

2023 Annual Report

Canobolas Public School



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Introduction

The Annual Report for 2023 is provided to the community of Canobolas 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

Canobolas Public School

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School vision

Within our rural setting, students are actively encouraged to aim high, learn from mistakes, be lifelong learners and engaged members of the community. Teachers are committed to providing an environment where all students are challenged, connected, creative and confident.

School context

Canobolas Public School was established in 1864 in an orchard area six kilometres south west of Orange. It is a rural school with 132 students; while some students come from nearby orchards and properties, many also come from town each day. 5% of the student population is Aboriginal. There are both experienced and early career teachers on staff who are all dedicated to the students and the school community.

The school aims to engage students with innovative, evidence based teaching programs involving technology and effective pedagogy. Creative arts are highly valued with Canobolas PS offering an outstanding concert band program, string ensemble, ukuleles, singing, drama and dancing. There is a yearly whole-school concert which highlights these activities. Each class attends specialist visual arts lessons as well.

The Canobolas school community is a very supportive one. There are many opportunities where parents are welcomed into the school as participants; as classroom helpers, as members of the P&C, participating in fundraising events/activities and as learners. Strong ties with the community are vital to success.

Canobolas Public School belongs to the Orange Small Schools Association (OSSA). Students participate in a wide range of curriculum opportunities created by this organisation including swimming and athletics carnivals, team sports and curriculum days.

Staff are committed to deepening their knowledge and making improvements to student outcomes. Following the recent situational analysis, a whole school approach to reading, writing and numeracy will be embedded. As a result the school will implement high-impact, explicit teaching strategies and refine data and assessment analysis to improve student learning outcomes. Student wellbeing and attendance are additional focus areas for engagement and success.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student, all staff will develop deep knowledge and best practice around their teaching of reading, writing and numeracy based on current research.

Students become self directed learners who are aware of their own progress and feel confident working with teachers to help direct future 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.

- READING
- NUMERACY
- WRITING

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Aboriginal background

Low level adjustment for disability

Professional learning

Per capita

Summary of progress

The school focus was on Strategic Direction Student Growth and Attainment through initiatives Reading, Writing and Numeracy.

Teachers engaged in targeted professional learning with a specific focus on vocabulary, fluency and connecting to text. This resulted in sustained, whole-school processes that enabled teachers to monitor student reading progress, informing student point of need and achievement. The school analysed reading data such as PAT, Check-in, NAPLAN and fluency measures and found student growth was achieved across all targeted areas. In 2023 there were no implications with reading programs enabling the school's current reading practice to be consolidated and therefore continued in 2024. Vocabulary data showed the greatest student improvement due to the success of a whole-school consistent approach to the delivery of vocabulary learning and teaching resulting in further student growth in comprehension.

Whole-school explicit teaching practices and the analysis of numeracy data demonstrated consistent growth and improvement with students achieving in higher NAPLAN bands in numeracy than reading. Teachers worked with colleagues to use class, cohort and school numeracy data to inform co-planning of teacher programs, lessons and assessment. This collective efficacy approach enabled students to develop effective numeracy strategies using visible learning, targeted intervention and hands-on learning. High quality teacher professional learning focused on the delivery of the school's Numeracy initiative. In 2023 this included staff engaging in best practice and evidence-based learning specifically targeted at place value and differentiation, exposing staff to a wide range of key-ideas and numeracy strategies which were consolidated to the school's context and explicit student need. The school was able to adopt the relevant teaching and learning activities to best support students in Years 3-6. These highly effective teaching practices will continue in 2024.

Teachers continued to develop their learning and planning for writing this year by collaborating and engaging in the DET microlearning units with a focus on vocabulary and author's purpose. Teachers reviewed and analysed student writing samples using success criteria and effective student feedback. This resulted in consistent teacher judgment enabling student growth in creating texts at both sentence and whole-text level. In 2024 a whole-school focus will continue on Writing with the delivery of professional learning by Joanne Rossbridge to develop teacher capacity in the area of joint construction.

