

# 2023 Annual Report

## Boomi Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Boomi 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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Boomi Public School

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## School vision

Boomi Public School is intent on supporting every student to achieve their educational potential. Our vision is to establish a high-expectations culture and quality, evidence based teaching and learning that ensures students are supported to become self-directed, motivated learners who display resilience and persistence and are provided with a diverse range of opportunities to ensure they have the required skills to engage successfully in 21st Century learning. Each student is encouraged to reflect the school motto - "Be a Good Citizen".

## School context

Boomi Public School, established in 1901, is a small school, located in a rural setting 100 km north-west of Moree. Our students travel from areas surrounding Boomi as well as from the village. In 2021 enrolment consists of 20 students and the Family Occupation and Education Index (FOEI) is currently 45. The school employs a teaching principal and classroom teacher on a full-time basis. Additional teachers, School Administration Manager, General Assistant and School Learning and Support Officers are employed on a part-time basis to support individualised learning and the management of the school.

Boomi Public School offers an engaging learning environment that provides differentiated learning at level of need for all students in all curriculum areas. The curriculum is comprehensive, innovative and evidence based with a strong emphasis on literacy, numeracy, technology and the arts. The school is well resourced in these areas, along with sporting and playground equipment.

Boomi Public School has strong community partnerships and a very supportive P&C. The school newsletter is an important source of news for the township and is used as a school and community message board for upcoming events in the local area. Boomi Public School also uses the Schoolstream app as a method of communication with parents and the broader community.

The school offers many extra-curricular activities in the areas of sports and arts and through the establishment of a native bee hive and kitchen gardens. Boomi Public School is a leader in the development of inter-school relationships within the Barwon network through the Small Schools Mini School Camp. Connections are also made wider afield with the use of technology, science and creative arts experts.

Our school has a warm, caring, family environment where all students are known, valued and cared for. Through commitment and professionalism, the staff aim to create stimulating learning environments which are safe and give students confidence and the experiences necessary to become resilient and persistent 21st Century learners.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions: student growth and attainment, building future focused quality educators and strong partnerships and connections.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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To engage in innovative, quality experiences which focus on learning and improvement in literacy and numeracy.

### Initiatives

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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.

- Literacy
- Numeracy
- Attendance

### Resources allocated to this strategic direction

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**Socio-economic background**

**Low level adjustment for disability**

**Location**

**Aboriginal background**

**Per capita**

**AP Curriculum & Instruction**

### Summary of progress

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#### ***Data driven targeted teaching - Literacy***

In 2023, the school continued to implement the DoE K-2 English units of work. These units incorporated spelling, phonics, reading, comprehension, grammar and writing. Year 5 and 6 literacy programs focused on vocabulary, comprehension and identifying the main idea as per NAPLAN and Check In assessment data. Identified students were provided with a targeted Intervention Program (Initialit 2), that focused on spelling, reading, grammar and comprehension. All literacy programs, K-6, were explicitly taught and differentiated to suit the needs of students. Data was collected and analysed to inform future teaching and learning needs. Staff undertook professional learning and training to implement programs in the focus areas.

Students were engaged in the units of work and programs provided. All students made some progress in focus areas and responded positively to regular feedback. Poor attendance of some students, at times hindered the implementation of programs and student progress.

All staff have engaged with the new English syllabus and the K-2 units of work and contextualised them to work with the school's current best practices. Teachers utilised the Universal Resources Hub to strengthen programs, teaching and learning. Due to time constraints and the large number of professional learning listed in the initiative, they were not all completed. Teachers responded positively to the professional learning that was provided.

#### **Next Steps for 2024:**

- Introduction of Curriculum Reform and New Syllabus literacy units of work with 3-6 students.
- Use 2023 and 2024 NAPLAN, Check-In Assessments, Essential Assessment, DoE assessments and teacher professional judgement to set initiative activities for 2024.
- Revise and further improve assessment schedule, data collection and analysis procedures. (Teachers to regularly plot data in PLAN2)
- Be more selective with professional learning.

#### ***Data driven targeted teaching - Numeracy***

In 2023, the school continued to implement the DoE K-2 Mathematics units of work. Year 5 and 6 mathematics programs focused on Number and Place Value, Additive Thinking and Multiplicative Thinking as per NAPLAN and Check In assessment data. Identified students were provided with a targeted Intervention Program that focused on individual learning needs. All mathematics programs, K-6, were explicitly taught and differentiated to suit the needs of students. Data was collected and analysed to inform future teaching and learning needs. Staff undertook professional learning and training to implement programs in the focus areas.

