

2023 Annual Report

Bungendore Public School



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Introduction

The Annual Report for 2023 is provided to the community of Bungendore 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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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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise learning growth and achievement for all students in reading and numeracy with an integrated approach to quality teaching, curriculum planning and delivery, and the collection, analysis and use of data.

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 teaching and learning

Resources allocated to this strategic direction

Professional learning
Integration funding support
Aboriginal background
English language proficiency
Low level adjustment for disability
AP Curriculum & Instruction
QTSS release
Socio-economic background

Summary of progress

To support the work on evidence-informed teaching and learning, the focus this year for Bungendore Public School has been on creating and implementing an integrated approach to quality teaching, curriculum planning and delivery, and assessment. The key driver of this work has been the School Development Review - Numeracy, an intensive, week-long evaluation of current practices, which was conducted in Term 1, 2023, with the findings presented in Term 2, 2023.

The School Development Review - Numeracy enabled an objective, deep-dive into the knowledge, practices and beliefs which were underpinning the school's approach to teaching and learning in mathematics. Throughout the week, an external panel comprising of five members conducted interviews of staff, students and families, observed teaching practice and staff meetings, as well as completed an in-depth analysis of student assessment data, school processes and procedures. As a result of the School Development Review - Numeracy, a number of findings were presented which gave direction for improvement for the remainder of 2023.

As a result, a number of initiatives were implemented under Strategic Direction 1. This included whole staff professional learning around quality curriculum implementation and the development of a school-wide, consistent approach to planning and programming for learning. All teaching staff also engaged in DoE and NESAC-accredited professional learning to build understanding of the new English and Mathematics syllabus, as well as collaborative learning unpacking the new DoE units of work, ready for implementation in 2024.

In 2024, the focus will be on ensuring consistent and effective implementation of the DoE units of work for English and Mathematics. This will require considerable collaborative planning time in 2024, supported by the Assistant Principal Curriculum & Instruction and Assistant Principals. Assistant Principals will also heavily support teachers with initial planning of work, including resources for teaching and learning to enable a smooth transition. The school will also need to continue to further build capacity in teachers' understanding of evidence-informed teaching practices using What Works Best as a foundation of professional learning. This will support further improvements towards ensuring teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices and consistent and reliable assessment practices put in place to allow for continuous tracking of student progress and achievement.

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 Years 3 and 5 students from 2022 to	The Check-in Assessment mean scale score indicates the proportion of Year 3 and 5 students achieving growth in reading has increased by 2.75%

2023 in the Reading Check-in assessment.	from 2022 to 2023 indicating the school has achieved the system negotiated target.
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.	The Check-in Assessment mean scale score indicates the proportion of Year 3 and 5 students achieving growth in numeracy has increased by 3.5% from 2022 to 2023 indicating the school has achieved the system negotiated target.

Strategic Direction 2: Excellence in teaching, learning and leading

Purpose

To improve student outcomes by building a culture of high expectations and instructional leadership with teachers supported through collaborative professional development to build their capacity to implement evidence-based teaching practices that are responsive to student learning needs.

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.

- Learning Culture

Resources allocated to this strategic direction

Professional learning
QTSS release
AP Curriculum & Instruction

Summary of progress

The focus for 2023 was on building a culture of high expectations and instructional leadership through collaborative professionalism development to build capacity to implement evidence-based teaching practices that are responsive to student learning needs. A key driver of this work was the School Development Review - Numeracy, an intensive, week-long evaluation of our current practices, which was conducted in Term 1, 2023, with the findings presented in Term 2, 2023.

The School Development Review - Numeracy enabled an objective, deep-dive into the knowledge, practices and beliefs which were underpinning the school's approach to teaching and learning in mathematics. Through this evaluation, it was also revealed that the learning culture that existed was holding back progress and improvement more broadly in other areas beyond just mathematics. As a result, more extensive work to address learning culture within the school was necessary.

