

2023 Annual Report

Bulli Public School



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Introduction

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

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School vision

Bulli Public School is an aspirational learning community where every student is known, valued and cared for. Teachers embed quality teaching pedagogies across their daily practice and work collegially to ensure students are empowered to be engaged and challenged learners within a safe and supportive environment. Excellence and equity for all is achieved in an environment that fosters confident and creative individuals, successful lifelong learners, and active informed members of the community.

School context

Bulli Public School is situated in the Dharawal nation and pays its respects to the Wadi Wadi people, the traditional custodians of the land on which the school is located. The school is nestled at the foot of the Illawarra escarpment in the northern Illawarra suburb of Bulli. In 2023 the school educates 325 students across 13 classes, 6% of our students identify as Aboriginal.

In recent years the school has undergone significant student enrolment growth.

All staff members are committed to providing students with quality educational experiences in a nurturing, caring and supportive learning environment. Comprehensive professional learning experiences driven by current and relevant quality teaching pedagogies underpin varied, differentiated and quality education programs.

Staff are committed to the belief that a sense of wellbeing underpins a child's potential to achieve academic success, and wellbeing is at the heart of our inclusive educational programs. We take a positive approach to equipping children with the social and emotional skills they will need to be happy and resilient citizens and leaders of the future.

Through deep reflection of our situational analysis, we identified the need for continued emphasis on explicit and evidence informed teaching practices. Embedding of the quality teaching framework will ensure students are provided with quality evidence based teaching practices.

The school has always fostered positive and active partnerships with parents and the community, this plan ensures parents and community have a robust role in the school. This collaborative and authentic approach to community engagement will permeate across all three strategic directions.

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 student learning outcomes and build strong foundations for academic success, we will ensure consistent use of data-informed, evidence-based teaching practices across the whole school to ensure student centred quality teaching, that meets the needs of all learners.

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.

- Evidence Informed Practice
- Data Skills and Use

Resources allocated to this strategic direction

QTSS release

Socio-economic background

Professional learning

Summary of progress

The focus for 2023 was on supporting teachers in differentiation, explicit teaching and evidence based practices. During Semester 1 the Assistant Principal Curriculum and Instruction (APCI) led professional learning, one-on-one support and small collaborative groups to analyse data, demonstrated and model lessons and plan for teaching and learning. During Semester 2 - Assistant Principals led Stage based professional learning based on need as the APCI was relieving as the principal.

In literacy, this involved professional learning on phonemic awareness, phonics and decodables and the SPARKLE kits to assess students achievement. Teachers tracked the data so that each year the new class teacher had a baseline.

Numeracy consisted of a consistent structure to the lesson during curriculum reform time. A K-6 approach was taken by building on Number sense and building in daily Number Talks with Multiplicative Strategies and Additive Strategies. IFSR data was used as a baseline. Teachers shared class data and then as a stage they created a common number thread to the Number Talks lessons.

As a result teachers are more confident in their ability to explicitly teach literacy and numeracy. There is greater consistency across the school of evidence-based teaching strategies. Initial observation of student's oral number sense has shown mastery of number-based concepts and there is evidence of literacy and numeracy progression.

Next year the focus will be to focus on the Years 3-6 curriculum and adapting the units of work. Differentiation will be priority to ensure each student shows growth commensurate with their full capacity.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All students are able to demonstrate growth and achievement in reading using internal data sources.	The majority of students demonstrated adequate growth in reading during 2023 using a range of assessments including SPARKLE, Literacy Progressions and Check-In. Students that required additional support were provided with individual reading intervention programs.
All students are able to demonstrate growth and achievement in numeracy using internal data sources.	The majority of students demonstrated adequate growth in numeracy during 2023 using a range of assessments including Numeracy Progressions and Check-In. Students that required additional support were provided with individual numeracy intervention programs.

Strategic Direction 2: Empowered Teaching

Purpose

In order to ensure that every student achieves their potential, teachers will engage in systematic, high level, evidence informed and collaborative practices to continue to deepen their professional knowledge.

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.

- Authentic Professional Learning
- Collaboration and Leadership in Action

Resources allocated to this strategic direction

Summary of progress

Teachers trialled a variety of authentic professional learning methods throughout 2023. These took the form of Curriculum Reform Pods, stage led literacy and numeracy afternoons, individual online learning and small group sessions led by both the school Assistant Principal Curriculum and Learning (APC&I) and outside experts.

Coaching and mentoring relationships were further enhanced with the APC&I working closely with teachers supporting changes to curriculum utilising shoulder to shoulder planning, teaching and assessing strategies. Additionally, all Beginning teachers had access to a mentor to support them in the classroom and accreditation processes.