Students were engaged in the units of work and programs provided. All students made some progress in focus areas and responded positively to regular feedback. Poor attendance of some students, at times hindered the implementation of programs and student progress.

All staff have engaged with the new mathematics syllabus and the K-2 units of work and contextualised them to work with the school's current best practices. Teachers utilised the Universal Resources Hub to strengthen programs, teaching and learning. Teachers used IfSRs to identify areas of need. Due to time constraints and the large number of professional learning listed in the initiative, they were not all completed. Teachers responded positively to the professional learning that was provided.

**Next Steps for 2024:**

- Introduction of Curriculum Reform and New Syllabus Mathematics units of work with 3-6 students.
- Use 2023 and 2024 NAPLAN, Check-In Assessments, Essential Assessment, DoE assessments (eg. IfSRs) and teacher professional judgement to set initiative activities for 2024.
- Revise and further improve assessment schedule, data collection and analysis procedures. (Teachers to regularly plot data in PLAN2)
- Be more selective with professional learning.

**Attendance**

During 2023, student attendance was monitored as per the 'Attendance Matters' document. Newsletters contained messages about the importance of attendance and DoE Attendance Policy requirements. In recent years the attendance rate has dropped, which has in turn affected teaching and learning programs and student achievement.

**Next Steps for 2024:**

- Ongoing analysis of attendance data.
- Liaise with HSLO in regard to strategies to encourage attendance and engagement.
- Regular notices in school newsletter highlighting attendance percentages to encourage parent engagement.

**Progress towards achieving improvement measures**

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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 students demonstrate growth in reading from beginning of year to end of year using PLAN2 data comparison.	All students demonstrated growth in focus areas of reading.
All students demonstrate growth in numeracy from beginning of year to end of year using PLAN2 data comparison.	All students demonstrated growth in focus areas of numeracy.
Increase the percentage of students attending school >90% of the time to be at or above the lower bound system-negotiated target of 70%	The school has not met attendance targets.

## Strategic Direction 2: Building Future Focused Quality Educators

### Purpose

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Improve student learning and outcomes across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practices using quality evidence and data to inform teaching and the development of innovative programs. All teaching staff will ensure the highest priority is given to evidence-based teaching strategies.

### Initiatives

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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.

- Evidence-based effective teaching

### Resources allocated to this strategic direction

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Professional learning  
QTSS release  
AP Curriculum & Instruction

### Summary of progress

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#### *Professional Learning*

Staff used Universal Resources Hub to supplement programs with additional resources and to locate DoE assessments. Teachers completed professional learning which was led by a mix of student and learning community needs. Professional learning through the Curriculum Reform Communities allowed teachers to gain a deeper understanding of the reforms and the evidence-base that underpins the new curriculum. A firm understanding of the 3-6 multi-stage units has been established through professional learning and unpacking of available units of work in order to be able to differentiate for student learning needs. Throughout 2023 the capacity of staff to implement evidence-based strategies to improve student outcomes increased due to the professional learning that was undertaken.

Not all professional learning listed in initiatives was completed. This was due to time constraints and the volume of professional learning listed.

#### **Next Steps for 2024:**

In 2024, staff will continue to imbed activities and assessments from the Universal Resources Hub into teaching programs. The number of professional learning activities selected will be decreased and will be driven by student and staff needs and be underpinned by the High Impact Professional Learning model.

#### *APC&I Capability Program*

In 2023 the Assistant Principal Curriculum and Instruction undertook the Capability Building Program offered by the Department of Education. The APC&I attended online meetings with a mentor and completed all required professional learning. From this, the APC&I was able to lead the collection and analysis of data within the school. This resulted in all staff developing a deeper understanding of how to input and analyse data in order to improve student learning and outcomes.

#### **Next Steps for 2024:**

In 2024, the current APC&I will be employed on a temporary contract to continue to lead, along with the Principal, Curriculum Reform implementation, data collection and analysis, and student growth and attainment.

