

2023 Annual Report

Coniston Public School



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Introduction

The Annual Report for 2023 is provided to the community of Coniston Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2023 has been another memorable year at Coniston with our centenary celebrations a particular standout. Over two days we welcomed many members of our school and wider community into our school. As I spoke with many of these visitors, both young and old, it quickly became very clear that our school holds a special place in their hearts and memories. And is that any wonder?

Every visitor that comes through our gates passes comment on the lovely feel of the school and, when they meet our students and staff, they remark on how happy everyone seems. This doesn't just happen though. It takes dedication, creativity, perseverance and teamwork from everyone - students, staff and members of the community.

To the children who show kindness to others without hesitation and try their best at all times, you make every day a pleasure. Be assured that the world will be a better place because of you.

To the parents and carers who organise or join in the many community activities, thank you for all you do to support the students, staff and other families. I particularly thank the Parents & Citizens' Association (P & C) Executive and recognise that they are very well supported by a group of dedicated parents who give freely of their time to benefit all children. It's been lovely to have our community join us throughout the year and we look forward to even more opportunities in 2024.

To the staff who work tirelessly, constantly striving to improve for the benefit of everyone, thank you for all you do to ensure every child is known, valued and cared for in that unique Coniston way.

At Coniston, our school motto 'Friendship' underpins all that we do and 2024 will be no different with a team such as ours.

Thank you everyone for a wonderful year!

Rhonda Morton

Principal

School vision

Coniston Public School inspires and empowers ALL students through high quality and engaging practices so that every student is connected to succeed and thrive.

School context

Coniston Public School is located a short distance from the Wollongong CBD, with easy access to public transport and local amenities. Generous school grounds afford students space to move, learn and play creatively. High learning, social and wellbeing expectations are held for all students.

The school has a culture of inclusion, cooperation, warm friendship and a valued sense of community all of which are symbolised by our motto, 'Friendship'. Harmony plays a significant role in the success of the school with cultural cohesion a showpiece for our wider community.

The school has seven mainstream classes with three special education (Emotional Disturbance) classes in Cedar. Over the coming years, it is expected that enrolments in the mainstream setting will increase due to increasing high-density housing being built within our drawing area.

We have a proud history of academic achievement, acceptance and cooperation amongst our highly diverse student body. Seven per cent of our students identify as Aboriginal. More than 50% of students have a language background other than English and are represented by more than 25 cultural groups.

Dedicated staff use a range of evidence-informed teaching practices to ensure the needs of each individual student are carefully considered. Quality programs are implemented to effectively build on student strengths and cater for identified needs.

Teachers, parents/carers and the community work cooperatively on a range of events and initiatives. A dedicated Parents and Citizens' Association works tirelessly to improve our school by organising a range of events and participating in school improvement.

Each year, staff, students and parents/carers are involved in the school evaluation process that informs our strategic improvement plan.

The school has identified that evidence informed teaching practices, particularly for reading and numeracy, require continual development and consolidation. This is supported by high-impact professional learning and deep analysis of relevant data to inform personalised, explicit and differentiated learning experiences for all students. Our work with individual students is responsive and closely monitored, with targeted support provided to those students who do not demonstrate expected growth on relevant assessment measures. Meeting the needs of all students in our diverse community, including those that have high potential or are gifted, is a high priority.

To continue to build a culture of high expectations and high performance, teachers are provided with ongoing opportunities to collaborate and engage in professional learning with an emphasis on curriculum implementation. All non-teaching staff engage in relevant professional learning to ensure they are highly skilled in their particular area.

In our complex school environment, student wellbeing and community connection are paramount. We continue to implement Positive Behaviour for Learning as part of the Department's Student Behaviour Strategy. This is complemented by additional, evidence-based practices designed to support all our students to connect, succeed and thrive. A range of initiatives, including Ganugan (our permaculture garden) play a major role in building community connection, both within the school and wider community.

Rigorous evaluation measures and practices are embedded in our strategic improvement plan to ensure that the school remains focused on continued improvement and growth to meet the needs of all students within our diverse community.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure our students demonstrate continual improvement in reading and numeracy, we will embed evidence-informed teaching, assessment and data driven practices that are underpinned by high impact professional learning and collaborative practices.

