

2023 Annual Report

Corrimal Public School



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Introduction

The Annual Report for 2023 is provided to the community of Corrimal 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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Corrimal Public School

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School vision

At Corrimal Public School, we work collaboratively to ignite confident and resilient learners, keeping students at the centre of all decisions. All staff are leaders, who ensure that evidence-based teaching and aspirational learning is delivered in a creative and curious environment. We embrace community connections in a positive and cohesive manner with the imperative that every student, staff and leader are challenged to improve.

School context

Corrimal Public School is located in the northern suburbs of Wollongong, between the escarpment and the ocean. Established in 1889, the school has a proud history of being central to its community, enrolling many children who are second or third generation students of our school. Our school culture is inclusive, connected and collaborative with students, staff, parents and the community working together to achieve individual potential and school-wide excellence. Our students represent a range of socio-economic backgrounds, and the school has an active Parents and Citizens Association.

Priority areas and focussed initiatives across three strategic directions include:

Strategic Direction 1: Student growth and attainment

Strategic Direction 2: Lifelong learners

Strategic Direction 3: Building culture and connections

The school provides quality high quality education, enrichment and extra-curricular activities. Focused areas for improvement include explicit, differentiated teaching informed by student need. Teachers and support staff will continue to refine and reflect on their professional development with teachers being leaders of learning, working collaboratively to drive our school culture. High impact professional learning will increase evidence-based teaching practice with a focus on strong content knowledge. Strengthening assessment practice and data skills and use will enhance the monitoring of all student progress and ensure early intervention and extension, where needed.

We will continue to create and refine our systems to support connection to our parents and the community. Student leadership and ownership of learning will continue to be promoted and researched through agency and voice opportunities. Embedding learner dispositions for students and staff is an important part of this work. Literacy and numeracy will continue to be at the core of our curriculum, maximising student performance and high expectations. We will focus strongly on maintaining and fostering our school as a learning community which values interaction between, and contribution from students, parents, teachers and the wider 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To achieve student growth and improvement in reading and numeracy with evidence-based curriculum planning, explicit teaching and a consistent approach to assessment data-driven 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.

- Literacy and Numeracy

Resources allocated to this strategic direction

New Arrivals Program

English language proficiency

Low level adjustment for disability

Socio-economic background

Summary of progress

The focus for 2023 was on implementing evidence-based teaching strategies in literacy. The school's Assistant Principal Curriculum and Instruction (APC&I) led professional learning in The Science of Reading and how this aligns with the new English syllabus. All staff received in-class support and one-on-one coaching to implement explicit lessons in phonics, spelling and vocabulary. In Term 3, staff trialled the DIBELS reading assessment which will be used in 2024 to track reading achievement and inform individual reading goals. Staff collaboratively wrote engaging teaching and learning programs for literacy and implemented these in Term 4, utilising their knowledge of the new English syllabus and evidence-based reading instruction.

As a result of this learning, daily phonics and spelling lessons occur in all classrooms, with teachers regularly and explicitly teaching vocabulary as evidenced through observations made by the APCI and Assistant Principals. Student learning data in phonics, spelling and vocabulary is regularly collected and evaluated in order to inform new directions. Student voice reflects an increase in 'word consciousness' throughout the school. Teachers report higher levels of student engagement in literacy sessions and increased confidence to plan lessons that are data and evidence informed. In Term 4, Year 4 reading Check-in Assessment data exceeded state and statistically similar school group levels of achievement. Although reading Check-in Assessment data for Years 3 and 5 didn't show a similar significant shift in overall reading growth, it is expected that staff knowledge and understanding in best-practice literacy instruction will translate into growth in student proficiencies in 2024.

Next year in literacy, the school's goal is to consolidate learning in 'The Science of Learning' and to begin implementation of 'Morning Routine' through their work with the Illawarra Solar Battalion. Numeracy has not been a focus in this initiative in 2023, however, the school did have the executive staff participate in Director Educational Leadership Numeracy workshops where place value was identified as an area of need. Staff were then supported to use their knowledge of 'daily review' from literacy initiatives to collaboratively plan for a maths daily review that focused on place value. Whilst the follow up surveys and assessments demonstrated that this was effective, there has not been sufficient time and attention provided to adequately evaluate the impact of daily review. Staff familiarisation with the new Mathematics K-10 syllabus has commenced and will be a priority in 2024. Professional learning will focus on the research behind how students learn maths and how to effectively differentiate lessons to cater for individual learning needs. This professional learning will support improvement towards a consistent whole-school approach to the explicit teaching of numeracy.