The starting point for Bungendore Public School was to engage a Leadership coach, who worked with the entire staff to develop a greater understanding and awareness of self and colleagues through a DiSC Workplace profile. This helped to identify strengths, preferences and styles amongst the staff, to create empathy and understanding in how we approach and work with one another. Leading on from this, a deep dive was taken to better understand collective values as a staff and from there, a set of values and behaviours were developed that would underpin day-to-day work.

The overall success of this initiative was positive, with 100% of staff involvement and buy-in to the agreed upon values. This work transferred more broadly into other areas of the school in how people communicate and work with one another to work towards the goal of improved student learning outcomes. Specifically, it supported necessary improvements in teaching and learning across the school, with staff stepping beyond their comfort and became open to change.

This focus will continue into 2024, with further work around values and behaviours, and how these drive work in improving student learning. The school is continuing to undergo extensive evaluation of all facets of school life, from staff roles and responsibilities, right down to bell times to ensure meeting the needs of student learning though educational leadership and high expectations is at the center. Key to this work in 2024 will be a restructure of executive (Assistant Principal) roles to further build capacity and assist staff.

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
School Excellence Framework assessment in the element High Expectations indicates improvement toward Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school is currently performing at Delivering in the theme of High Expectations.

School Excellence Framework assessment in the element Educational Leadership indicates improvement toward Sustaining and Growing.

Self-assessment against the School Excellence Framework shows the school is currently performing at Delivering in the theme of Educational Leadership.

Purpose

To ensure that all members of our school community are known, valued and cared for, demonstrating positive wellbeing and sense of belonging. This will be achieved through ensuring student and staff wellbeing is strategically planned for and implemented across the school with evidence-based practices and a collective responsibility focusing on individual student needs.

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 belonging

Resources allocated to this strategic direction

Socio-economic background

Location

Summary of progress

The focus for 2023 in our was primarily focused on addressing target areas of Expectations for Success, Advocacy and Sense of Belonging through the development and implementation of a whole-school wellbeing framework.

At the beginning of the year, a wellbeing committee was established to lead this work, who undertook extensive evaluation of the programs and practices that were currently in place, and whether they were serving the needs of the students. This included student and staff surveys, the use of Tell Them From Me data, as well as internal wellbeing data.

The evaluation highlighted that as a school, there is a lot that is being done to support student wellbeing, however our overall approach lacked focus and direction, and no real evaluation had been undertaken to determine whether our initiatives were being successful in their aim.

From there, the wellbeing committee worked towards some key goals to form part of the whole-school approach to wellbeing:

- Behaviour Management Continuum and Classroom Flowchart; to support teachers in managing challenging behaviour, and to communicate the process of managing behaviour for students and parents (developed, ready for implementation 2024)
- School Values, with positive behaviours aligned to this (developed, ready for implementation 2024)
- Explored social-emotional learning programs for implementation for consultation with staff and community (in progress)
- Explored rewards system to acknowledge and promote pro-social behaviour for consultation with staff and community (in progress)
- Policy framework to outline whole-school approach to wellbeing (in progress)
- Guidelines for monitoring and responding to student attendance

A key element of success throughout this work was the need for ongoing consultation and communication with staff and community. While this has ensured success so far, this has resulted in a slower timeframe for development and implementation of each component.

In 2024 the focus will be to ensure that all members of our school community are known, valued and cared for, demonstrating positive wellbeing and sense of belonging. This will be achieved through ensuring student and staff wellbeing is strategically planned for and implemented across the school, including:

- Implementation and rollout of Behaviour Management Continuum and Classroom Flowchart
- Implementation and rollout of School Values
- Implementation of attendance guidelines
- Development, finalisation and rollout of whole-school rewards system (T3, 2024)
- Finalisation and implementation of social-emotional learning program (T3, 2024)
- Wellbeing Framework policy implementation (T4, 2024)