Initiatives

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

- Evidence-informed teaching

Resources allocated to this strategic direction

QTSS release

Summary of progress

Evidence-informed teaching

Kindergarten - Year 2

In 2023, mandatory implementation of the English and Mathematics syllabuses for Kindergarten, Year 1 and Year 2 commenced, although these grades implemented these syllabuses and trialed draft units in 2022. Throughout 2023, teachers continued to maintain a high level of professional learning focusing on evidence-informed teaching and assessment practices, and the use of data to inform next steps in differentiating instruction to respond to individual student need. This was supported by:

- The Assistant Principal, Curriculum and Instruction (AP, C & I) who worked closely with the Kindergarten - Year 2 (K-2) Assistant Principal to analyse data and determine targeted professional learning for both the whole team and individual teachers at their point of need. The AP, C & I participated extensively in professional learning to ensure that the professional learning being delivered was from a research base and reflective of the current pedagogical framework underpinning the new syllabuses.
- targeted professional learning and classroom support provided by an Assistant Principal funded by the Quality Teaching, Successful Students (QTSS) allocation.

Years 3-6

In 2023, teachers of students in Years 3 - 6, implemented the new English and mathematics syllabuses to avoid a gap in the learning of students entering Year 3 who worked with the new syllabuses in Year 2 2022. Teachers participated in extensive professional learning provided by the AP, C & I, the Department, their Assistant Principal and the Assistant Principal employed under the QTSS framework. This professional learning, that also included assessment practices and data analysis, will ensure that all students across the school will receive quality instruction based on the new syllabuses in 2024.

General

Throughout 2023, a substantial number of English and Mathematics resources were purchased to ensure that all students have access to appropriate materials to support their learning. These resources include an extensive range of reading materials and hands-on resources for mathematics. Teachers also accessed resources to support their teaching, including software (e.g. Phonics Hero, Maths Online), supporting programs (Get Reading Right, Fluency slides) and assessment programs, such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Place Value Assessment Tool (PVAT).

A key learning area overview for each grade and scope and sequence documents were prepared by the AP, C & I to ensure all required outcomes are being taught and assessed systematically.

Future directions

The emphasis on consistent use of evidence-informed practices for teaching and assessment will be consolidated in 2024 when all grades will be implementing the English and Mathematics syllabuses. Teachers will deepen their understanding of DIBELS and how to use the data effectively to inform their teaching. The major focus for 2024 will be on

mathematics assessment with all teaching staff participating in Becoming Mathematicians: Big Ideas to Start Strong, a comprehensive and extensive accredited course provided by the Department. This course is designed 'to enrich the leading, teaching and learning of some big ideas and core concepts in mathematics'.

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>In 2023, students will demonstrate growth in numeracy based on internal assessments.</p>	<p><i>Place Value Assessment Tool</i></p> <p>In 2023, the school implemented the Place Value Assessment Tool (PVAT) for students in Year 2-6. The initial purpose for this assessment was to determine its suitability to gauge student attainment and growth. After completing professional learning for administration and data collection and analysis, the PVAT was administered by three learning and support staff to ensure consistency of administration and to reduce the burden on classroom teachers during the trial phase. Discussions held during collaborative teacher sessions indicated a high level of support for the PVAT as a reliable assessment tool to measure growth and so it will continue to be used for annual pre- and post-testing in 2024.</p> <p>During the trial phase, a pre-test was conducted in June with the post-test completed in October. After each administration period, results were discussed at stage based collaborative curriculum and planning days enabling teachers to analyse their class's data, reflect on their practice then modify their programs accordingly. The data also assisted classroom teachers and Learning and Support Team to identify students at risk, then provide additional support and/or intervention as necessary.</p> <p>The results of the post-PVAT indicated that 56% of students achieved above expected level, improving from 44% in June. The percentage of students achieving below expected stage level decreased during this same period from 20.9% to 11.2%. While this data demonstrates overall student growth across the period, the results will be used as baseline data in the next planning cycle to inform school planning and to establish reliable improvement measures.</p> <p><i>Check-in assessment</i></p> <p>Check-in assessment data for Years 3 - 6 is an external data source that provides data for growth as well as comparison to the Statistically Similar Schools Group (SSSG).</p> <p>Students in Years 3 - 6 exceeded the results of the SSSG based on the end of 2023 assessments.</p> <p>Check-in assessment data is measured from the end of one year to the next and therefore students in Years 4 - 6 have their growth measured. In 2023, students in both Year 4 and Year 6 demonstrated growth from their 2022 Year 3 and Year 5 end of year assessments.</p>
<p>In 2023, students will demonstrate growth in reading based on internal assessments.</p>	<p><i>Dynamic Indicators of Basic Early Literacy Skills</i></p> <p>In 2023, the school implemented the Dynamic Indicators of Basic Early Literacy Skills (DIBELs) assessment for all students across the school. DIBELs is a set of procedures and measures for assessing the acquisition of literacy skills. Regular assessments are used to detect risk and monitor the development of early literacy and early reading skills from Kindergarten through Year 8. DIBELs has beginning, middle and end assessments as well as the opportunity for progress monitoring between these times.</p> <p>The initial purpose for this assessment was to determine its suitability to gauge student attainment and growth. After completing professional</p>

