

# 2023 Annual Report

## Burren Junction Public School



1447

# Introduction

The Annual Report for 2023 is provided to the community of Burren Junction 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

---

Burren Junction Public School

Alma St

Burren Junction, 2386

<https://burrenjunc-p.schools.nsw.gov.au>

[burrenjunc-p.school@det.nsw.edu.au](mailto:burrenjunc-p.school@det.nsw.edu.au)

6796 1464

## School vision

At Burren Junction Public School we believe that all children need to be challenged and engaged in order for them to develop their potential fully. Children who come to our school:

- are known as individuals;
- are accepted and valued for themselves;
- know that staff care about what happens to them;
- have their needs, talents and aspirations known, and furthered, through personalised, challenging and engaging intellectual, creative, social-emotional and physical opportunities;
- have access to intellectual, creative, social-emotional and physical opportunities beyond the classroom;
- learn in a culture of high expectations and commitment to the pursuit of excellence in all domains.

At Burren Junction Public School our staff will use evidence based practice to think and reflect on what is best for our students. We believe that by strengthening the partnership with the parents and community we are creating an excelling school that will prepare the children for their future.

## School context

Burren Junction Public School provides a comprehensive education for students living in the township of Burren Junction and on its neighbouring farms. Drawing children from a radius of up to 65 kilometres away, the school has an outstanding reputation for allowing students to reach their full academic, sporting and social potential with its unique student Parliament a feature of the school.

The school has consistently achieved excellent results in external assessments such as NAPLAN. The school experiences strong parental involvement with a very active School Council made up of parents and interested community representatives who meet up to 8 times a year. The Parents & Citizens Association (P&C) is a separate body made up of parents who take on the role of fundraising for the school and who have been very supportive of the school for many years. As a result of this involvement, the expectations of the parent body are very high. Each year the majority of students need to go to boarding school due their remoteness from sealed roads and any local comprehensive high schools.

Student numbers at Burren Junction Public School sit at 37. The ongoing drought has seen a decline in school numbers over the last four years. We have, for a number of years, had approximately the same number of students enrolling in kindergarten as are departing Year 6. In 2021 this has also declined with only four children entering kindergarten after having six children leaving Year 6.

At Burren Junction Public School the staff is made up of a principal, three class teachers, in their first five years of teaching, three experienced part-time teachers for mentoring, RFF and the COVID ILSP, one fulltime SAM, a one day a week SAO, a part-time SLSO, who works for 3 1/2 days a week, and a GA working one day a week.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure all students consistently perform at high levels on external and internal school performance measures in reading and numeracy this will be reinforced with high levels of student attendance.

### 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.

- Numeracy
- Reading
- Attendance

### Resources allocated to this strategic direction

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

### Summary of progress

Focus was on the use of highly effective teaching practices to improve reading and numeracy results. High Impact Professional Learning guided teachers through the process of using literacy and numeracy resources in line with the new curriculum implementation. The school's Student Learning Support Officers engaged in Professional Learning targeting specific learning intentions matched to identified student needs. All literacy and numeracy resources used were high-quality, evidenced-based and developed by departmental specialists with rigour focused on best practice. The programs accessed by the Student Learning Support Officers have been developed through Macquarie University research and are viewed as most effective in literacy learning for students. Student attendance was supported through the use of high-quality departmental resources.

Teachers used student learning data as an initial starting point to embed quality practices into their teaching repertoire and as a result created highly differentiated programs, specifically in literacy and numeracy. However, these differentiated programs were evidenced through all Key Learning Areas. All student learning results demonstrated improvement.

In 2024, this reading and numeracy initiative will continue to be embedded within teachers' and Student Learning Support Officers' professional teaching practice. Attendance remains an ongoing concern, discussed regularly at P&C, School Council meetings and parent interviews. Wet weather road access and siblings at boarding school impact on regular attendance.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Numeracy</b> Students achieve similar or better results for Check-in Assessment when compared to previous years and both statistically similar groups and state averages ( baseline 55.8% in 2022).	Students achieved better results in the check in assessment in 2023 - 62.1% of questions answered correctly, compared with 2022 baseline data.
<b>Reading</b>	Students achieved better results in the check in assessment in 2023 - 60.2% of questions answered correctly, compared with 2022 baseline data.

Students achieve similar or better results for Check-in Assessments when compared to previous years and both statistically similar groups and state averages (baseline 55.8% in 2022).

**Attendance**

A minimum of 70% of students to be at >90% attendance.

Forty two percent of students attended >90% (increased from 21.6% in 2022).

## Strategic Direction 2: Evidenced-based Teaching Practices

### Purpose

To ensure all teachers and leaders are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### 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.

- Evidenced-based teaching practices

### Resources allocated to this strategic direction

Beginning teacher support

Professional learning

QTSS release

### Summary of progress

This year we focused on implementing the high-quality document of What Works best 2020 Update within every classroom and for every teacher and Student Learning Support Officer. This document outlines eight quality teaching practices that are known to support school improvement and enhance the learning outcomes of students. Of specific focus was explicit teaching, feedback and use of data. This resource was implemented through a mentor/coaching model through teacher collaboration, team teaching and reflecting upon current teaching practice. The consistent use of explicit teaching practices across the whole school supports teachers' use of effective practices. A whole-school approach creates a common language around practice which in turn supports teacher collaboration and strengthens classroom observation practice.

Overall, the school demonstrated improvement in classroom management, engagement of students and high-quality discussion regarding student learning and growth.

Next year, we will continue to embed the use of What Works Best 2020 Update through the use of linked resources identifying areas of school need to ensure we have high-quality practices that drive school improvement.

