



# 2023 Annual Report

Cooranbong Public School

# COORANBONG

# P.S.



1635

# Introduction

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

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## Message from the principal

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I thank all of the staff at Cooranbong Public School for their enthusiasm and commitment in striving to increase the educational outcomes of all students. The collaboration with the school community ensured that the school would continue with the achievements of 2023 into the future.

James Myers

## Message from the school community

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Over the last 12 months, the P&C at Cooranbong Public School has thrived and grown. The P&C is a profitable and positive part of the school. Over the last 12 months the P&C has held many events, welcomed new members, and continued to open and operate the canteen and uniform shop. We are also proud to say we were able to get our charity status reinstated. Being a part of the P&C enables us to stay connected to the school and be more involved in some of the processes and decision-making. This is an area we are proud to say has continued to develop and strengthen over the last 12 months. We value how included our executive team makes the P&C feel and how every teacher and staff member is open to our ideas and suggestions. We appreciate that we can work side by side to better our beautiful school. Over the last 12 months, we have had the pleasure of donating money back to the school to help with the cola and playground upgrades.

We have watched as the school has grown and grown. We have seen the school make upgrades, and improvements and push to make the grounds, classrooms, and environment pleasing for our students. There is still a lot the teachers and P&C would like to improve such as upgrades to buildings, getting our library building repaired, and getting a new hall. The teachers and staff at Cooranbong Public School are like no other, they are focused on doing everything possible to better our school and support our students. As a P&C we are proud to work alongside them. We look forward to working together over the next 12 months.

**Lyndall Morgan-Harding**

**President**

**Cooranbong PS P&C**

## Message from the students

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**Student comments:**

At Cooranbong Public School we have amazing kind and helpful staff. Our teachers always make changes to lessons and our work, so it matches our level. The school also provides places where we can go to relax and enjoy. There is our breakfast club for those who haven't had any in the morning. Our school has lots of leadership positions like Environment leaders, sports leaders, and school leaders. We have opportunities to participate in sports activities like gala days and sporting teams. The school provides lots of equipment to practice with, this is why our school is amazing. There are so many good things about our school people should come and visit us to what a wonderful school we have.

### **School Leader Rubi Rhodes**

At Cooranbong Public School we have many great things. One is the staff as they are kind, helpful and very organised. At our school, we have lots of activities for our students to do. This included clubs, sports, gardening, and fun days. We have a great reward system using Clancys you can earn. When you do something kind or do a great job you can get a Clancy. We have new equipment in our equipment area, a cubby house cafe, and a train station. Students love playing in our sandpit and playing sports at break times. These are some of the other things we do at our school: excursions, mufti days, mini fete. I recommend Cooranbong Public School and I am sad to be leaving the school at the end of the year. The school is amazing.

### **School Leader Annabelle Grunsell**

## School vision

At Cooranbong Public School, our goal is to prepare young people for rewarding lives as engaged members of society. The focus is on student wellbeing, student academic growth and social success. The partnership between teachers, parents and carers, and students ensures the ongoing development of high expectations and a positive environment where every child is known, valued and cared for.

## School context

Cooranbong Public School is situated in a semi-rural setting on the western shores of Lake Macquarie. It has a current enrolment of 275 students with 47 of them identifying as having an Aboriginal or Torres Strait Islander background. The school has 12 classes from Kindergarten to Year six, including a multi-categorical support class. The school's Family Occupation and Educational Index (FOEI) value is 116, compared with the NSW average of 100, which indicates a slightly higher disadvantage than average. The school has received equity funding for Aboriginal students and low socio-economic status.

All staff are committed to continuous, sustainable school improvement, with a focus on professional development and student wellbeing, within a framework of high expectations. The school has strong and genuine partnerships with both its school and business communities. Cooranbong Public School is part of the Western Shores Learning Alliance where collegial practices among the seven alliance schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning.

Professional Development will take place to further develop the skills of staff in delivering quality assessment tasks and data collection to gain greater consistency of judgment across the school. As a result, programs will be developed and delivered responsive to the needs of the students, and targeted support given when growth is not evident.

The data collected will determine the areas of success and need, and the involvement of the whole school community is essential for success and growth at Cooranbong Public School.

The school is working towards being a **Positive Education School** using the **PERMAH** model (Positive Emotions; Engagement; Relationships; Meaning; Achievement; Health) to help support the whole community. The aim is to support students and staff to thrive and be the best possible self they can be.