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
<p>To increase the percentage of students measuring 1 year's growth for 1 year's learning in reading to 75% according to PAT data.</p>	<p>In 2023 we achieved and went beyond our goal of 75% of students in Years 3-6 achieving a year's growth in reading. According to PAT data, 79% of students achieved at least one year of growth in reading comprehension.</p>
<p>Increase the percentage of students scoring in the 80th percentile or above in reading comprehension to 65% according to PAT data.</p>	<p>In 2023 we did not achieve our goal of 65% of all students in Years 3-6 scoring in the 80th percentile or higher in reading comprehension. According to PAT data, 48% of students scored in the 80th percentile or higher.</p> <p>For reference, Year 3-6 percentile mean was 73%</p>
<p>To increase the percentage of students measuring 1 year's growth for 1 year's learning in numeracy to 70% according to PAT data.</p>	<p>In 2023 we achieved our goal of 70% of all students achieving 1 year's growth in numeracy. According to PAT data, 78% of students in Years 3-6 achieved one year's growth or more.</p>
<p>Increase the percentage of students scoring in the 80th percentile or above in numeracy to 55% according to PAT data.</p>	<p>In 2023 we did not achieve our goal of 55% of our Year 3-6 cohort scoring in the 80th percentile or higher. According to PAT data, 50% of students scored in the 80th percentile or higher.</p> <p>For reference the mean percentile across the Year 3-6 cohort was 71%.</p>

Strategic Direction 2: Connect, Succeed, Thrive

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be planned, whole-school processes that support and measure high levels of wellbeing and engagement.

Initiatives

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

- ATTENDANCE
- WELLBEING

Resources allocated to this strategic direction

Integration funding support

Aboriginal background

Location

Per capita

Summary of progress

The school focus was on Strategic Direction Connect, Succeed, Thrive through initiatives Attendance and Wellbeing.

The school worked with the community to increase student attendance throughout the year. Whole-school processes and systems included teacher monitoring of student attendance and collaborating with the school administration to ensure open communication between school and community. Processes such as sharing the importance of attendance through the newsletter and regular communication with families, as well as the creation of an environment where students are known, valued and cared for, enabled school attendance to become a valued culture of the school community. This year attendance has been positively effected with current processes continuing into 2024.

A positive school culture was enhanced in 2023 as teachers continued to build positive learning environments with a focus on providing wellbeing support to students through The Resilience Project initiative. Due to the success of the program this year, the focus on this initiative will be modified to support students in 2024. Daily practices such as wellbeing check-ins and surveys, as well as modelling and developing growth mindsets, have enabled wellbeing to be successfully monitored ensuring a strong sense of belonging.

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 percentage of students attending school >90% of the time to be trending towards the upper bound system negotiated target of 96.7%	In 2023 the school's attendance rate for students attending school for more than 90% of the time was 68%. The overall attendance rate was 91%.
Increase the percentage of students in the TTFM areas of 'Positive sense of belonging', 'Advocacy at school' and 'Expectations for success' to >88%.	In 2023 there was an increase in all 3 areas with an average of 91%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$55,341.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Canobolas 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"> • WELLBEING • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • consultation with external providers for the implementation of personal care management plans • 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 <p>The allocation of this funding has resulted in the following impact: Individual care and learning support for students with high-level needs, and students demonstrating progress towards their personalised learning goals. Productive communication with parents about student progress ensured that staff were being responsive to student learning needs and progress. All students have developed greater capacity and independence in their classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue with existing learning programs and encourage independence through gradual release of responsibility. In addition, better use of PLSPs will improve overall planning and ensure that funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$8,274.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Canobolas 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"> • 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 Learning Support program implementation in the areas of reading fluency and comprehension. <p>The allocation of this funding has resulted in the following impact: The employment of an additional teacher to work as a part-time Literacy and Numeracy mentor with students performing below the expected stage level. Naplan and check-in data shows that 85-90% of our students are in Strong or Exceeding bands for Literacy and Numeracy, and are above State and SSSG in all but one area.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage the Learning Support teacher to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$3,892.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Canobolas 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</p>

<p>Aboriginal background</p> <p>\$3,892.37</p>	<p>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"> • READING • NUMERACY • WELLBEING • 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 teacher to work as a part-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff (LaST) to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: All Aboriginal students showed Strong and Exceeding results in Reading and scored above state average. Numeracy results were almost as strong where most students scored above state and similar school averages. Our Aboriginal students feel that their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage a literacy and numeracy teacher to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$43,070.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Canobolas 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"> • READING • NUMERACY • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Principal release to collaborate with classroom teachers and build capability in meeting the literacy and numeracy needs of students • Principal release to deliver Professional Learning to staff, collect and analyse student data and manage Learning Support programs <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and collaborative planning activities. In addition, following professional learning delivered by the executive, teacher confidence has improved with the introduction and development of teaching strategies which will enhance the delivery of the new Syllabus documents in 2024. Collaboration was very effective in achieving a consistent school-wide approach to teaching Literacy and Numeracy K-6. Student achievement and growth results have been strong in all areas of assessment.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team. The school will continue to provide additional support for identified students through the employment of trained SLSOs and teachers. New teaching practices will be monitored and evaluated as an ongoing process with the aim of employing best practice in all areas of teaching and learning.</p>
<p>Location</p>	<p>The location funding allocation is provided to Canobolas Public School to address school needs associated with remoteness and/or isolation.</p>