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 increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 1.6%.

<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 1%.</p>
<p>Self-assessment against the School Excellence Framework in the element 'Curriculum' maintained at Delivering with some themes in Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework in the element of Curriculum shows the school currently performing at Delivering in the themes of Curriculum Provision, Teaching and Learning Programs, Differentiation and Literacy and Numeracy Focus.</p>

Strategic Direction 2: Lifelong Learners

Purpose

To develop the professional capacity of staff, focusing on a culture of trust and continuous improvement with opportunities for targeted professional development fostering highly effective classroom practice, so students are motivated to achieve their best.

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.

- High Expectations

Resources allocated to this strategic direction

Professional learning

QTSS release

Socio-economic background

Summary of progress

The focus for 2023 was on developing and maintaining a school culture of high expectations, where student and teacher learning was at the core of the school's daily work. This involved the formation of a High Potential and Gifted Education (HPGE) priority team. The team met to engage in professional learning, discuss current school practices and develop a timeline of priorities. A student survey was administered to all students, with high performing maths students reporting a lack of challenge in their lessons. Another team was formed to develop 'The Corrimal Way' behaviour curriculum, with the goal to ensure students learn in a predictable and calm environment, maximising learning. This team looked at the evidence-base, conducted readings and shared their findings with all staff. In addition, teachers received individual support from the APC&I to implement new learning in phonics, spelling and vocabulary instruction. Timetables were established to allow for observation of classroom teaching and feedback to occur.

As a result of the findings from the HPGE student survey, a decision was made to increase challenge in maths lessons. The team decided the focus first needed to be on curriculum planning according to the new maths syllabus, followed by professional learning on differentiation and how to embed challenge and open-ended tasks for all learners. This will be a focus for 2024 which will support the school's work in both initiative 1 and 2. The behaviour curriculum team collected baseline data on current classroom behaviour and used this to inform a series of explicit lessons to be introduced at the beginning of 2024 school-wide. The curriculum aligns with the Department of Education's Behaviour Code and has been shared with the community. Coaching and mentoring from the APC&I supported the 'learn, do, reflect' model, with teachers reporting an increase in their knowledge and understandings and an increase in their capacity to teach high-quality lessons in reading instruction. Student learning outcomes in reading were monitored using the Year 1 phonics screener and the department's diagnostic phonics assessment.

Next year, the focus will be on increasing staff knowledge and understanding of the new mathematics curriculum, with particular attention focused on how to embed challenge in learning tasks. There will also be a school-wide focus on the implementation of the new behaviour curriculum in all classrooms which will support further improvement towards high expectations for learning and conduct. Furthermore, coaching and mentoring structures will continue, with the idea that these processes will foster highly effective classroom practice, leading to improved student outcomes in literacy and numeracy.

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
Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 87.2%.	The number of students attending greater than 90% or more of the time is 63.45% indicating progress yet to be seen toward the lower bound target.

<p>Self-assessment against the School Excellence Framework in the element 'Learning Culture' will be maintained at Delivering with some themes at Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework in the element of Learning Culture shows the school currently performing at Delivering in the themes of High Expectations, Transitions and Attendance.</p>
<p>Self-assessment against the School Excellence Framework in the element 'Learning and Development' will be maintained at Delivering with some themes at Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework in the element of Learning and Development shows the school currently performing at Delivering in the themes of Collaborative Practice and Feedback, Coaching and Mentoring, Professional Learning and Expertise and Innovation.</p>

Strategic Direction 3: Building Culture and Connection

Purpose

To strengthen student learning and wellbeing outcomes, the school will build a connected culture where all members of the community have a voice and all students are empowered to learn and achieve, experiencing high quality teaching.

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.