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 82.4%.	Attendance data indicates the proportion of students attending school 90% of the time or more has decreased by 6.89% from baseline data, however increased by 29.16% from 2022, indicating the school has made progress towards the achievement of the system negotiated target.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the upper bound system negotiated target of 90.8%.	Tell them from Me (TTFM) data indicates the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) has decreased by 13.18% from baseline data indicating the school has not achieved the system negotiated target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$155,776.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bungendore 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"> • Evidence-informed teaching and learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact:</p> <p>Integration funds have been combined with other sources resulting in:</p> <ul style="list-style-type: none"> - Enhanced provision of SLSOs across the school, and provide teachers with more support to better meet learning needs of students. - 100% of students receiving Integration Funding have a PLSP developed in consultation with the teacher, student and parent/s. - All PLSPs were regularly updated and responsive to student learning needs and progress ensuring students received personalised learning and support within their own classrooms. - SLSOs worked alongside students to support their progress towards their personalised learning goals with assessment results indicating all students made measurable gains in literacy and numeracy towards their learning goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continued support for staff to authentically use and align individual learning plans to student learning in the classroom to ensure consistency of high expectations across the school. - Continue to utilise these funds to employ School Learning Support Officers to assist in facilitating learning programs and supporting students with additional learning needs.
<p>Socio-economic background</p> <p>\$34,256.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bungendore 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 teaching and learning • Wellbeing and belonging <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 • employment of additional staff to support literacy and numeracy intervention. • providing students with economic support for educational materials, uniform, equipment and other items

<p>Socio-economic background</p> <p>\$34,256.98</p>	<p>The allocation of this funding has resulted in the following impact: Socio-economic background funds have been combined with other sources to provide targeted support to address areas of student need, resulting in:</p> <ul style="list-style-type: none"> - An increase on 2022 data in the mean scaled score for Check-in in literacy and numeracy across yYars 3-6. - Ensuring all students have equitable access to learning opportunities, equipment and items at the same level of their peers regardless of circumstance, reflected in positive data from Tell Them from Me. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to ensure all students have equitable access to learning opportunities, and continuing with literacy and numeracy intervention.
<p>Aboriginal background</p> <p>\$16,495.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bungendore 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"> • Evidence-informed teaching and learning <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Aboriginal background funds have been combined with other sources to provide targeted support to address areas of student need. This has resulted in the following:</p> <ul style="list-style-type: none"> - 100% of Aboriginal students having a Personalised Learning Pathways (PLPs), with families all attending this meeting face-to-face. - In-house professional learning has supported increased capacity of teachers and School Learning Support Officers to support student need to engage with PLPs. - All Aboriginal students and Student Representative Council members participated in the 2023 Reconciliation Walk in Queanbeyan - Engagement of external facilitators to provide Aboriginal cultural education experiences, resulting in increased understanding and awareness of Aboriginal culture. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to allocate funds to support the development and implementation of PLPs for all Aboriginal students and to support programs to promote cultural competency across the school.
<p>English language proficiency</p> <p>\$7,221.46</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bungendore 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 teaching and learning <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 • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging)