<p>In 2023, students will demonstrate growth in reading based on internal assessments.</p>	<p>learning for administration and data collection and analysis, DIBELS was administered by three learning and support staff to ensure consistency of administration and to reduce the burden on classroom teachers during the trial phase.</p> <p>After each assessment, the results were collated by the administration team then shared and discussed at stage based collaborative curriculum and planning days. This enabled teachers to analyse their data, reflect on their teaching practice and modify their programs accordingly. The data also assisted the classroom teachers and the Learning and Support Team to identify students at risk, then provide additional support and/or intervention as necessary.</p> <p>From April to October, the percentage of students requiring strategic and intensive support decreased from 42% to 38%. In this same period, the percentage of students achieving above expected level increased from 24% to 33%.</p> <p>Discussions held during collaborative sessions indicated a high level of support for DIBELS as a reliable assessment tool and so it will continue to be used in 2024.</p> <p>The most significant indicator from this assessment is oral reading fluency as this is a key factor in determining comprehension ability. At present, a variety of fluency programs are used across the school but in 2024 a consistent approach will be used as trialed by our Year 1 class with outstanding results.</p> <p><i>Check-in assessment</i></p> <p>Check-in assessment data for Years 3 - 6 is an external data source that provides data for growth as well as comparison to the statistically similar schools group (SSSG).</p> <p>Students in Years 4, 5 and 6 exceeded the results of SSSG based on the end of 2023 assessments.</p> <p>Check-in assessment data is measured from the end of one year to the next and therefore Year 4 - 6 have their growth measured. In 2023, students in Year 4 and Year 6 demonstrated growth from their Year 3 and Year 5 end of year assessments in 2022.</p>
<p>The following School Excellence Framework Elements are self-assessed at sustaining and growing with some themes nearing excelling or excelling.</p> <p><i>Learning</i></p> <ul style="list-style-type: none"> • Curriculum • Student performance measures <p><i>Teaching</i></p> <ul style="list-style-type: none"> • Effective classroom practice • Data skills and use: Data analysis - excelling • Professional standards: Literacy and numeracy focus - excelling <p><i>Leading</i></p> <ul style="list-style-type: none"> • School resources 	<p>In 2023, NSW Public Schools were given the option to use the School Excellence Framework Version 3 rather than Version 2 for self-assessment.</p> <p>The Executive Leadership Team decided to use Version 3 for self-assessment in 2023 to inform the next planning cycle, particularly as the updated version is mandatory from 2024 for self-assessment purposes.</p> <p>As Version 3 has reworded many themes, it is not possible to directly evaluate the listed elements in 2023.</p>

Purpose

In order for every student, teacher and leader, and our school to improve every year, we will implement evidence-based improvement processes and practices that are sustained over time and that are integrated into the daily work of the school.

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.

- Collective teacher efficacy
- High performance culture

Resources allocated to this strategic direction

English language proficiency
New Arrivals Program
Refugee Student Support
Socio-economic background
Professional learning

Summary of progress

Collective teacher efficacy

Collaborative practice

Throughout 2023, a continued emphasis on building on our already strong collaborative practice occurred. Using the What Works Best evaluation tool, more than 60% of teachers now believe the school exhibits best practice for this measure. This is more than double the 2021 baseline measure.

In 2023, the focus of our five-weekly collaborative planning days was adjusted to accommodate the mandatory introduction of the five hours per term additional teacher release for curriculum implementation for each full-time teacher. (This allocation is also for part-time teachers on a pro-rata basis.) To ensure mandatory requirements were being met and highly effective, the AP, C & I became integral to the collaborative planning days, providing additional professional learning, support with data analysis and program differentiation, and providing resources for teaching and assessment purposes.

To ensure this shift in focus was of value to the teaching staff, a survey of all teachers was undertaken. While teachers appreciated the focus on curriculum as instrumental to improving their teaching practice, many believed that they no longer had as much time to plan for the next teaching cycle. In 2024, this will be addressed with additional collaborative opportunities allocated in our professional learning calendar. Each term, teachers will be provided with three after school professional learning sessions and two one-hour individual sessions with the AP, C & I. The focus of the AP, C & I sessions will be negotiated between the teacher and AP, C & I and may include modelling, observation, coaching, targeted professional learning, data analysis and effective resourcing to support learning.

