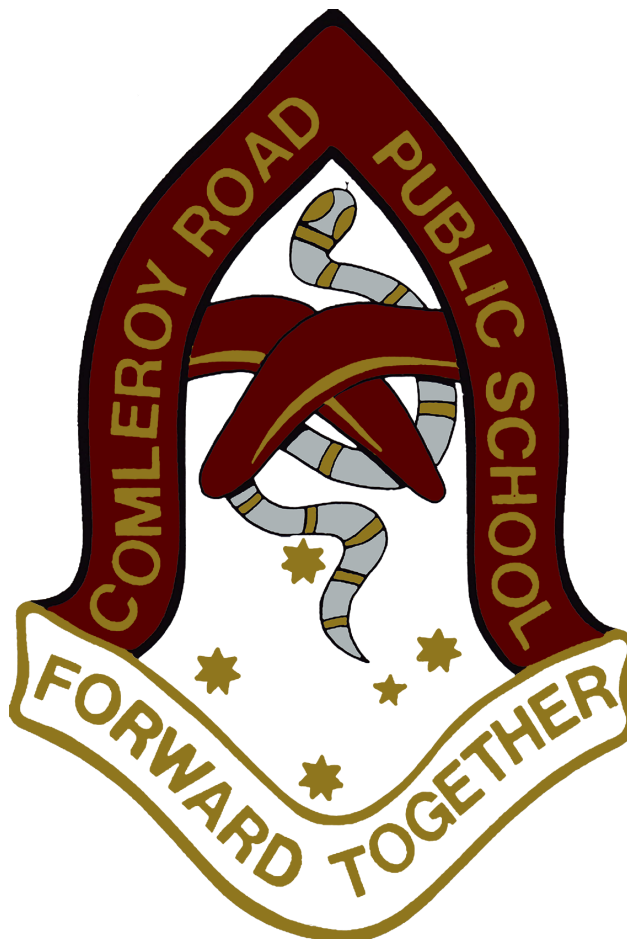


2023 Annual Report

Comleroy Road Public School



1604

Introduction

The Annual Report for 2023 is provided to the community of Comleroy Road 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

Comleroy Road Public School

McMahons Rd

Kurrajong, 2758

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

comleroyrd-p.school@det.nsw.edu.au

4576 1600

School vision

Comleroy Road Public School is a dynamic and collaborative learning community that is committed to developing independent learners who are self-directed, motivated and creative individuals. The school community values respect, honesty and kindness. An appreciation for knowledge and tradition creates a strong sense of belonging and connection within and beyond the school.

School context

Comleroy Road Public School is located in the rolling hills east of Kurrajong in a semi - rural area of the Hawkesbury district. The school is accommodated in modern buildings on an eighteen acre bush land site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

The incorporation of Positive Behaviour for Learning (PBL), aims at creating an environment that fosters school success and inclusion for all. Our school-wide discipline plan aims at promoting and role modelling positive, resilient and inclusive behaviour amongst all school stakeholders.

Comleroy Road Public School is well resourced and offers a wide range of learning opportunities and extra-curricular programs across all Key Learning Areas to enable students to reach their full potential.

The school has undertaken a comprehensive situational analysis and identified areas for improvement across learning, teaching and leading. The 2021-2024 school plan will target two strategic priorities: Student Growth and Attainment and Collaborative Practices. We will be focusing resourcing and professional learning towards deeply embedding evidence-base practice and explicit teaching, the effective use of data, collaborative learning communities and strengthening community engagement to enhance student learning. This has been a consultative process with students, staff, community and key stakeholders.

The school will focus on striving to ensure that every Aboriginal student achieves their full potential through personalised learning and cultural experiences. Each Aboriginal student will feel a sense of belonging through engagement and collaboration.

A welcoming and friendly school, we work in close partnership with parents and the wider community. Our staff are constantly seeking professional learning to enhance and develop their teaching practices. Parents are encouraged to be active participants in school activities and to have valued input into their child's learning.

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all Key Learning Areas, we will further develop and refine data driven teaching practices that are grounded in research, explicit instruction and responsive to the learning needs of individual students.