The school has completed a comprehensive situational analysis that has identified three areas of focus for the School Improvement Plan:

### **Strategic Direction 1 Student Attainment and Growth**

A focus on numeracy and literacy, within the context of the new curriculums, to increase student outcomes.

### **Strategic Direction 2 Wellbeing**

A focus on student engagement, a planned approach to wellbeing, and an increase in community engagement.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies and embedded evaluative practice.

### Initiatives

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

- Reading
- Numeracy

### Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Socio-economic background

Low level adjustment for disability

### Summary of progress

There was growth in reading across all grades. The "Guided Support" initiative, small group instruction through the COVID intervention, and the introduction of the APC&I position were contributing factors to this growth in reading and numeracy.

Teachers used data more to inform their practice and decision-making when planning for individual students. Adjustments have been planned and implemented into teaching programs for those students with assessed needs.

The school will continue to work on progress towards these initiatives of reading and numeracy, with a focus on rich tasks and differentiation in all classrooms, ensuring that all students are catered for academically.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Sustaining and Growing</b> in the theme ' <i>Data use in teaching</i> ' within the element ' <b>Data skills and Use</b> '.	Self-assessment against the School Excellence Framework showed the school performed at sustaining and growing in the element of data skills and use.
85% of Early Stage 1 students will be fluent in Level Stage 4 plus in the Little Learners Love Literacy Decodables.	20/27 (75%) of Early Stage 1 students were fluent in Stage 4 plus using the Little Learners Love Literacy decodables in 2023.
All students in Year 4 and Year 6 demonstrate progress in the percentage of questions answered correctly, between Term 2 and Term 4 Check In Assessment in the area of Reading.	The Check-in Assessment mean scale score indicated the percentage of students achieving growth in reading increased by 10.0% for Year 6 and 15.6% for Year 4.
All students in Year 4 and Year 6 demonstrate progress in the percentage of questions answered correctly, between Term 2 and Term 4 Check In Assessment in the area of Numeracy.	The Check-in Assessment mean scale score indicated the percentage of students that achieved growth in numeracy increased by 10.6% for Year 4 and 10.4% for Year 6.

## Strategic Direction 2: Wholistic Wellbeing

### Purpose

CPS develops strategic and planned approach to develop whole school wholistic wellbeing including wellbeing, attendance and community involvement processes that support the wellbeing of all students, staff and wider school community so they can connect, succeed, thrive and learn.

### Initiatives

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

- Whole School Wellbeing
- Aboriginal Education
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background**

**Low level adjustment for disability**

**Professional learning**

**Per capita**

**Aboriginal background**

**AP Curriculum & Instruction**

### Summary of progress

The full introduction of Life Skills Go into the school has greatly increased the social and emotional learning in each classroom. The Seasons for Growth program ran in Term 4. The school continued applying the principles of Positive Behaviour for Learning (PBL). The school also continued on the pathway to being a Positive Education School.

The position of Assistant Principal Wellbeing as an off-class position has supported the wellbeing of students and assisted staff with many of our problematic students. This position had attendance as a priority and the school's attendance rate of 89% was higher than the State average.

There was a high priority on Aboriginal Education with SLSO (School Learning and Support Officer) time and COVID small group intervention targeted students with assessed needs. The school, for the first time, set up a junior AECG which gave voice to senior First Nations students.

The school will continue to focus on the attendance of all students to remain above the State average. The social and emotional learning of all students will continue to be a focus in all classrooms to ensure all students are known, valued and cared for. The junior AECG will continue to meet regularly and be represented in the student voice of our school.

### 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
Uplift of students attending > 95% of the time trending towards lower bound target.	The number of students who attended greater than 90% of the time or more increased by 3%.
<b>Increase in positive responses on student TTFM:</b>  * TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 85%.	Tell Them From Me data indicated 69% of students reported a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<b>Sustaining &amp; Growing</b> in theme -	Self-assessment against the School Excellence Framework showed the

<p>classroom management of SEF domain of <b>Effective Classroom Practice</b></p> <p><b>Sustaining &amp; Growing</b> in theme - behaviour of SEF domain of <b>Wellbeing</b></p> <p><b>Sustaining &amp; Growing</b> in theme - planned approach of SEF domain <b>Wellbeing</b></p> <p><b>Sustaining &amp; Growing</b> in theme - attendance of SEF domain <b>Learning Culture</b></p>	<p>school performing at sustaining and growing:</p> <ul style="list-style-type: none"> <li>* in the element of effective classroom practice</li> <li>* in the theme Behaviour of element Wellbeing</li> <li>* in the theme Planned Approach of element Wellbeing</li> <li>*in the theme of Attendance of element Learning Culture</li> </ul>
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### 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.