In addition to our increased allocation of time for collaborative practice, the school's self-assessment using the School Excellence Framework indicates a need to strengthen our performance and development process with regards to feedback. In 2024, all staff will develop their performance and development plan (PDP) using the digital format. Observations of practice will be scheduled rather than incidental and a proforma for observation developed and implemented. This process will also enable teachers to observe best practice in order to further develop their skills in areas of identified need.

High performance culture

Formative assessment

Our two-year formative assessment professional learning, led by a classroom teacher and Assistant Principal, concluded in Term 4 of 2023. Students and teachers were surveyed at the commencement and conclusion of this professional learning cycle.

Student comparative results indicated that:

- teachers are more often telling them what is expected of a task.
- exemplars are being used more often in English and mathematics lessons.
- teachers now asked them what they have learnt more often than before.
- selecting students to respond at random is now used in most lessons.
- teachers often wait three seconds after they asked a question for students to respond and three seconds after that response to allow for elaboration.
- teacher feedback is provided sometimes by most teachers.
- peer-to-peer feedback is occurring more often.
- the whole class responds together more often than before.

Teacher comparative results indicated that:

- they more often tell their students what is expected of a task.
- exemplars are being used more often in English and mathematics lessons.
- they now ask their students what they have learnt more often than before.
- all teachers now select students to respond at random more often than before.
- they often wait three seconds after they asked a question for students to respond but only sometimes wait three seconds after that response to allow for an elaboration.
- the whole class responds together more often than before.
- feedback to students in English and mathematics is given more often than before.
- the use of peer-to-peer feedback as a formative assessment strategy improved although is not often used.

A comparison of student and teacher growth data revealed that teacher feedback and peer-to-peer feedback remain areas for development. Teacher to student feedback, in particular, will be a focus for the next planning cycle. This focus will be well-supported by the assessment tools and data collection and analysis to be embedded across the school in 2024. Teachers also acknowledge that quality feedback is instrumental in developing the cognitive wellbeing of all students as explicit feedback enables the setting of attainable goals.

High potential and gifted education

In the area of high potential and gifted education, two staff members completed a two-day professional learning workshop focusing on evaluating the school's practices. This evaluation indicated that quality and consistent feedback across the school was an area for improvement as well as the systematic identification of students in each of the domains.

The Learning and Support Teacher was provided with additional time resourced from the school's flexible budget to implement two main projects for students. The first of these, Genius Hour, enabled students who attended the 2022 Year 5 High Potential Academically Gifted class to be mentored, guided and extended as they completed personal interest projects.

The second strategy, Tournament of Minds (ToM), encompassed a broader range of abilities and interests resulting in three teams presenting at the regional challenge. One team was awarded one of two 'Spirit of Tournament' awards for their sensitive approach to Australian's First Nations Peoples. An evaluation of ToM by the students, indicated overwhelming support for this to continue in the future. Teacher evaluation recommended fewer students to be involved to improve the quality of support and the development of specific student selection criteria to support the growth and development of each team member.

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
An uplift from the previous year in the student wellbeing measure 'expectations for success'.	The Tell Them from Me measure, 'Expectations for success' remains relatively consistent although a slight decrease from 2022 was recorded.
An uplift from the previous year in the social-emotional measure 'high skills - high challenge'.	Despite a range of strategies being implemented over the past few years, the 'high skills - high challenge' measure has steadily declined. With the implementation of the new English and mathematics syllabuses for all students, the consistent use of evidence-informed assessment practices that provide visual data for students, and the focus on feedback in the next planning cycle, it is anticipated that this measure will improve.
The following School Excellence Framework Elements are self-assessed	In 2023, NSW Public Schools were given the option to use the School Excellence Framework Version 3 rather than Version 2 for self-assessment.

at sustaining and growing with some themes nearing excelling or excelling.

Learning

- Learning culture
- Assessment
- Reporting: Student reports excelling

Teaching

- Professional standards
- Learning and development

Leading

- Educational leadership
- School planning, implementation and reporting

The Executive Leadership Team decided to use Version 3 for self-assessment in 2023 to inform the next planning cycle, particularly as the updated version is mandatory from 2024 for self-assessment purposes.

As Version 3 has reworded many themes, it is not possible to directly evaluate the listed elements in 2023.

Strategic Direction 3: Connect, succeed, thrive

Purpose

For the wellbeing of our students to continually improve, we will further develop our programs and practices, including those that engage members of the school and wider community.

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.

- Student wellbeing
- Community engagement

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Integration funding support

Low level adjustment for disability

6101 Consolidated Fund Carry Forward

Summary of progress

Student wellbeing

After engaging in the external validation process in 2021 where Wellbeing was self-assessed, and supported, as excelling, Coniston Public School has continued to engage in an improvement journey.