<p>\$1,364.30</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 • Other funded activities <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 • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Increased opportunities for students to participate in activities with other schools, watch visiting performances, take part in workshops and work in different contexts. Resources purchased for classrooms have built engagement for learning.</p> <p>After evaluation, the next steps to support our students will be: To continue to overcome isolation by bringing experiences to our students, and taking our students into different contexts.</p>
<p>Professional learning</p> <p>\$13,079.29</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 Canobolas 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"> • READING • NUMERACY • WRITING • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging external specialist teachers to unpack evidence-based approaches to teaching writing, connective approach to teaching mathematics, and place value. • using internal expertise to build and deliver PL in the areas of vocabulary, number and place value, reading, technology and new syllabus implementation • engaging in online professional learning in areas of literacy and numeracy • engaging an on-country cultural experience to deepen teacher knowledge of Aboriginal culture in our area <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, reading, vocabulary and number. Teachers are confident with delivering new syllabus content in 2024. Teachers also developed knowledge and appreciation of the cultural history of our local area.</p> <p>After evaluation, the next steps to support our students will be: Further collaboration and development of teaching strategies to ensure that best practice is being employed in all classrooms every day.</p>
<p>QTSS release</p> <p>\$26,987.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Canobolas 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"> • READING • NUMERACY • WRITING

<p>QTSS release</p> <p>\$26,987.90</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Principal release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. All teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: To continue to monitor and support teachers in developing best practice.</p>
<p>COVID ILSP</p> <p>\$24,190.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition to develop reading fluency and support early reading. • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving progress in reading fluency.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition for fluency using data sources to identify specific student need. Learning support will be enhanced to include learning progressions for phonological awareness, phonics and fluency for readers experiencing reading difficulty. In-class support will continue for chosen groups.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	60	62	68	74
Girls	73	71	66	65

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	94.2	91.8	94.9
1	96.9	94.7	89.4	93.0
2	95.4	96.0	91.0	91.2
3	95.9	94.5	93.6	90.9
4	95.2	93.0	90.1	92.5
5	95.9	93.1	90.5	91.7
6	96.1	93.3	90.1	94.0
All Years	95.9	94.2	91.0	92.4
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)	1.2
Classroom Teacher(s)	4.78
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.74

*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	60,236.32
Revenue	1,582,165.72
Appropriation	1,528,193.28
Grants and contributions	52,209.79
Investment income	1,762.65
Expenses	-1,596,225.67
Employee related	-1,409,585.95
Operating expenses	-186,639.72
Surplus / deficit for the year	-14,059.95
Closing Balance	46,176.37

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	55,341
Equity Total	55,238
Equity - Aboriginal	3,892
Equity - Socio-economic	8,275
Equity - Language	0
Equity - Disability	43,071
Base Total	1,208,602
Base - Per Capita	34,875
Base - Location	1,364
Base - Other	1,172,363
Other Total	79,268
Grand Total	1,398,449

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

Information about parent, student and teacher satisfaction was sought throughout the year with a range of surveys.

Students in Years 3-6 completed the 'Tell Them From Me' Survey. 100% of surveyed students reported that there were high expectations for success at school and 93% of students identified as having a positive growth orientation. 96% reported that they value schooling outcomes. Improving our students positive sense of belonging was again a focus in 2023. 80% of students reported a sense of belonging and the 'advocacy at school' rate was 94%.

Parents were surveyed on a range of school aspects throughout the year in short newsletter polls. Parents were asked their opinions and gave feedback about school communication, homework, learning culture and expectations. All surveys showed positive feedback as well as ideas and suggestions to improve. The vast majority of responses indicated that parents feel welcome at school, experience helpful administrative staff, are well-informed about school activities and feel comfortable discussing their child with their teacher. Further surveys indicated that parents support their children's learning at home and have high expectations for their children. The school executive welcome parent feedback. The school received many emails and messages of appreciation throughout the year.

Teachers indicate that they feel supported and challenged in their workplace. Staff retention is high and this workforce stability is an asset to the school.

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.