Through these initiatives Early Stage 1 and Stage 1 teaching staff were able to implement the new k-2 English and mathematic syllabus. Stage 2 and 3 also reported being more confident in introducing the 3-6 English and mathematic syllabus in 2024. Individual teachers continued to develop their teaching knowledge in a variety of areas of passion, for example emotional and social intelligence. Beginning Teachers were supported in developing their teaching skills with an understanding of the accreditation process.

Through feedback with all staff a decision to move to a more structured professional learning schedule in 2024. The school will also trial a fortnightly timetabled collaboration time for each stage to support collective understanding of the units of work.

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
Provide leadership development programs for existing and aspiring leaders. Drawing upon the leadership frameworks and other initiatives, current and aspiring school leaders will have support and guidance to build leadership capacity.	Teachers were supported to lead school programs and several aspiring leaders were given opportunity to build their leadership capacity in higher duties.
Provide teachers with time for collaboration. This time will be used to observe and provide feedback on teaching practice and create consistent programming and assessment across Stage groups.	All teachers have been provided with additional time to analyse student achievement data and plan for teaching and learning in Stage collaborations. Initial peer observations were supported with professional learning on feedback.

Strategic Direction 3: Learning community and partnerships

Purpose

In order to foster student educational aspirations, the school community will continue strengthening our partnerships to support student wellbeing and engagement in 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.

- Deepening Student Understanding of Learning and Self Efficacy

Resources allocated to this strategic direction

Summary of progress

Throughout 2023 each stage worked on developing consistency of teacher judgement through analysis of a variety of assessment data and use of lesson observations. Data was collected to support differentiation in lesson planning and monitoring student progress, such as the use of the NSW Department of Education programs (PLAN2).

Different stages trialled the use of wellbeing strategies including Bounce Back. Year 6 students and parents also looked at the Small Steps program which had a focus on anxiety to support transition to High School.

Aboriginal and Torres Strait Islander students were supported through an enhanced Personalised Learning Pathways with a greater emphasis on family engagement. Additionally, programs like Koori Club continued to give students a greater access to aspects of culture, which included activities with elders.

Early parent/teacher interviews were trialled in 2023 to build early relationships with parents and carers. Through evaluation it has been decided to continue this in 2024.

The impact of these initiatives resulted in a greater consistency of teacher judgement and student monitoring leading to observed improvements in student academic progress, particularly in the additive strategies focus area. There was also an increase in engagement across the school community with greater numbers attending events and planned meetings.

In 2024 we will adjust Strategic Direction 3 to have a greater focus on wellbeing and strengthening parent and school relationships.

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
To increase students reported data in the areas of advocacy, belonging and expectations of success by a minimum of 4%.	Data was not captured in Term 1 to be able to report on this Improvement Measure.
An uplift of 7% to meet the system negotiated lower bound target of students attending school for more than 90% of time.	In 2023, 68.86% of students attended 90% of the time or more.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$182,056.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bulli Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Personalised Learning and Support Plans were implemented to create a safe learning environment for all funded students. The majority of the students were able to meet their individual social and/or academic goals as measured against their Personalised Learning and Support Plans.</p> <p>After evaluation, the next steps to support our students will be: Continuing to support funded students with additional support through SLSO and Learning and Support team members. Additionally, we will upskill staff through professional development to ensure we are best meeting the needs of students.</p>
<p>Socio-economic background</p> <p>\$17,438.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bulli Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Informed Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Students who required additional resources were supported to enable equitable access to school activities and curriculum resulting in some targeted students increasing their attendance patterns. Additional small tuition groups were also funded to support the academic achievement of students requiring additional support to keep up with their peers. We saw significant growth of students attending these small group sessions.</p> <p>After evaluation, the next steps to support our students will be: Continuing to have a strong focus of support for Year 1 and Year 2 students through small group tuition.</p>
<p>Aboriginal background</p> <p>\$22,728.41</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bulli 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>

<p>Aboriginal background</p> <p>\$22,728.41</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • additional staff to release Aboriginal Education coordinator. • additional resources to support Aboriginal Education coordinator in engaging with community. <p>The allocation of this funding has resulted in the following impact: Greater engagement of Aboriginal and Torres Strait Islanders community engaging with the school. We have seen a slight increase in Aboriginal and Torres Strait Islander students feeling a sense of belonging at school. There is also a slight increase in families identifying, at school, their Aboriginal cultural background.</p> <p>After evaluation, the next steps to support our students will be: Increase release time for the Aboriginal Education coordinator to engage with students and families. Continue to pursue ways to authentically plan lessons to build cultural safety and understanding.</p>
<p>English language proficiency</p> <p>\$4,256.50</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bulli Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: The majority of students made similar or greater progress to their year group peers.</p> <p>After evaluation, the next steps to support our students will be: Continue small group and in class support for students with English language needs.</p>
<p>Low level adjustment for disability</p> <p>\$92,792.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Bulli Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: 63 students were supported through the Learning and Support in 2023. All students with a numeracy focus achieved 3 or more personal goals as measured by PLAN2 while 75% of students achieved 6 or more personal goals. 13 of the 16 Stage 2 students with a reading level below PM level 22 were able to improve fluency and achieved independent reading.</p>