Berry Street Education Model

In 2023, our staff participated in a range of professional learning opportunities as a basis for implementation in 2024. A group of teachers who attended Berry St Education Model professional learning, delivered a series of sessions to classroom staff with many of the strategies learnt evident in classrooms across the school. Teachers have access to a variety of techniques and tools from which to select, depending on the needs of their class, small groups of students or individual students.

Wellbeing Framework

Led by the school-funded Assistant Principal, Wellbeing, teachers engaged in a series of workshops to more deeply understand the Wellbeing Framework. Commencing with a mapping exercise for each of the domains (cognitive, emotional, social, physical and spiritual), the professional learning focused on improvement in areas of identified need. While the mapping exercise indicated we are doing well in all areas, it revealed a need to improve in the cognitive, social and physical domains.

In the cognitive domain, differentiation of explicit teaching practice was identified although it was recognised that the school was implementing the new English and mathematics syllabuses at different times due to the Department's implementation timeline. Explicit teaching was directly affected by the lack of resourcing, including units of work, and scope and sequences from the Department for Years 3-6. As these were made available at the end of the year, the school will now focus on embedding explicit teaching practices in both English and mathematics.

This year, our Learning and Support Teacher was funded from school sources for a fifth day, enabling the introduction of Tournament of Minds and Genius Hour (see previous information). This allocation will occur again in 2024 with both programs continuing.

In the social and physical domains, the school introduced a 100 Lap Club that enabled all students to mix across the school whilst either running or walking. One session was conducted during class-time as registered fitness with two sessions conducted before school. Students who achieved milestones in their laps were awarded a certificate at our weekly whole school assembly. Parents/Carers were also invited to participate in the before school session with several taking up this opportunity. In 2024, this activity will be held before school finishes for the day and after our weekly assembly to encourage more members of our community to participate.

In the social domain, students identified through teacher records in our Sentral wellbeing system, were withdrawn once per week to engage in explicit opportunities to develop their social skills.

In some cases, external providers provided additional support to educators so that skills could be more tailored to the identified needs of the students. The Got it! program was of particular importance in this area with parent/carer involvement a key feature.

In the physical domain, all classroom staff participated in professional learning for Fundamental Movement Skills (FMS). While these have been embedded into teaching practice with varying levels of consistency, the lack of sporting equipment was the major prohibiting factor. Over \$6000 worth of sporting equipment was purchased to support the teaching and learning of FMS to enable greater consistency in 2024. The Department's Sport and Physical Activity Policy will be reviewed in 2024, with school-based procedures developed and implemented to ensure Policy requirements are being met.

Aboriginal Education

Our Year 6 students engaged in an Aboriginal Cultural Program that included a leadership excursion to Killalea State Recreation Park for workshops run by Gumaara and weekly lessons / workshops. This latter component proved unsuccessful and will not continue in 2024, however, the focus will shift to ensuring the perspectives of our First Nations Peoples are embedded across the curriculum. NAIDOC Week and Reconciliation Week were both recognised with either explicit classroom learning experiences or whole school activities.

Community engagement

In July 2023, Coniston Public School celebrated its centenary with community events held over two days. While the organising committee comprised mainly staff, members of the school and wider community provided memorabilia, reflections and photos for our booklet and impressive display. The centenary has served to reignite our community with an increase in parents/carers attending school events and P & C meetings.

Since 2021, the school has sought and implemented an array of opportunities to re-engage the parent/carer community in the life of the school. While parents/carers are increasingly attending a range of events, they are not as willing to engage in activities directly related to learning, other than parent/carer / teacher interviews. With a view to improving our partnerships with parents/carers, the school will offer 'learning' sessions for parents/carers in relation to the English and mathematics syllabuses and wellbeing, throughout the year.

Aboriginal Community Engagement

Our Reconciliation Action Plan (RAP) was developed throughout the year by a small team of staff in consultation with students, family members and staff. While only a small number of parents/carers attended their planning session, their input was invaluable and included in the RAP. Increasingly, fewer parents/carers are attending the school to develop their child's Personalised Learning Pathway (PLP) with their child and their child's teacher. A similar result is occurring for those PLPs that are sent home with the child for completion before the child and their teacher meet. In 2024, the Aboriginal Education Team will explore other options for the completion of PLPs.