- Engagement & Communication
- Capacity Building

### Resources allocated to this strategic direction

**Socio-economic background**

**Aboriginal background**

**AP Curriculum & Instruction**

**Per capita**

### Summary of progress

There has been an increase in community engagement post-COVID. This was a positive trend with more families keen to be involved with the school in various activities including sports coaching, classroom helpers, and volunteers for the P&C. There was greater use of social media platforms with the Facebook page having been very popular and SeeSaw having been an effective communication tool between class teacher and families. The Tell Them For Me parent survey reported that text and social were very useful as communication tools.

The capacity-building sessions were not held in 2023 because dates and times were not available for presenters. There is an expressed need in the community, which will be explored in 2024.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase in the numbers of parents/carers completing the TTFM each year to be higher than the previous year.	There was an increase in the number of parents having completed the Tell Them From Me ( TTFM) survey. In 2021, 39 completed the survey, this increased to 114 in 2022 then 116 parents completed the survey in 2023.
Increase in the numbers of parents, carers community actively involved in school activities: <ul style="list-style-type: none"> <li>• classroom helpers</li> <li>• extra curricula activities</li> <li>• school organised events, carnivals, fun days.</li> </ul> Attendance register & exit slips completed for evaluation.	Attendance registers and exit slips revealed :-  There was an increase in classroom helper numbers  There were parents who were involved in coaching the girls soccer and net ball teams  There was an increase in parent helpers at the swimming and athletic carnivals
Excelling in Theme - <b>Parent engagement</b> of Reporting domain  Excelling in theme - <b>community satisfaction</b> of Management Practices & Processes domain  Excelling in theme - <b>community engagement</b> of Educational Leadership domain	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework showed the school performed at Excelling in the Theme - Parent Engagement element of Reporting domain.</li> <li>• Self-assessment against the School Excellence Framework showed the school performed at Excelling in the Theme - Community satisfaction of Management Practices &amp; Processes domain.</li> <li>• Self-assessment against the School Excellence Framework showed the school performed at Sustaining and Growing in the Theme - Community Engagement of Education Leadership domain.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Cooranbong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Deployed staff to support students who attract funding.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been supported to access the curriculum at their level, increase their social skills development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue what has been put into place to support the students and identify any additional professional learning needs to meet the needs of identified students.</p>
<p>Socio-economic background</p> <p>\$184,756.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cooranbong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Whole School Wellbeing</li> <li>• Engagement &amp; Communication</li> <li>• Capacity Building</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support literacy and numeracy initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were supported through High Impact Professional Learning (HIPL), staffing such as SLSO, and resources to achieve in all areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use this funding to support the resourcing of students and families to ensure equitable access to learning.</p>
<p>Aboriginal background</p> <p>\$67,354.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cooranbong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement &amp; Communication</li> <li>• Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of an SLSO to work with all Aboriginal students to work on PLP goals.</li> </ul>