- Connections and Relationships

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Summary of progress

A variety of initiatives were introduced to increase students' positive connection to school and promote a stronger sense of belonging. Priority teams for Wellbeing and Aboriginal Education were established at the beginning of 2023. The 'Living Ripples' wellbeing program was implemented at the beginning of Term 1, with wellbeing check-ins and data collection occurring with varying success. The Fathering project was introduced in Term 1 and continued all year as a way for community members to connect with the school. In response to behaviour data collected, the Top Blokes project for male Year 4 & 5 students was also adopted as there was a need to target specific behaviour in this cohort. The Aboriginal Education team, in response to student voice and TTFM data, saw the need to increase Aboriginal students' connection and belonging to the school and develop cultural awareness in all students. Through a process of consultation, all classes and sport houses adopted names from Dharawal language. From Term 2, there was a strong focus on recognising and commemorating/celebrating key events in Aboriginal history. Two staff members attended the Reconciliation conference and then presented professional learning to staff. Staff also actively engaged with the community of schools by attending the Reconciliation Walk and NAIDOC events at local schools. The Aboriginal Education team also commissioned an artwork from Coomaditchie, with Aboriginal students attending a workshop where they collaboratively created the artwork. In addition, a third flagpole was installed so the school could display the Torres Strait Islander flag alongside the Aboriginal and Australian flags.

Tell Them from Me student survey data identifies several positive outcomes as a result of the activities undertaken. 93.69% students indicated high expectations for success, which is above both state and statistically similar school group levels. Although sense of belonging only sits at 62.16%, it is the highest score received over the last 3 years. Importantly, Aboriginal students report a sense of belonging that exceeds those of the state. The fathering project was received positively by the community, with participants increasing at each meeting. This was made possible by active community members and staff taking a lead implementing this initiative. Top Blokes was a successful program for a group of 12 Stage 2 and Stage 3 students, with negative behaviour incidents for these students decreasing over time. The executive team have had discussions around ways to refine and update these procedures moving into 2024. The 'Living Ripples' program was abandoned in Term 4 due to a lack of resources supplied by the program, the time taken to input data and the lack of impact recorded over time.

There is a need to run focus groups to delve deeper into how students' sense of belonging and connection to school could be strengthened and sustained. While teachers have improved their knowledge of some Dharawal language, this is not consistent. Next year, teachers will focus teaching on the meaning behind the Dharawal words used within the school. The school has built connections with local schools through attending events such as the reconciliation walk and NAIDOC activities at Corrimal High School. There are plans to consolidate these connections and, in consultation with local elders and aunties, commence the process for building a yarning circle onsite.

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
Self-assessment against the School Excellence Framework in the element	Self-assessment against the School Excellence Framework in the element of Wellbeing shows the school currently performing at Sustaining and

<p>'Wellbeing' will be maintained at Sustaining and Growing.</p>	<p>Growing in the themes of Caring for Students and A planned Approach to Inclusion and Wellbeing.</p>
<p>Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 74.6%.</p>	<p>Tell Them from Me data shows 76.58% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress above the lower bound target.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$23,176.00</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 Corrimal 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"> • Literacy and Numeracy <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: The majority of students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$116,870.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Corrimal Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed</p>
<p>Socio-economic background</p> <p>\$65,174.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Corrimal 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"> • Literacy and Numeracy

<p>Socio-economic background</p> <p>\$65,174.85</p>	<ul style="list-style-type: none"> • Connections and Relationships • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through MiniLit and small-group maths intervention groups to support student learning <p>The allocation of this funding has resulted in the following impact: Additional staffing to implement group interventions (MiniLit, mathematics groups). The purchase of effective literacy resources including those for MiniLit which support literacy growth.</p> <p>After evaluation, the next steps to support our students will be: To continue additional release from face-to-face teaching for planning and program. To introduce DIBELS assessment to enhance current reading assessment practices. To provide teacher professional learning on the effective analysis and use of student achievement data. Continued provision MiniLit as an intervention for targeted students.</p>
<p>Aboriginal background</p> <p>\$19,189.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Corrimal 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"> • Connections and Relationships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Increased understanding of Aboriginal history and culture across the school. Community consultation and engagement to support the development of cultural competency.</p> <p>After evaluation, the next steps to support our students will be: To further expand the cultural education for our Aboriginal and Torres Strait Islander children through workshops and the Personalised Learning Pathways (PLP) cycle. To develop stronger connections with the local Aboriginal Education Consultative Group. To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation and personalised support in the classroom.</p>
<p>English language proficiency</p> <p>\$39,955.78</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Corrimal 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$39,955.78</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity to cater for EAL/D students in mainstream classrooms. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To provide professional learning in planning and delivering evidence-based, explicit teaching programs that support English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$87,869.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Corrimal 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"> • Literacy and Numeracy <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 <p>The allocation of this funding has resulted in the following impact: Employing a learning and support teacher to work with individual students within the classroom to build teacher capacity to meet the needs of all learners.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Professional learning</p> <p>\$18,125.78</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 Corrimal 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"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Assistant Principals Curriculum and Instruction (APC&Is) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice.</p> <p>After evaluation, the next steps to support our students will be: Additional professional learning to support staff with the implementation and teaching of new syllabuses. Personalised and targeted professional learning in the form of mentoring aspiring APs.</p>
<p>QTSS release</p> <p>\$49,359.46</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Corrimal Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$49,359.46</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Teachers working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students. Improved staff confidence and quality teaching practice.</p> <p>After evaluation, the next steps to support our students will be: Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP</p> <p>\$70,436.19</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"> • providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Ensure ongoing high impact professional learning takes place to enable consistent delivery of effective practice on student data to differentiate learning in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	119	124	131	127
Girls	116	124	113	110

