years 3-6 can engage in the same quality units/rich literature, that K-2 have explored for the past two years.

BPS is a technology rich school, resources that are the envy of every school - iPads, laptops, robotics in all shapes and sizes, a considerable financial investment backed by a level of teacher expertise that sees these resources well utilised and BPS students some of the most skilled/experienced users of technology, especially as they move into the secondary setting. Over the years the presentations made to the CWA have shifted from a powerpoint to a green screen and onto a podcast. Some of our teachers have shared their knowledge with colleagues across the department and next year our Yr5/6 students/teacher have been invited to be part of a podcasting project, developing resources for other teachers to pick up and use.

BPS is committed to building a strong educational environment which supports all students to be the best version of themselves.

I work with, and lead a committed and enthusiastic team in our task of improving student outcomes. I feel privileged to have worked with these colleagues over a number of years, to have a team that works together and who contribute so positively to BPS.

It's in partnership with the parents we do our best work, we are in it together with your child(ren) in the centre of all decision making. The P&C's tireless work for the students of the day, their support of our excursions has been invaluable and their fund raising efforts need to be applauded.

I love nothing more than the first interchanges of the day, the smiles, the shout out coming down the path or in through the gates. The delight in achievement, the honesty and the humour and the willingness to go the extra mile for someone else. I also love the response to high expectations, to a challenge and the look of satisfaction when you get it! To me, that's a school, it's this school, it's our 'why', it's what drives us to do what we do!

Dorothy Dore

Principal

School vision

To foster a safe, nurturing and supportive learning environment where students can achieve their personal best and bring out the best in others.

School context

Berrigan Public School services a small rural community of approximately 1500 people. For over 100 years the school has provided quality public education to the children of Berrigan and the surrounding district. The school has a teaching principal and maintains four multistage classes. BPS has 2.8% of students identifying as Aboriginal and 4.25% from a NESB background. 'Play your Part' is the school's motto and reflects our core belief that everyone - students, staff, parents and families have a shared responsibility to foster a safe and supported educational environment where the school's values - safe, proud, responsible and respectful define us.

Berrigan Public School sits on the Aboriginal lands of the Bangerang people, '*Berrigan*' in Bangerang language means '*big rocks*', and these are situated at the southern entrance to the town. It is a rural area, largely agricultural and irrigation is a predominant part of the landscape. The area has been impacted greatly by the drought and ensuing water debacle which had made headlines over the past few years.

Passionate teachers, administrative and support staff, excellent resources and a supportive parent body and wider community provide an environment conducive to pursuing excellence for all. Programs, initiatives and learning opportunities that focus on the performing arts, the environment, emerging technologies, healthy life styles, leadership and sport are evident across the school.

Berrigan Public School is a founding member of the BiJOU Learning Community along with Urana and Jerilderie. The partnership was formed in 2013 to provide a vehicle to develop teachers' capacity to work collaboratively to meet the literacy and numeracy needs of all students. It is known for its work with robotics and coding, its STEAM Camp, along with the professional learning opportunities it has sourced for staff from across the network. BPS also has a strong history in the performing arts and its annual Drama Camp workshops students from across the network in voice, improvisation and character development.

Following the completion of the situational analysis the school data, parent and student feedback we have identified the following areas for strategic improvement:

Student Growth and Attainment

We have determined that we need to place our emphasis on embedding quality teaching practices across the school including professional learning for staff in using data to inform their teaching. We also need a renewed focus on the use of different formative and summative assessment practices. Strengthening the use of feedback to enable students to achieve expected growth in their learning will also be a focus going forward.

This will be coupled with professional learning to build staff capacity to use high impact teaching strategies and effective differentiation to support student growth and develop students' skills in identified areas. Staff will also conduct effective peer observations to continue the work on delivering effective classroom practice, as a collective, in and across our classrooms.

Connect, Succeed, Thrive and Learn

It is imperative that we improve the attendance of a group of students who are attending less than 85% of the time. There is a notable link between attendance and achievement as is there a link between disengagement, literacy levels and social, emotional skills all of which can be seen in the schools data.

The school will work in partnership with the parents and carers to increase the numbers of students attending greater than 90%. There will be a focus on developing systems to support improved attendance, improved behaviour and implementation of effective well-being programs.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Data Driven Practices
- Explicit Teaching

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
QTSS release
Per capita

Summary of progress

In 2023 the focus was on an evolving whole school assessment schedule, continual refinement of what data to collect and the why, especially with triangulation in mind. Data from a variety of sources was analysed and has been used to inform practice. As a result of thorough data analysis, the APC&I has introduced learning sprints as a short classroom intervention applied to whole class, teachers noted significant improvement in the areas of audience and purpose. Through implementation of the new syllabi across K - 2, learning intentions and success criteria have made the learning more intentional for both teachers and students. There are high expectations that explicit teaching is integral to effective classroom practice, that student learning is at the forefront of all practices and these practices are targeted at student need.