<p>Aboriginal background</p> <p>\$67,354.82</p>	<ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Fund staff to attend cultural professional learning to support students.</li> <li>• Support our Intervention staff, ensuring that our Aboriginal students are included in the intervention.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students reported they felt known, valued and cared for, worked through and achieved their PLP goals, having been supported in literacy and numeracy, and their attendance remained at a level better than the school's non-Aboriginal student population.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use staff and resources to support Aboriginal students to connect, succeed, thrive and learn so that they have the potential to achieve at the same rate as their peers.</p>
<p>English language proficiency</p> <p>\$3,357.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cooranbong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding of resources which supported students in classrooms, academically, socially and enhanced their sense of belonging.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use this funding to support students to be able to communicate to build effective, social relationships and also access the curriculum alongside their peers.</p>
<p>Low level adjustment for disability</p> <p>\$157,540.26</p>	<p>Low level adjustment for disability equity loading provides support for students at Cooranbong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> <li>• Whole School Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Funding of our AP Wellbeing off class to support our students.</li> <li>• Funding of resources to support our literacy and numeracy initiatives such as Essential Assessment.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staff have been deployed. All teaching staff have been supported through the allocation of an AP Wellbeing off class, resourced to support the school's literacy and numeracy initiatives and through planning days which enabled collaborative analysis of data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use this funding to support our staff and students and monitor and evaluate the effectiveness of the support mechanisms in place.</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>\$23,602.61</p>	<p>Professional Learning for Teachers and School Staff Policy at Cooranbong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Fund our AP Wellbeing off class to support our students and staff</li> <li>• Support staff to attend PL to build their knowledge of our SEL programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff and students were supported through the AP Wellbeing off class. High Impact Professional Learning supported staff to build confidence and competence to support the new curriculum and Social Emotional Learning (SEL) programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use these funds to identify and support the professional learning needs of staff so every staff member is continually improving their practice.</p>
<p>QTSS release</p> <p>\$58,000.32</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cooranbong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All teaching staff were supported through planning days, data talks and lesson observations to strengthen teaching practice so that all staff continually developed their skills and student outcomes improved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support teacher development through mentoring and coaching to build upon high quality teaching practices.</p>
<p>COVID ILSP</p> <p>\$104,429.90</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Delivery of intensive small group tuition for identified students in literacy and numeracy, which supported student growth.</p>

COVID ILSP

\$104,429.90

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

The program will not be continuing, however the school will continue to support identified students through small group tuition.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	120	127	130	136
Girls	130	136	145	138

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.9	91.6	86.0	91.5
1	94.0	93.6	85.1	90.0
2	93.6	92.9	85.3	89.3
3	89.8	94.1	86.1	91.5
4	93.5	91.3	86.5	91.1
5	93.3	91.0	81.9	88.3
6	94.4	88.2	81.5	88.0
All Years	93.1	91.9	85.0	89.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

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

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

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

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

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

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

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

## Management of non-attendance

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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)	4.2
Classroom Teacher(s)	10.84
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	3.52

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	387,472.49
<b>Revenue</b>	3,881,847.99
Appropriation	3,783,008.79
Sale of Goods and Services	5,636.09
Grants and contributions	88,591.27
Investment income	4,611.84
<b>Expenses</b>	-3,876,650.67
Employee related	-3,558,733.49
Operating expenses	-317,917.18
<b>Surplus / deficit for the year</b>	5,197.32
<b>Closing Balance</b>	392,669.81

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	381,247
<b>Equity Total</b>	413,009
Equity - Aboriginal	67,355
Equity - Socio-economic	184,756
Equity - Language	3,358
Equity - Disability	157,540
<b>Base Total</b>	2,413,951
Base - Per Capita	73,138
Base - Location	0
Base - Other	2,340,813
<b>Other Total</b>	329,408
<b>Grand Total</b>	3,537,615

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## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Tell Them For Me Survey

### Teacher

The Tell Them From Me teacher survey showed there has been an improvement from 2022 in staff responses in the areas of overcoming obstacles to learning from 7.6 to 7.7 and learning culture from 7.8 to 8.0. In these areas, the school met or was above the state average response. The school remained above the state average in the areas of collaboration, planned learning opportunities, and quality feedback. 92% of staff reported that the school was doing a good job at curriculum implementation and 92% reported a sense of belonging at the school.

### Parent

A total of 168 parents completed the 2023 TTFM survey, an increase of 42 surveys from 2022. (122 Surveys in 2022). Promotion to the community of the importance of TTFM for the school was established by the executive team through various communication channels. A mean score of 7.9 was achieved for "two-way communication" where parents advised they felt welcomed, which remained above the state average. School supporting positive behaviour remained at a mean score of 7.9, continuing to be above the state average. The survey responses had parents indicating they felt welcome with a mean score of 7.9 and the school supported learning at a mean score of 7.9. Overall, 88% of respondents said that they would recommend the school and 87% said the school was a culturally safe place for all students.

### Student

83% of students agreed that there were positive behaviours demonstrated at the school, being equal to the department's score. Student sense of belonging decreased by 8%, however, students rated positive teacher student relations high, at 8.0. Students saw improvement in behaviour at school. Most Aboriginal students felt good about their culture and thought teachers understood it. The school will continue with the social and emotional learning programs next year.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.