### 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
SEF assessment of the elements 'Learning Culture' indicates improvement from Sustaining and Growing to Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.
All teachers will engage in the initial Professional learning implementation of the What Works Best 2020 Update.	The school has met this target.

## Strategic Direction 3: Partnerships and Connections

### Purpose

The school has a strategic and planned approach to develop whole school processes that support the wellbeing and engagement of students, staff, the community and the interschool community so that they can connect, succeed, thrive and learn.

### 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.

- Collaboration

### Resources allocated to this strategic direction

Integration funding support  
Socio-economic background  
Aboriginal background  
Per capita  
Location

### Summary of progress

Focus in 2023 was on the ongoing embedding of Zones of Regulation to support student wellbeing at school. Our local schools Learning Community continues to thrive, with high-level engagement by our whole school community. These activities support our school in collaborative practices which is considered to be a high-impact strategy to increase student engagement and learning.

Increased levels of collaboration have a positive impact of staff and student wellbeing through the school and community. The use of the Zones of Regulation has a positive impact of specific student engagement as these students have the language to understand and explain their feelings causing them to communicate more effectively in a common language between students and staff.

Due to changes in staffing in 2023, we will need to conduct a comprehensive review into the benefits of training new staff in the Zones of Regulation or whether another program will meet the needs of our students. The collaboration with our local community of schools will continue into 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
SEF assessment of the elements 'Wellbeing' indicates maintenance at Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Wellbeing.
All staff and students engaged to a high level within our local Learning Community.	The school has met this target.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$18,357.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Burren Junction Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Reading</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased engagement and time on task with targeted support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing support based on identified student learning needs.</p>
<p>Socio-economic background</p> <p>\$14,600.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Burren Junction 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>• Attendance</li> <li>• Collaboration</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>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Creation of effective learning spaces to increase student engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Identify school priorities and allocate funds accordingly.</p>
<p>Aboriginal background</p> <p>\$3,115.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Burren Junction 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>• Numeracy</li> <li>• Reading</li> <li>• Collaboration</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>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased cultural competencies with staff and students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Aboriginal background</p> <p>\$3,115.48</p>	<p>Utilise specialist staff and knowledge holders to increase cultural awareness and knowledge.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Burren Junction 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>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students increased competency to access curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Responsive to the learning needs of students.</p>
<p>Low level adjustment for disability</p> <p>\$19,652.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Burren Junction Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Reading</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased learning outcomes of students in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support identified through data analysis.</p>
<p>Location</p> <p>\$40,425.93</p>	<p>The location funding allocation is provided to Burren Junction 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>• Collaboration</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>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Equitable access to school excursions and incursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensuring continued access to a broad-range of educational experiences.</p>
<p>Professional learning</p> <p>\$10,499.76</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 Burren Junction Public School.</p>

<p>Professional learning</p> <p>\$10,499.76</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>• Numeracy</li> <li>• Reading</li> <li>• Evidenced-based teaching practices</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> All staff engaged in professional learning evidenced through positive improvements in teaching practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing professional learning to meet the identified needs of students and school priorities.</p>
<p>QTSS release</p> <p>\$6,865.34</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Burren Junction 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>• Evidenced-based teaching practices</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>• implementation of team teaching and coaching to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased levels of collegiality with improved classroom management, organisation and lesson delivery.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue embedding high quality effective teaching practices.</p>
<p>COVID ILSP</p> <p>\$15,929.99</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.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased student learning outcomes in Literacy</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued delivery of literacy program.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	14	16	20	22
Girls	22	20	15	16

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.6	91.1	83.7	87.6
1	91.0	89.5	85.3	84.8
2	92.6	86.6	84.9	86.7
3	93.8	90.8	83.7	86.0
4	93.8	87.9	83.4	84.4
5	88.5	92.6	80.7	84.0
6	93.6	87.5	84.2	82.6
All Years	92.3	89.6	83.4	84.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

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

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

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

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

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

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

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

## Management of non-attendance

---

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.35
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.42

\*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>	116,303.72
<b>Revenue</b>	999,557.61
Appropriation	961,813.44
Sale of Goods and Services	1,229.46
Grants and contributions	31,569.24
Investment income	4,945.47
<b>Expenses</b>	-917,536.24
Employee related	-786,095.00
Operating expenses	-131,441.24
<b>Surplus / deficit for the year</b>	82,021.37
<b>Closing Balance</b>	198,325.09

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	18,357
<b>Equity Total</b>	39,768
Equity - Aboriginal	3,115
Equity - Socio-economic	14,600
Equity - Language	2,400
Equity - Disability	19,652
<b>Base Total</b>	741,751
Base - Per Capita	9,109
Base - Location	40,426
Base - Other	692,216
<b>Other Total</b>	73,012
<b>Grand Total</b>	872,888

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

In 2023, 94% of students in Years 4-6 completed the Tell Them from Me Snapshot 1# and 2# Student Surveys in Semester 1 and 2 with 81% responding positively for Advocacy at School, 88% with Expectations for Success and 75% with a strong Sense of Belonging. Positive Behaviour at School was highest on 100% with Homework Behaviour lowest on 24%. This was a concern raised by the P&C and School Council and addressed by staff.

A small number of respondents completed the Parent Survey in October 2023. Out of the seven separate measures, the highest scores were for Parents Support Learning at Home and School Supports Positive Behaviour with the lower scoring areas being a focus for future improvement.

The teacher self-evaluation tool, Focus on Learning Survey, was based on two complementary research paradigms- Drivers of Student Learning and Dimensions of Classroom and School Practices. Learning Culture, Data Informs Practice and Inclusive School scored highest with Parent Involvement, Leadership and Collaboration all scoring just below.

# 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.