Next year, in this strategic direction the focus will be on working with staff to use student data to plan and embed quality practice and to adapt teaching and learning programs to reflect this. Stronger peer observation practices are required to support further refinement in teaching practice. To use PLAN2 regularly as a tool to support data analysis to inform development of Areas of Focus to address student needs and reinforce expectations that outcome tracking of the new syllabi is embedded across K - 6.

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 mean scaled score of Year 3 and Year 5 from 2022 to 2023 in the Reading Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 0.68%.
Increase the mean scaled score of Year 3 and Year 5 students from 2022 to 2023 in the Numeracy Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased by 5.12%.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all students are supported to connect, succeed, thrive and learn, there will be a planned approach to developing whole school well-being processes that support improved attendance and higher levels of well-being and engagement.

Initiatives

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

- Wellbeing and Engagement

Resources allocated to this strategic direction

Professional learning

Aboriginal background

Summary of progress

The school deepened its collective knowledge of trauma informed practice through Berry Street training and all staff participated in PAX Good Behaviour Game workshops: ten evidence-based and trauma informed strategies that build self-regulation, strengthen peer networks, reduce impulsivity and teach prosocial decision-making. The 'peaceful, productive, happy and healthy' classroom environment supports learning, wellbeing, participation and confidence. The school ensured student centred, education planning with reasonable adjustments and differentiated teaching, learning and assessment for all students. Working with families, department personnel and external providers to wrap support around students with high needs was prioritised. The school prepared students by developing necessary skills to overcome learning difficulties for a successful transition to secondary school, eg. assistive technology. The school continued to provide for the different strengths and interests of a diverse student body through a variety of activities, excursions, incursions and opportunities for social interaction. The impact has been reflected in improved student engagement in all school activities, family communication and engagement in supporting students and richer experiences paving the way for successful transition.

In 2024 the school plans to design and deliver interventions targeted at improving learning outcomes for all students. An orderly learning environment, high expectations and strong explicit classroom practices will ensure continued learning growth for all students. Attendance messaging will change from accountability to a wellbeing focus. The concept of Collective Teacher Efficacy will be amplified - the belief that together all staff can positively affect 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 proportion of students attending > 90% of the time	The number of students attending greater than 90% of the time or more has increased by 5%.
The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTfM surveys is 95%.	Students reporting positive wellbeing outcomes has decreased by 7% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$26,083.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Berrigan 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> <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 around Autism and Nessy Dyslexia workshops • staffing release to build teacher capacity around behaviour interventions <p>The allocation of this funding has resulted in the following impact: The school strengthened the personalised support provided to targeted students, were responsive to their needs, involved parents/careers in the development of the plans and in partnership, supported the work of other agencies.</p> <p>After evaluation, the next steps to support our students will be: to support targeted students in the classroom setting</p>
<p>Socio-economic background</p> <p>\$35,194.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Berrigan 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: The school provided quality learning experiences across the arts, a quality whole school production of The Rainbow Fish was performed for the school and wider community, all students engaged in African Drumming and performed for parents and excursions were funded and 100% of students participated.</p> <p>After evaluation, the next steps to support our students will be: continue to explore opportunities across the arts and to support student participation in excursions.</p>
<p>Aboriginal background</p> <p>\$6,344.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Berrigan 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs

<p>Aboriginal background</p> <p>\$6,344.25</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 100% of students who identify as Aboriginal or Torres Strait Islander have a Personalised Learning Pathway (PLP), conversations with families are more authentic and regular. The school focused on developing and deepening knowledge about local Indigenous culture.</p> <p>After evaluation, the next steps to support our students will be: continue to build a deeper cultural understanding and embed Aboriginal perspectives in teaching and learning programs. The school will develop strong PLPs for these students and complete professional learning to support this process.</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 Berrigan 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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: students are increasingly more confident and prepared to take risks with their language use, as noted by teacher observation and student work samples.</p> <p>After evaluation, the next steps to support our students will be: to provide personalised and targeted professional learning to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$34,845.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Berrigan 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: an increase in the number of students achieving at or above expected growth in Little Learners Love Literacy (LLLL) and DiBELS reading fluency assessments. The school achieved a more consistent approach to student learning and support and the interventions were needs based and data driven.</p> <p>After evaluation, the next steps to support our students will be: to further expand the learning support team through the employment and up-skilling of SLSOs to enable them to take responsibility for conducting assessments and delivering short interventions</p>
<p>Location</p> <p>\$25,937.64</p>	<p>The location funding allocation is provided to Berrigan 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>