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
An uplift in the percentage of the overall student wellbeing measure to be above the system negotiated lower bound target.	The percentage of students indicating a positive sense of belonging and advocacy at school both increased from 2022 while expectations for success slightly declined. Together, these three measures are used by the Department to determine the overall wellbeing measure, with a slight decline indicated from 2022 to 2023.
An uplift in the percentage of students attending greater than 90% of the time compared to the previous year.	In 2023, the school experienced a significant uplift in the percentage of students attending $\geq 90\%$ of the time from 39.6% in 2022 to 60.2%. This uplift is attributed to: <ul style="list-style-type: none"> • the school-funded position of Assistant Principal, Wellbeing to oversee attendance records and work with families of students at risk as needed. On occasion, this included the involvement of the Home School Liaison Officer. • a reduction in the number of COVID-19 cases. • a general reduction in illnesses. • fewer students travelling overseas to visit family. • consistent application of the school's attendance procedures developed for implementation in 2023, including the use of absence SMS messages to

<p>An uplift in the percentage of students attending greater than 90% of the time compared to the previous year.</p>	<p>parents/carers and parent/carer follow-up by the Assistant Principal, Wellbeing.</p> <ul style="list-style-type: none"> attendance data per grade being displayed as a graph in the fortnightly newsletter along with celebration of results and information for parents/carers from Attendance Matters. <p>In 2024, the Department's focus will be on attendance rates rather than the current measure. The attendance rate for 2023 (89.8%) is higher than that recorded in 2022 (87%), placing the school in a positive position for continued improvement.</p>
<p>The following School Excellence Framework Elements are self-assessed at nearing excelling or excelling:</p> <p><i>Learning</i></p> <ul style="list-style-type: none"> Learning culture Wellbeing <p><i>Teaching</i></p> <ul style="list-style-type: none"> Effective classroom practice <p><i>Leading</i></p> <ul style="list-style-type: none"> Educational leadership Management practices and processes 	<p>In 2023, NSW Public Schools were given the option to use the School Excellence Framework Version 3 rather than Version 2 for self-assessment.</p> <p>The Executive Leadership Team decided to use Version 3 for self-assessment in 2023 to inform the next planning cycle, particularly as the updated version is mandatory from 2024 for self-assessment purposes.</p> <p>As Version 3 has reworded many themes, it is not possible to directly evaluate the listed elements in 2023.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,339.86</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Collective teacher efficacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support and administration. <p>The allocation of this funding has resulted in the following impact:</p> <p>* the partial funding of a non-teaching Assistant Principal to provide shoulder-to shoulder support for classroom teachers, coordinate programs, monitor student growth, provide parents/carers with support to understand student reports, and organise interpreters for parent/carer meetings.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* a continuation of the same practices and processes implemented in 2023 with allocated funds used to employ a dedicated teacher for this purpose.</p>
<p>New Arrivals Program</p> <p>\$29,740.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Coniston 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"> • Collective teacher efficacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact:</p> <p>* a teacher being employed to provide intensive support to students approved for new arrival funding support. All students progressed on the English as an Additional Language / Dialect scale as a result of this intervention.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>This funding source is an annual allocation based on application made early in the school year and may not apply in 2024.</p>
<p>Integration funding support</p> <p>\$70,705.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coniston 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"> • Student wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact:</p> <p>* school learning support officers employed to work in the classroom with</p>