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-based practice and explicit teaching
- Effective use of data

Resources allocated to this strategic direction

Professional learning QTSS release

Summary of progress

Evidence-based practice and explicit teaching

In 2023, Comleroy Road Public School Alongside this, professional learning was used to deepen teacher and leader understanding of Explicit Instruction and its application in English and Mathematics. Assessment practices have been refined in English and Mathematics, ensuring assessment is an integral part of programming and planning decisions. In 2023, our expert Assistant Principal Curriculum Implementation (APC&I) has worked closely with Battalion middle leaders to design and implement English units, aligned to the extensive professional learning (PL) from the last two years of Explicit Instruction and content knowledge. These units have been implemented across all The Science of Language & Reading (SoLaR) Battalion schools in 2023. This has ensured all teachers across the school, and SoLaR Battalion, are teaching reading and writing aligned to research and evidence-based best practice. The impact of this work is that it has assisted all teachers to teach and assess writing aligned to current research-based best practice. Teachers within the school are teaching and assessing consistently and this has been challenged and validated through connections and collaborative opportunities through the SoLaR Battalion. teacher understanding is continually deepening in assessment, content and pedagogy. We have seen an improvement in Check-in results in both English and Mathematics and will monitor these closely next year to ensure implementation is have the desired effect on learning outcomes.

In 2024, a stronger focus will be applied to Mathematics. Further professional learning around evidence collection, evaluation against the School Excellence Framework (SEF) and use of SCOUT data is to be sought to enhance and extend existing plans to suit effective, achievable and measurable evaluation of impact. Program development, teaching resources and teacher understanding of content and pedagogy will all be new focus areas, to continue to strengthen teaching and improve student learning outcomes. All staff will be provided with comprehensive teaching and learning documents, aligned to research, which will provide time for teacher to focus on their craft.

Effective use of data

In 2023, Comleroy Road Public School focused on streamlining data practices to ensure consistency of analysis and to support teachers to make daily, ongoing teaching and learning decisions for their classes. The introduction of assessing student writing against the NAPLAN criteria has enable the effective tracking of student progress in writing at a class, school and network level. The implementation of the Essential Assessment platform continues to provide valuable data in mathematics for students across K-6. Information gathered from this process was used to inform planning and led to modifications in teaching practice in order to meet individual student needs.

In 2024, further professional learning around evidence collection, evaluation against the SEF and use of SCOUT data will be sought to enhance, extend and modify existing plans to suit effective, achievable and measurable evaluation of impact. The aim will be to have all staff engage more closely with the predetermined collection of data and consequent analysis of data collaboratively. This will result in comparable consistent teacher judgement of student learning.

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>Reading</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in reading has increased by 8.8%.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in reading has increased by 2.7%.</p>
<p>Expected Growth - Numeracy</p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in numeracy has increased by 6.8%.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in numeracy has increased by 2.4%.</p>

Strategic Direction 2: Collaborative practices

Purpose

Authentic community engagement will ensure frequent and ongoing formalised communities of practice that add to school culture and promotes and values the sharing of ideas and advice through effective collaboration.

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.

- Collaborative Learning Communities
- Community Engagement to enhance student learning

Resources allocated to this strategic direction

Aboriginal background

Summary of progress

Collaborative Learning Communities

The focus in 2023 has been to continue to participate and contribute to The Science of Language & Reading (SoLaR) Battalion, developing deep connections with local schools to implement the Science of Learning approach, with a particular focus this year on writing instruction. The SoLaR Battalion continues to provide high quality professional learning, observation/demonstration opportunities and resource development for schools across the Hawkesbury and Windsor Networks. The impact of this work has ensured that the school, and SoLaR Battalion, is recognised and valued for the strong vision and focus on research, evidence-based best practice approaches being implemented. The collaborative, high-expectations culture has deepened teacher knowledge and practice and has ensured that student learning progress is closely monitored, right across the schools.

In 2024, we will further expand our professional learning community. A shift to focus on reading and mathematics will be a strong driver of professional learning and teacher/community knowledge and understanding. Positively impacting teacher practice and student learning at more schools will ensure that Comleroy Road Public School is recognised for its excellent teaching and learning and provide leadership opportunities across networks.