<p>English language proficiency</p> <p>\$7,221.46</p>	<p>support</p> <ul style="list-style-type: none"> • EAL/D Progression levelling Professional Learning for staff <p>The allocation of this funding has resulted in the following impact: English language proficiency funds have been combined with other sources to provide targeted support to address areas of student need. This has resulted in the following:</p> <ul style="list-style-type: none"> - Student progress showing high growth on the EAL/D learning progressions; including all students at Emerging progressed to Consolidating levels in ESL scales, and those at Consolidating progressed to not requiring support at all. - Increased support for students in the beginning and emerging phase, resulting in increased literacy attainment. - Overall increase in mean scaled score for Literacy and Numeracy Check-in assessments for students in Years 3-6. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to provide professional learning to support staff in use of EAL/D scales to assess student knowledge and understanding. - Continue employment of additional staffing (both teaching and non-teaching) to deliver targeted literacy support for EAL/D learners.
<p>Low level adjustment for disability</p> <p>\$214,566.36</p>	<p>Low level adjustment for disability equity loading provides support for students at Bungendore 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"> • Evidence-informed teaching and learning <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of 1.3FTE LaST teacher <p>The allocation of this funding has resulted in the following impact: Low-level adjustment for disability funds have been combined with other sources, resulting in the following:</p> <ul style="list-style-type: none"> - Increased teacher knowledge and understanding of effective literacy and numeracy practices and growth in reading results as measured by Literacy and Numeracy Check-in assessments 3-6, and internal measures. - Increased effectiveness of the school Learning and Support Team, including the ability to provide Tier 2 literacy intervention to a greater range of students. - Targeted support from SLSOs allowed for greater reach in providing intervention to students not achieving at grade level. Through intervention, the number of students requiring further learning support decreased. - Increased capacity of staff through professional learning in universal design approach to teaching and learning. - Increased outcomes for students on PLSPs, including achievement of PLSP goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continued provision of SLSOs to provide tier-2 literacy and numeracy intervention for targeted students. - Increased professional learning for staff to cater to student need through universal design approach to learning. - Restructure of Executive roles to better support learning and wellbeing needs of students and provide more support for staff across the school.
<p>Location</p>	<p>The location funding allocation is provided to Bungendore Public School to</p>

<p>\$20,611.69</p>	<p>address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and belonging <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 • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Location funding has been combined with other sources, resulting in the following:</p> <ul style="list-style-type: none"> - 100% participation and attendance in Stage 3 camps, and increased participation in school excursions through subsidies. - Development of school wellbeing framework to be launched in 2023. - Increased opportunities for students to participate in extra-curricular activities, including Festival of Instrumental Music, Schools Spectacular, Tournament of Minds and various PSSA opportunities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to ensure all students have equitable access to opportunities beyond the classroom through provision of financial support and subsidies. - Continued support of the development of the school's approach to wellbeing, through a Positive Behavior for Learning lens.
<p>Professional learning</p> <p>\$41,472.81</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 Bungendore 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"> • Learning Culture • Evidence-informed teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • 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:</p> <ul style="list-style-type: none"> - 100% of K-2 teachers receiving either external or in-house training for the implementation of Initialit, resulting in increased capacity of staff to deliver and implement the program more effectively. - 100% of teachers receiving additional curriculum reform release for collaborative planning and associated professional learning, including K-2 micro-modules for English and Mathematics, Quality Curriculum Implementation micro-modules, NES English and Mathematics 3-6 modules. This resulted in increased understanding of the new syllabus for English and Mathematics across K-6, as well as programming, assessing and reporting requirements. - Professional learning for all staff on development of shared school culture focused on professional collaboration, resulting in shared values, beliefs and understandings, as well as increased awareness of colleagues' work styles, allowing for greater empathy and understanding of one another. <p>After evaluation, the next steps to support our students will be:</p>

<p>Professional learning</p> <p>\$41,472.81</p>	<ul style="list-style-type: none"> - Continue to provide professional learning and support for curriculum reform across K-6 through provision of extra RFF (additional to curriculum reform release time), and increased APC&I allocation. - Restructure of executive roles to place greater emphasis on teaching and learning, and provision of support for this. - A focus on explicit teaching as pedagogy, through professional learning and teaching sprints.
<p>QTSS release</p> <p>\$103,098.53</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bungendore 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"> • Learning Culture • Evidence-informed teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • 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: QTSS funds were combined with other sources to provide additional staffing release, resulting in the following:</p> <ul style="list-style-type: none"> - Increased release time for teachers to support curriculum reform initiatives, leading to increased understanding of syllabus and explicit teaching pedagogy. - Increased capacity to deliver and implement units of work, including Initialit literacy program. - Increased executive support, including increased allocation of Assistant Principal Curriculum and Instruction position, to deliver activities within the school plan, including development of whole-school programming approach. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continuation of above-allocation APC&I position to deliver on items within the Strategic Improvement Plan, including increased professional learning for explicit teaching, programming and curriculum reform. - Restructure of school executive roles to provide greater teaching, learning and wellbeing support to teachers and students, addressing targeted need, with increased focus on Tier 1 supports and Tier 2 intervention.
<p>COVID ILSP</p> <p>\$43,056.77</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 • providing targeted, explicit instruction for student groups in literacy and numeracy • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increase in the number of students in Macqlit groups completing the program and achieving significant progress towards their personal learning

COVID ILSP

\$43,056.77

goals.