<p>Location</p> <p>\$25,937.64</p>	<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: 100% of students attending incursions and excursions offered.</p> <p>After evaluation, the next steps to support our students will be: to continue to explore the range of incursions that can be invited into the school to complement classroom learning and to explore new opportunities for major excursions and subsidise full student participation.</p>
<p>Professional learning</p> <p>\$12,857.20</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 Berrigan 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"> • Data Driven Practices • Explicit Teaching • Wellbeing and Engagement <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 • utilising the expertise of the APC&I to unpack evidence-based approaches to teaching reading and numeracy and explore modelled, interactive, guided and independent activities to support classroom learning <p>The allocation of this funding has resulted in the following impact: the school fully implemented LLLL across K-2 and used it as an intervention for a targeted group of students. In the second year of curriculum implementation the school maintained its momentum and worked towards full implementation K-6 through strong classroom practices and a robust professional learning agenda</p> <p>After evaluation, the next steps to support our students will be: to implement the new syllabi with the units developed by the DoE being utilised across K-6, adapted to the school's context where necessary but so as to maintain the fidelity of the units</p>
<p>QTSS release</p> <p>\$13,020.48</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Berrigan 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"> • Data Driven Practices • Explicit Teaching <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence, collaboration between staff and classroom practice</p> <p>After evaluation, the next steps to support our students will be: school leaders driving curriculum reform and build staff capacity to</p>

<p>QTSS release \$13,020.48</p>	<p>implement the new syllabi following the enact-engage-embed cycle. QTSS funding will be utilised to provide the extra release being provided to teachers to prepare for the successful implementation of new syllabi.</p>
<p>COVID ILSP \$28,882.00</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the programs achieved significant progress towards their personalised learning goals, a small number of Yr 3 students achieved improved outcomes and self confidence. Further investigation was pursued for some students resulting in a diagnosis of dyslexia , validating the interventions already in place</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of small group and individual intervention using data sources to identify specific student needs with the renamed/reduced Small Group Tuition funds. Provide additional in-class support for some students to allow them to continue to meet their personal learning goals will be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	43	36	38	34
Girls	36	32	28	23

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.4	87.3	90.7	89.1
1	92.1	93.7	86.4	96.8
2	94.8	92.9	92.2	87.7
3	94.4	94.6	88.7	89.5
4	90.6	92.4	90.9	84.1
5	89.7	92.6	89.9	89.6
6	94.2	82.9	89.7	86.0
All Years	92.9	91.0	89.9	88.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
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)	0.2
Classroom Teacher(s)	3.45
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.48

*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	235,898.65
Revenue	1,195,552.41
Appropriation	1,180,443.84
Grants and contributions	12,895.10
Investment income	2,213.47
Expenses	-1,113,611.91
Employee related	-903,625.01
Operating expenses	-209,986.90
Surplus / deficit for the year	81,940.50
Closing Balance	317,839.15

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	18,176
Equity Total	78,784
Equity - Aboriginal	6,344
Equity - Socio-economic	35,195
Equity - Language	2,400
Equity - Disability	34,845
Base Total	879,402
Base - Per Capita	17,177
Base - Location	25,938
Base - Other	836,287
Other Total	76,785
Grand Total	1,053,146

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

In the bi-annual Tell Them From Me Surveys students report positive relationships, valuing schooling outcomes and improved positive behaviours at school and that they try hard to succeed with their learning. A large percentage of students feel challenged in Maths and English and feel confident of their skills in these areas. It is encouraging that they feel they know where to seek help if bullied and they have someone who can advocate for them who provides encouragement and advice. Students feel they receive quality instruction, have positive teacher-student relations and strong expectations for success.

Staff reported that the school was a welcoming place, culturally safe and that they felt they belonged and were well supported. The use of technology, the interactions with and the support of skill development was a stand out positive. Staff felt they could overcome obstacles with their growth mindset and that strong and productive home-school relationships/communications facilitated this. Overwhelmingly, staff believe the school is doing a good job implementing curriculum change.

Parents gave a star to 'our teachers', commented positively on the communication between school and parents, the strong sense of community that the school encourages and facilitates, the recognition of student achievement and the extra-curricula activities offered and subsidized. They also rated student access to technology and the Early Stage 1 program highly. On the flip side some wished for a rigid homework plan, rewarding all kids for their strengths, more notice of upcoming school events, the inclusion of an AUSLAN program and improved grounds maintenance.

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.