Community Engagement to enhance student learning

The focus in 2023 has been to up-skill parents in Science of Learning approaches to develop deep connections between the home and school. The school has continued this shared vision throughout 2023, to ensure a culture of high expectations and student learning progress. Regular parent information sessions and newsletter items on student learning, teaching and school processes have provided the basis for a strong foundation of understanding and knowledge building. The collaborative, high-expectations culture has deepened community knowledge and has ensured strong partnerships and improved engagement across the school community.

In 2024, we will further strengthen our parent and community partnerships. Reading and mathematics will be the focus of community professional learning, with the aim of strengthening community knowledge and understanding in these areas. A continued focus on respect and belonging will enable positive relationships amongst student, staff, parents/carers and the wider school community.

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
90% of students demonstrate growth in identified areas of the literacy and numeracy progressions.	90% of students demonstrated growth in Creating Written Texts in literacy using the literacy progressions. 89% of students demonstrated growth in number sense and algebra using the numeracy progressions.

<p>In the Domain of Educational Leadership, the theme of Community engagement will be trending upwards towards Excelling.</p>	<p>In the Domain of Educational Leadership, the theme of Community engagement the school has identified itself at Delivering within the School Excellence Framework.</p>
<p>There will be a uplift of 7% of students attending school greater than 90% of the time.</p>	<p>The proportion of students attending greater than 90% of the time or more has increased by 23.68% from 2022 data to 73.18%</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$125,589.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Comleroy Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning, behaviour and health care needs <p>The allocation of this funding has resulted in the following impact: Individualised support for students identified with significant needs in the classroom. Implementation of Individual Learning Plans, literacy and numeracy support and wellbeing support have formed the basis of Student Learning Support Officer roles.</p> <p>After evaluation, the next steps to support our students will be: Continued tailored support for individual students who require Individual Learning Plans, literacy and numeracy and student wellbeing strategies.</p>
<p>Socio-economic background</p> <p>\$46,421.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Comleroy Road 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 SLSO to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The application of evidence-based research into explicit instruction in literacy and numeracy. Small group and individual student programs were developed and implemented in line with current research and professional learning undertaken by staff to meet the individual learning needs of students across K-6.</p> <p>After evaluation, the next steps to support our students will be: To further embed consistent practice across the school in explicit instruction through engagement with current research and evidence-based practice.</p>
<p>Aboriginal background</p> <p>\$5,216.90</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Comleroy Road 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"> • Community Engagement to enhance student learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$5,216.90</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • providing students with cultural experiences in the form of a cultural incursion • staff professional learning on Aboriginal Histories and Culture • purchasing of Aboriginal literacy resources <p>The allocation of this funding has resulted in the following impact: Building the capacity of the school to provide targeted support for Aboriginal students and our community including: development of Personalised Learning Pathways in consultation with parents, purchasing of quality resources for all stages and cultural programs for the school community.</p> <p>After evaluation, the next steps to support our students will be: Continued development of Personalised Learning Pathways in consultation with parents, embedding quality literacy resources for all stages into teaching and learning programs and building of cultural awareness programs across the school community.</p>
<p>Low level adjustment for disability</p> <p>\$72,394.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Comleroy Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST teacher to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The application of evidence-based research into explicit instruction in literacy and numeracy. Small group and individual student programs were developed and implemented in line with current research and professional learning undertaken by staff to meet the individual learning needs of students across K-6.</p> <p>After evaluation, the next steps to support our students will be: To further embed consistent practice across the school in explicit instruction through engagement with current research and evidence-based practice.</p>
<p>Location</p> <p>\$4,241.30</p>	<p>The location funding allocation is provided to Comleroy Road Public School to 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • purchasing of classroom and playground resources to support teaching and learning <p>The allocation of this funding has resulted in the following impact: The purchasing of resources to support teaching and learning across K-6.</p> <p>After evaluation, the next steps to support our students will be: To improve outdoor play equipment for students who require passive play activities.</p>
<p>Professional learning</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</p>