- Development of comprehensive understanding of student learning needs across the school through assessment and identification.
- Increase in the mean scaled Check-in score for literacy and numeracy across Years 3-6.
- Teachers were supported by the COVID ILSP tutor with in-class recommendations for continuing learning progress.

After evaluation, the next steps to support our students will be:

- Continued strategic support for students in Years 2, 4 and 6 aligned to check in, NAPLAN and internal school measures,
- Consideration given to narrowing the focus to target specific, school-wide areas of need.
- Creative use of COVID ILSP funds in 2024 given the decrease in funding provision.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	269	265	257	249
Girls	241	236	232	235

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.0	92.6	89.5	90.4
1	92.9	90.3	85.7	91.2
2	95.0	91.4	86.3	89.2
3	94.0	91.1	86.2	90.6
4	95.3	92.5	85.7	89.8
5	95.1	90.7	86.8	90.4
6	93.7	90.5	85.3	89.2
All Years	94.7	91.2	86.6	90.2
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)	5
Classroom Teacher(s)	20.6
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.96

*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	495,473.90
Revenue	5,833,450.79
Appropriation	5,431,195.06
Sale of Goods and Services	7,357.76
Grants and contributions	373,554.43
Investment income	20,863.54
Other revenue	480.00
Expenses	-5,524,633.01
Employee related	-4,847,398.31
Operating expenses	-677,234.70
Surplus / deficit for the year	308,817.78
Closing Balance	804,291.68

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	144,179
Equity Total	272,540
Equity - Aboriginal	16,495
Equity - Socio-economic	34,257
Equity - Language	7,221
Equity - Disability	214,566
Base Total	4,029,266
Base - Per Capita	128,834
Base - Location	20,612
Base - Other	3,879,821
Other Total	519,044
Grand Total	4,965,029

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

Ongoing community relationships were fostered throughout 2023 through the Parents and Citizens Association, weekly newsletters, social media, quarterly Aboriginal Education Consultative Group reports as well as various events throughout the year. Parents were also provided with the opportunity to meet face-to-face and via phone with classroom teachers as part of parent-teacher interviews. Extensive consultation was held with students, staff and community through the School Development Review - Numeracy which took place in Term 1 of 2023, as well as throughout the year to gain input into various decisions made as a result of the evaluations.

Additional to the School Development Review - Numeracy, staff voice was captured through the People Matter Employee Survey as well as through our own internal channels. Particular areas of strength include job satisfaction, customer service and ethics and values, however also highlighted significant challenges with wellbeing, communication and change management and decision making and accountability.

Student and parent voice was also captured throughout the year using the Tell Them from Me surveys. Student voice indicated 0.4 increase for explicit teaching practices and feedback, 0.4 increase for advocacy at school and 0.2 increase for positive learning climate compared to 2022 results. However, we also saw an 8% decrease in sense of belonging and 5% decrease in positive behaviour at school compared to 2022 results, indicating further work needs to be done in this area.

Parent feedback through the School Development Review and through internal measures continued to indicate a desire for parents to be more involved in what is happening in school, and to have a greater awareness of how they can better help their children with learning at home.

Our next steps in improving parent/caregiver, student and teacher satisfaction will be to address concerns relating to student sense of belonging and positive behaviour through various initiatives led by the School Wellbeing team, address challenges with teacher wellbeing through structural change to ensure better support for increased demands and look for more opportunities to engage meaningfully with parents.

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.