### Progress towards achieving improvement measures

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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
<p>Teaching and learning programs for K-2 demonstrate use of new and mandatory English and Mathematics K-2 Syllabii</p> <p>Teachers and students have interviews using learning goals, reports and feedback to outline next steps in their learning. PLPs are used to highlight learning goals and ongoing planning with teachers and parents.</p> <p>Teaching staff review effectiveness of lesson observation and self reflection process and make adjustments if necessary.</p> <p>All teaching staff utilise knowledge gained from High Potential and Gifted Education Policy professional learning to implement PLPs that show extension and challenge activities for students.</p>	<p>K-2 teaching and learning programs used the new English and Mathematics syllabus documents.</p> <p>Students had input into their learning goals, however PLPs needed to be reviewed on a more regular basis.</p> <p>Lesson observations and self reflections enabled teachers to improve their practices.</p> <p>Teaching programs included extension activities for HPGE students, however they did not have PLPs.</p>
<p>Systems for ongoing data collection are implemented and assessed for impact and effectiveness.</p>	<p>Data collection systems were implemented and assessed for impact, with a further review recommended in 2024</p>



## Strategic Direction 3: Strong Partnerships and Connections

### Purpose

Whole school and inter-school relationships ensure the ongoing development and improvement in teaching practice and student achievement.

### 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 and Inter-School Partnerships

### Resources allocated to this strategic direction

#### Professional learning

#### QTSS release

#### Location

### Summary of progress

#### *Barwon Community of Schools*

In 2023, Boomi Public School was an active member of the Barwon Community of Schools. Teachers undertook collaborative professional learning and planning as part of this network initiative. This ensured a positive approach to curriculum reform and the successful implementation of NSW DoE English and mathematics units in the Year 2 classroom. Students have undertaken learning with Garah Public School, Boggabilla Central School and Mungindi Central School on numerous occasions throughout the year. Students thoroughly enjoy the socialisation and differing learning opportunities these visits offered.

#### Next Steps for 2024:

Boomi Public School will continue to be part of the Barwon Community of Schools in 2024. As part of this initiative, staff will be given the opportunity to undertake professional learning with colleagues in order to improve student outcomes. Students will be given the opportunity to develop their educational and social skills through inter-school visits in a variety of subject areas. A main activity will be the hosting of Boomi Mini Schools which will allow students and staff from Boomi, Garah, Croppa Creek, Tulloona, North Star and Boggabilla to participate in a variety of workshops over two days.

### 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
1. Systems for ongoing data collection on community engagement are established and embedded.  Kids Matter wellbeing data shows 80% of students and parents agree in most areas of the surveys.	The school did not meet its target on data collection of community engagement  The school exceeded its target of 80% of students and parents agreeing in most areas of the Kids Matter wellbeing survey
Staff participate in networking opportunities in PDP identified areas to build capacity of all staff in the school and the network.  Inter-school relationships are established and support school in evidence-based teaching, planning and programming and professional learning. Student opportunities might include	Staff participated in collaborative Professional Learning within the Barwon Network of Small Schools  The school established a number of inter-school relationships to support teaching and learning programs, student wellbeing and staff capacity

Sport, Visiting school performances and workshops. Mini School Days.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,976.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Boomi 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>• Literacy</li> <li>• Numeracy</li> <li>• Other funded activities</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>• Initialit 2 for Intervention students</li> <li>• Mathematics Intervention</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through the engagement of a third teacher, five days per week, student learning was supported with an intervention program to improve literacy and numeracy results. Programs used were evidenced- based and supported the individual needs of the students in spelling, reading, comprehension, writing and mathematics. An SLSO was also engaged three days per week to support the Intervention program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued engagement of a third teacher to support teaching of students with additional needs and allow for differentiated and personalised learning in 2024.</p>
<p>Aboriginal background</p> <p>\$4,042.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Boomi 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>• Literacy</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>• Initialit 2 for Intervention students</li> <li>• Mathematics Intervention</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through the engagement of a third teacher, five days per week, Aboriginal student learning was supported with an intervention program to improve literacy and numeracy results. Programs used were evidenced- based and supported the individual needs of the students in spelling, reading, comprehension, writing and mathematics. An SLSO was also engaged three days per week to support the Intervention program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued engagement of a third teacher to support teaching of Aboriginal students and allow for differentiated and personalised learning in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$28,861.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Boomi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$28,861.35</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>• Literacy</li> <li>• Numeracy</li> <li>• Other funded activities</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>• Initialit 2 for Intervention students</li> <li>• Mathematics Intervention</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through the engagement of a third teacher, five days per week, student learning was supported with an intervention program to improve literacy and numeracy results. Programs used were evidenced- based and supported the individual needs of the students in spelling, reading, comprehension, writing and mathematics. An SLSO was also engaged three days per week to support the Intervention program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued engagement of a third teacher to support teaching of students with additional needs and allow for differentiated and personalised learning in 2024.</p>
<p>Location</p> <p>\$27,538.72</p>	<p>The location funding allocation is provided to Boomi Public School to address school needs associated with remoteness and/or isolation.</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>• Literacy</li> <li>• Numeracy</li> <li>• School and Inter-School Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Initialit 2 for Intervention students</li> <li>• Mathematics Intervention</li> <li>• Student excursion</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through the engagement of a third teacher, five days per week, student learning was supported with an intervention program to improve literacy and numeracy results. Programs used were evidenced- based and supported the individual needs of the students in spelling, reading, comprehension, writing and mathematics. An SLSO was also engaged three days per week to support the Intervention program. Financial assistance allowed students to have learning experiences outside of the immediate school environment, including day excursions, overnight excursions and visits to other schools to take part in programs and socialise with other students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued engagement of a third teacher to support teaching of students with additional needs and allow for differentiated and personalised learning in 2024. Continue to support students to have learning experiences outside of the immediate school environment.</p>
<p>Professional learning</p> <p>\$8,767.16</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 Boomi 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>