<p>\$14,536.89</p>	<p>Professional Learning for Teachers and School Staff Policy at Comleroy Road 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-based practice and explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff through Training 24/7 consultants to build staff knowledge and support student learning in English. <p>The allocation of this funding has resulted in the following impact: Demonstration lessons provided teachers with a scaffold and the confidence to implement writing lessons. Teachers utilised the professional learning to embed explicit teaching strategies and content into quality literacy lessons to meet the needs of their students. Demonstration lessons provided quality exemplars, modelling and feedback from literacy experts. This enabled staff to observe quality lesson structure, explicit teaching and evidence-based pedagogy that supported the implementation process.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the focus will be on developing staff knowledge and understanding in the Science of Reading through ongoing demonstration lessons, team-teaching and lesson observations. Building staff capacity in explicit instruction will be an ongoing focus to support student progress. High Impact Professional Learning & Assistant Principal Curriculum Instruction support will enable staff to implement evidence-based pedagogy that meets the individual learning needs of all students.</p>
<p>QTSS release</p> <p>\$29,355.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Comleroy Road 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-based practice and explicit teaching • Effective use of data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principal provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: To provide executive release, which has enabled the school to implement key initiatives in the Strategic Improvement Plan with a particular focus on providing instructional leadership to support teachers in the implementation of key initiatives including: explicit instruction in literacy, numeracy, data analysis, lesson planning and lesson delivery.</p> <p>After evaluation, the next steps to support our students will be: To further embed teacher knowledge and understanding of explicit instruction in literacy, numeracy, data analysis, lesson planning and lesson delivery.</p>
<p>COVID ILSP</p> <p>\$37,066.24</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

COVID ILSP

\$37,066.24

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
- leading/providing professional learning for COVID educators

The allocation of this funding has resulted in the following impact:

Small group tuition was successful in improving student outcomes across all focus areas. . Student's engaged in small group tuition for literacy or numeracy in primary made improvements of between 4-6 points in their scores in the check in assessments.

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

In 2024 we will commence Mini Lit Sage small group tuition in literacy utilising our Learning and Support Teacher and Student Learning Support Officers. This program will support student progress in phonics and phonological awareness to decode and encode words.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	66	73	87	88
Girls	57	67	66	78

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.8	94.4	89.6	94.3
1	91.8	92.6	88.0	91.7
2	91.9	93.6	86.2	92.8
3	93.1	93.5	85.7	92.1
4	92.5	96.6	86.6	90.7
5	93.3	92.2	88.4	91.7
6	94.0	92.5	89.5	93.1
All Years	93.0	93.6	87.6	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)	1.4
Classroom Teacher(s)	6.84
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	178,227.51
Revenue	2,088,461.91
Appropriation	2,024,985.60
Sale of Goods and Services	4,452.71
Grants and contributions	54,141.79
Investment income	4,881.81
Expenses	-2,113,998.31
Employee related	-1,833,177.07
Operating expenses	-280,821.24
Surplus / deficit for the year	-25,536.40
Closing Balance	152,691.11

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	172,368
Equity Total	124,033
Equity - Aboriginal	5,217
Equity - Socio-economic	46,421
Equity - Language	0
Equity - Disability	72,395
Base Total	1,478,415
Base - Per Capita	39,820
Base - Location	4,241
Base - Other	1,434,354
Other Total	139,139
Grand Total	1,913,955

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

The school Belonging Parent/Carer Survey, completed by 33 parents/carers indicated that parents/carers feel a strong sense of belonging at Comleroy Road Public School. 100% of the 33 parents/carers that completed the survey indicated that they agree/strongly agree that they feel welcome and staff are approachable at the school. 91% parents/carers feel they are accepted for who they are, with 83.3% stating they have made an effort to foster belonging at the school.

The Belonging Survey results identified that out of 104 students who completed the survey, 81.7% feel a strong sense of belonging in the community, whilst 70% feel they belong at Comleroy Road Public School. Survey data indicated that 73% of students reported that they feel accepted for who they are, with 75% making an effort to foster a sense of belonging at school.

Staff Belonging Survey results indicated that out of the 12 staff that completed the survey, 100% felt a strong sense of belonging at Comleroy Road Public School. 100% of staff feel accepted for who they are and make an effort to foster belonging across the school. 75% of staff feel a strong sense of belonging within the community.

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.