<p>Integration funding support</p> <p>\$70,705.00</p>	<p>students entitled to integration funding support. Playground support was also provided.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * the continued allocation of integration funding support funds to support students approved to receive this funding. Support will be provided in the classroom and playground, depending on the needs of the individual student and in accordance with their individual learning plan.
<p>Socio-economic background</p> <p>\$82,928.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coniston 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"> • Collective teacher efficacy • High performance culture • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through regular collaborative planning / professional learning days to support student learning. • resourcing to increase equitability of resources and services. • providing financial assistance to students requiring economic support to purchase educational materials, uniforms and activities. • supplementation of extra-curricular activities. • additional staffing to implement targeted literacy and numeracy programs to support identified students with additional needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * teachers being provided with additional release to collaborate to prepare and analyse assessment data to inform teaching and learning programs. * the purchase of resources, including software programs, with an emphasis on literacy and numeracy. * engagement of additional staff as part of the school's intensive learning support program. * purchase of licences to support communication practices. * financial assistance to students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * ongoing additional release for teachers to collaborate to prepare and analyse assessment data to inform teaching and learning programs. * continued purchasing of resources to support literacy and numeracy teaching and learning. * to purchase software licences to support communication practices. * to purchase classroom resources, such as, stationery and headphones for all students. * the provision of financial assistance to students, including uniforms and excursions / incursions. * partial or complete funding of whole-school programs to ensure equity and inclusivity.
<p>Aboriginal background</p> <p>\$15,013.80</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coniston 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"> • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$15,013.80</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. • employment of additional staff to organise and coordinate Aboriginal cultural awareness programs for all students. <p>The allocation of this funding has resulted in the following impact:</p> <p>* the partial engagement of a teacher to coordinate and implement learning activities and special events, monitor student growth and liaise with parents/carers regarding their child's personal learning pathway.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* the continuation of the current model in 2024 with allocated funds used to employ a dedicated teacher for this purpose.</p>
<p>English language proficiency</p> <p>\$30,087.05</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coniston 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"> • Collective teacher efficacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives, including intensive support for students identified in beginning and emerging phase. • provide EAL/D Progression levelling information to teachers for teaching and reporting purposes. <p>The allocation of this funding has resulted in the following impact:</p> <p>* the engagement of a staff member to oversee the English as an Additional Language / Dialect program. Roles for this staff member include: shoulder to shoulder support in the classroom for teachers, provision of targeted professional learning, and oversight of required accountabilities and community liaison, such as, engaging interpreters.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* the allocation of a part-time teacher for targeted and intensive support to students requiring additional learning experiences beyond those in the classroom.</p> <p>* a continuation of the same practices and processes implemented in 2023 with allocated funds used to employ a dedicated teacher for this purpose.</p>
<p>Low level adjustment for disability</p> <p>\$119,525.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Coniston 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"> • Student wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs). <p>The allocation of this funding has resulted in the following impact:</p> <p>* the allocation of a Learning and Support Teacher four days per week from the school's staffing entitlement. This teacher supports both students in the classroom and teachers by modelling teaching strategies and sourcing high-impact professional learning to enable teachers to meet the needs of individual students who require additional support with their learning and/or wellbeing.</p> <p>* the engagement of two SLSOs for 10.5 hours per week from the flexible</p>

<p>Low level adjustment for disability</p> <p>\$119,525.61</p>	<p>component of this allocation to provide additional support to students with additional needs as identified by the Learning and Support Team.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * the employment of a teacher four days per week (increased entitlement) as Learning and Support Teacher to work directly with students identified as requiring additional support in literacy and/or numeracy. This teacher will also be a member of the Learning and Support Team, liaising with staff and families and allocating resources. * the engagement of SLSOs to support specific students with additional needs. Students allocated for support will be determined by the Learning and Support Team based on identified need and/or referral.
<p>Professional learning</p> <p>\$23,833.10</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 Coniston 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"> • Collective teacher efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • delivery of high impact and high quality professional learning, including: * Curriculum reform - extensive professional learning for all K-2 teachers / Assistant Principals throughout the year as well as relevant professional learning for Years 3-6 teaching staff. * Synthetics Phonics (English) - Years 3-6 teaching staff. * Collaborative planning days. * Formative Assessment. * Wellbeing: mapping, Berry St Education Model; Zones of Regulation. * Inclusive, Respectful and Engaging Schools suite of policies. * Administration staff: finance, software management. * Mandatory training, including Aboriginal Cultural Education, Code of Conduct, Child Protection, CPR / Anaphylaxis, Fraud and Corruption, and Cyber Essentials. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * The implementation of targeted high impact professional learning, supported by appropriate resources, has enabled teachers to meet the needs of students in English, mathematics and wellbeing, in particular. * The implementation of targeted high impact professional learning, supported by appropriate resources, has enabled school support staff to carry out their roles efficiently and effectively. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * embedding collaborative planning days in the school plan for 2024 with all teachers being released twice per term for this purpose. Teachers will also be provided with an additional three professional learning sessions each term as well as two one-hour individual sessions with the AP, C & I. * participation by all teaching staff in Becoming Mathematicians: Big Ideas for a Strong Start to support the implementation of the mathematics syllabuses across the school.
<p>QTSS release</p> <p>\$46,400.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coniston Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • an Assistant Principal to support classroom programs, including formative

<p>QTSS release</p> <p>\$46,400.26</p>	<p>assessment practices and observation (partial funding).</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * additional Assistant Principal support to teachers to implement high impact professional learning in their teaching and learning programs, and mentor teachers for a range of purposes, including collecting and analysing data, and meeting the wellbeing needs of individual students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to partially fund a non-teaching Assistant Principal to support syllabus implementation, complete data analysis, and undertake observations, coaching and mentoring as part of the performance and development framework.
<p>COVID ILSP</p> <p>\$65,610.15</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. <p>The allocation of this funding has resulted in the following impact:</p> <p>Overview of activities partially or fully funded with this funding include:</p> <ul style="list-style-type: none"> * employment of educators to deliver small group tuition * releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups * providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The majority of the students in the program achieved significant progress towards their personal learning goals:</p> <ul style="list-style-type: none"> * 100% of targeted students in Early Stage 1 (Kindergarten) made growth in phonics assessment and phonological awareness assessment. * 98% of students in Year 3 target group made growth in their reading fluency and comprehension. * 100% of students in Year 4 target group made growth in their phonics and spelling assessment. * 100% of students in Year 6 target group made growth in their reading fluency and accuracy. <p>After evaluation, the next steps to support our students will be:</p> <p>This funding source will not be available in 2024.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	112	111	109	109
Girls	86	87	90	86