<p>Professional learning</p> <p>\$8,767.16</p>	<ul style="list-style-type: none"> <li>• Evidence-based effective teaching</li> <li>• School and Inter-School Partnerships</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have gained valuable knowledge of curriculum reforms and evidence-based teaching strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to seek professional learning opportunities for teachers to deepen their knowledge of evidence-based teaching strategies.</p>
<p>QTSS release</p> <p>\$4,142.88</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boomi 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>• Evidence-based effective teaching</li> <li>• School and Inter-School Partnerships</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> Improved staff confidence and teaching practice. Teachers have implemented strategies from high impact professional learning (HIPL) as part of their PDPs and teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teachers will continue to undertake HIPL and be supported to implement learnt strategies into their teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$11,662.87</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>• providing targeted, explicit instruction for student groups in literacy (Initialit 2) and numeracy - (Mathematics Intervention)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through the engagement of a third teacher, five days per week, student learning was supported with an intervention program to improve literacy and numeracy results. Programs used were evidenced- based and supported the individual needs of the students in spelling, reading, comprehension, writing and mathematics. An SLSO was also engaged three days per week to support the Intervention program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued engagement of a third teacher to support teaching of students with additional needs and allow for differentiated and personalised learning in 2024.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	5	9	5	5
Girls	11	13	13	6

## Student attendance profile

School				
Year	2020	2021	2022	2023
K		89.4	82.7	
1	88.5	88.2	81.8	80.4
2	86.9	95.2	84.3	85.3
3	94.7	93.2	83.6	88.6
4	93.4	90.9	85.9	86.7
5	96.9	86.5	89.0	80.6
6	95.5	93.2	90.7	90.6
All Years	93.8	90.5	85.9	85.4
State DoE				
Year	2020	2021	2022	2023
K		92.8	87.9	
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	91.9	92.4	87.4	90.5

## 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)	1.67
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>	373,332.05
<b>Revenue</b>	836,988.10
Appropriation	729,950.37
Sale of Goods and Services	92,245.00
Grants and contributions	5,327.24
Investment income	9,465.49
<b>Expenses</b>	-684,669.94
Employee related	-536,827.09
Operating expenses	-147,842.85
<b>Surplus / deficit for the year</b>	152,318.16
<b>Closing Balance</b>	525,650.21

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>	0
<b>Equity Total</b>	34,880
Equity - Aboriginal	4,042
Equity - Socio-economic	1,976
Equity - Language	0
Equity - Disability	28,861
<b>Base Total</b>	579,707
Base - Per Capita	4,685
Base - Location	27,539
Base - Other	547,483
<b>Other Total</b>	54,116
<b>Grand Total</b>	668,703

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

The results from student conversations indicate that:

- all students feel that they belong at the school
- all students feel safe at school
- all students believe that teachers at the school listen to them and value their opinions.

Comments from students included:

- I loved the books we studied in English this year.
- My teachers explain to me what we are learning and how I can improve.
- The maths games we played were lots of fun.

The results from parent surveys and conversations indicate that:

- all parents agreed that they felt welcome at the school
- all parents agreed that the school kept families informed about student learning and school events

# 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.