<p>Low level adjustment for disability</p> <p>\$92,792.06</p>	<p>90% of students supported in reading in Stage 3 were also able to achieve independent reading.</p> <p>After evaluation, the next steps to support our students will be: Continue to support our stage 1 students with small group instruction. However, we will look at spending more time supporting students and teachers in the classroom.</p>
<p>Professional learning</p> <p>\$22,096.70</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 Bulli 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"> • Evidence Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators for example, diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Increased teachers' understanding and confidence in implementing the new English and mathematics syllabi. Teachers also increased their understanding and confidence in their own practice in line with their professional learning plans.</p> <p>After evaluation, the next steps to support our students will be: We will modify professional learning to include a more systematic approach to whole school professional development. This will include fortnightly scheduled time to collaborate, within stages, on increasing curriculum knowledge and explore ways in which students learn.</p>
<p>QTSS release</p> <p>\$62,498.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bulli 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"> • Evidence Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Classroom teachers were supported in improving their practice with shoulder to shoulder support.</p> <p>After evaluation, the next steps to support our students will be: Further enhance the APC&I role in supporting teachers' shoulder to shoulder. Release staff to allow observations and feedback to occur supporting school and individual professional development.</p>
<p>COVID ILSP</p> <p>\$36,580.07</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>

<p>COVID ILSP</p> <p>\$36,580.07</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: In the reading program 90% of the 38 Stage 1 students, who received support, achieved recommended or higher year outcomes and above. 91% of Year 2 students participating in-group tuition achieved recommended stage outcomes and above in reading. In Numeracy 56 students across Stage 1 were supported with 84% of students achieved an ADS 6 level, 8% achieved an ADS 5 level and a further 8% achieved ADS 4.</p> <p>After evaluation, the next steps to support our students will be: To continue to have a small tuition program focusing on the foundation years within Stage 1 (Years 1 and 2). The school has also decided to fund this above current funding available.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	146	163	167	162
Girls	109	129	153	155

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.0	92.0	89.6	93.8
1	90.1	92.6	88.9	94.1
2	90.3	93.5	89.2	92.3
3	89.7	93.6	87.0	91.8
4	89.1	92.8	89.1	91.0
5	88.6	93.2	87.3	90.0
6	88.1	90.1	87.1	90.8
All Years	90.0	92.6	88.5	92.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.6
Classroom Teacher(s)	11.57
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.72

*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	182,135.10
Revenue	3,448,706.87
Appropriation	3,292,770.16
Sale of Goods and Services	2,643.89
Grants and contributions	147,761.53
Investment income	5,531.29
Expenses	-3,109,799.10
Employee related	-2,813,234.83
Operating expenses	-296,564.27
Surplus / deficit for the year	338,907.77
Closing Balance	521,042.87

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	182,056
Equity Total	137,216
Equity - Aboriginal	22,728
Equity - Socio-economic	17,439
Equity - Language	4,256
Equity - Disability	92,792
Base Total	2,502,868
Base - Per Capita	83,283
Base - Location	0
Base - Other	2,419,585
Other Total	237,854
Grand Total	3,059,994

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

To identify Parent/caregiver, student and teacher satisfaction we have analysed Tell Them From Me data.

Parent/Caregiver

Parents identified these areas of strength:

- The school is welcoming.
- Written information from the school is in clear, plain language.
- Children are encouraged to do their best work.
- Children are clear about the rules for school behaviour
- The school is well maintained and easy to access.

Parents identified these areas for improvement:

- Stronger behaviour/ bullying procedures
- Greater communication relating to behaviour and academic progress.

Students

Students identified these areas of strength:

- School facilities are clean and well looked after.
- Bullying is low at Bulli PS
- Students are proud of their school.
- Aboriginal/ Torres Strait Islander students feel good about their culture at school.

Areas lower than the state average

- Students set challenging goals for themselves.
- Understanding the rules and expectations for classroom behaviour.

Teachers

Teachers identified these areas of strength:

- School facilities are clean and well looked after.
- Collaboration with peers to support student engagement and learning.
- The school is inclusive of all students.
- Teachers feel a strong sense of belonging at Bulli Public School

Teachers identified these areas for improvement.

- Stronger clarity of strategic vision and values
- Continued support in implementing the new curriculum.

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.