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.0	91.7	87.7	90.2
1	89.8	92.1	83.3	88.2
2	90.0	90.8	86.9	90.1
3	84.4	90.6	86.5	87.5
4	87.0	89.9	87.0	87.2
5	89.8	92.2	83.5	89.6
6	88.4	90.5	86.9	87.9
All Years	88.9	91.0	85.9	88.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	8.28
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Counsellor	0.6
School Administration and Support Staff	4.97

*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	109,199.03
Revenue	3,231,949.75
Appropriation	3,165,882.13
Sale of Goods and Services	6,773.56
Grants and contributions	55,385.70
Investment income	3,808.36
Other revenue	100.00
Expenses	-3,291,132.54
Employee related	-2,980,126.15
Operating expenses	-311,006.39
Surplus / deficit for the year	-59,182.79
Closing Balance	50,016.24

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	75,045
Equity Total	247,555
Equity - Aboriginal	15,014
Equity - Socio-economic	82,928
Equity - Language	30,087
Equity - Disability	119,526
Base Total	2,191,672
Base - Per Capita	56,492
Base - Location	0
Base - Other	2,135,180
Other Total	512,584
Grand Total	3,026,856

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

Each year, our students, staff members and parents/carers are surveyed to determine their level of satisfaction with the school.

Students in Years 2-6 and staff were provided with a link to an online survey. The survey has two statements from which to choose:

1. More satisfied than dissatisfied.
2. More dissatisfied than satisfied.

Students in Kindergarten, Year 1 and Cedar completed a paper survey with the statement, 'Most of the time I am happy at school'. They respond by selecting the appropriate emoji - smiling, neutral or sad.

All respondents had the opportunity to provide 'two stars and a wish', reflecting one of the formative assessment techniques for providing feedback.

Analysis of the survey was undertaken by both the Executive Leadership Team and Student Leadership Team. Teaching staff viewed the responses and had the opportunity to provide input and/or feedback to assist with school planning for the following cycle / year.

Student Satisfaction

One hundred and eighty-one students completed the survey with 91% more satisfied than dissatisfied. This is similar to the 2022 result.

'Stars' included:

- teachers provide engaging, interesting and 'fun' lessons with mathematics, art, drama, library, technology and fitness / sport all specifically mentioned.
- provision of resources (e.g. Chromebooks, headphones and stationery) for all students to ensure equitable access.
- a range of activities, including excursions, Ganugan gardening, Tournament of Minds, SRC events and reward days.
- positive connections between staff and students due to many staff engaging in activities with children and staff being welcoming and kind.

'Wishes' included:

- a canteen. Due to lack of volunteers and a previously unsuccessful tender process, the P & C, in 2024, will hold special meal days throughout the year as an alternative to a canteen.
- the installation of fixed playground equipment. (The P & C have already commenced seeking opportunities for grants for this purpose as school budgets do not extend to this level.)

There was no theme amongst the students who expressed dissatisfaction.

Parent/Carer Satisfaction

The parent/carers survey was an online survey with the link provided through the newsletter and Enews. In 2023, no parents/carers responded to the survey. This is consistent with recent years.

The P & C continues to be a valuable forum for parents/carers to highlight their 'stars' and express their 'wishes' with it being mentioned that parents/carers are satisfied with the school so don't feel the need to respond to the survey. One parent commented that 'the environment created by the principal and staff is so supportive, fun and nurturing' that their child 'never wants to miss a day'.

Staff Satisfaction

Seventeen staff members responded to the survey with all respondents more satisfied than dissatisfied.

'Stars' included:

- high levels of collegiality, collaboration and professional learning, particularly with the implementation of the K-2 English and Mathematics syllabuses.
- continued emphasis on student and staff wellbeing as a result of a supportive culture where staff value and include others.
- provision of extensive resources to support teaching and wellbeing, including facilities maintenance.
- provision of extra-curricular opportunities.

'Wishes' included:

- assessment of, and additional resourcing for, mathematics, recognising that the new 3-6 syllabus will be implemented in 2024. (The purchase of resources has already taken place.)

- a revision of consequences for inappropriate student behaviour to ensure they align with the new policy, including providing feedback to staff.

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.