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.4	93.6	89.7	92.5
1	92.0	91.5	89.0	90.5
2	92.4	93.2	88.0	89.4
3	92.9	93.8	85.0	91.0
4	90.4	93.4	84.8	87.3
5	89.1	91.3	86.3	89.1
6	89.7	89.2	79.2	87.7
All Years	91.7	92.4	86.4	89.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	8.24
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark 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	134,621.27
Revenue	3,000,026.72
Appropriation	2,930,978.40
Sale of Goods and Services	3,178.00
Grants and contributions	61,997.12
Investment income	3,873.20
Expenses	-2,954,936.39
Employee related	-2,634,489.42
Operating expenses	-320,446.97
Surplus / deficit for the year	45,090.33
Closing Balance	179,711.60

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	110,541
Equity Total	212,189
Equity - Aboriginal	19,190
Equity - Socio-economic	65,175
Equity - Language	39,956
Equity - Disability	87,869
Base Total	2,032,236
Base - Per Capita	63,503
Base - Location	0
Base - Other	1,968,732
Other Total	241,366
Grand Total	2,596,333

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

Our goal as a school is to continually improve. A large part of improvement is feedback, which we seek regularly from parents, students and teachers about what we do well and what our next steps could be.

In 2023, the school undertook a comprehensive annual school self-evaluation process. The process was led by the school's Leadership Team and included analysis of data and feedback collected through:

- * school-based surveys for students, parents and staff;
- * the Tell Them From Me survey;
- * analysis of school-based data, check-in assessment data and NAPLAN data.

The data was analysed by the Leadership Team and the findings helped to inform the annual reflection for the Strategic Improvement Plan. Feedback from all aspects of the school community was positive, with some areas for improvement in 2024 and beyond.

Some of the key aspects of feedback are detailed below.

Feedback from the student body indicated:

- * 90% report positive behaviour at school (an increase of 11% on the previous year)
- * 86% feel that schooling is useful and will have a bearing on their future (an increase of 2% on the previous year)
- * 79% feel they are trying hard to succeed in their learning (an increase of 4% on the previous year)
- * 92% of Aboriginal students feel good about their culture when they are at school (an increase of 32% on the previous year)

Key areas for improvement lie in developing students' sense of belonging, wellbeing, increasing student challenge and confidence in English and mathematics lessons and increasing a sense of school pride.

Feedback from the parent body indicated:

- * 75% feel that the school is a culturally safe place for all students (no data from previous year)
- * 83% feel that they would recommend our school to other parents (no data from previous year)
- * On a 10-point scale with 10 being strongly agree, parents scored an overall mean score of 7.5 for feeling welcome and 7.2 for the school supporting learning (no data from previous year)

These results reflect that there are further opportunities to build school culture and engagement for our families.

Feedback from teachers and other school-based staff indicated:

- * On a 10-point scale with 10 being strongly agree, staff scored an overall mean score of 7.8 for perceptions of collaboration (a decrease of 0.5 from the previous year), 7.9 for learning culture (no change from previous year).

Key areas for improvement lie in providing clear communication to all staff about the school strategic improvement plan, ongoing feedback and support for staff around their teaching practice, including ongoing training and development, to ensure we are delivering high quality lessons each and every day to all of our students.

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.