

# 2023 Annual Report

## Denman Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Denman 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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Supporting each other

## School vision

Denman Public School students are informed, creative, independent and skilled learners who persevere and collaborate in meaningful and engaged learning. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for. The school values personalised learning and provides a flexible curriculum delivery to meet the needs of all students. Broader connections developing educational links K - 12 and the opportunity for collegial connections are fostered within and across educational settings through the Muswellbrook Learning Community and the Upper Hunter Network of schools.

## School context

Denman Public school is a dynamic and inclusive primary school located in the Hunter Valley. The school has a proud history of educating generations of children from the community of Denman and is an active member of the Muswellbrook Schools Learning Community. Denman Public School has 20 staff, a student enrolment of 161 and is supported by strong relationships across the school and broader community. Denman Public School has a proud sporting history, provides opportunities in the performing arts and promotes student responsibility, perseverance, respect, lifelong learning and a desire for students to strive for their best.

The completion of the situation analysis and consultation with community identified a need to use data driven practices that ensure all students have access to stage appropriate learning. A focus within the new School Improvement Plan will support teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices whilst developing greater consistency of judgement within and across schools.

Explicit teaching with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not demonstrating growth will be referred to the Learning and Support Team for intensive intervention.

The NSW Department of Education Strategic Plan 2018 - 2022 articulates our purpose as preparing young people for rewarding lives as engaged citizens in a complex and dynamic society. This purpose in conjunction with the NSW Premier's Priorities in Education to increase the proportion of public school students achieving in the top two NAPLAN bands in literacy and numeracy by 15% by 2023 will guide school systems and processes to continually monitor student performance data. Thus determining areas of need and success at a class and school level within a culture of high expectations and continuous improvement culture. The involvement of the whole school community including students, in this process will be essential for success.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.



Team work

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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To maximise student learning outcomes across the curriculum to build strong foundations for academic success, using evidence based teaching practices that are responsive to the individual learning needs of all students.

### Initiatives

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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.

- Highly Effective Teaching Practices K- 6
- Whole School Monitoring and Tracking

### Resources allocated to this strategic direction

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**AP Curriculum & Instruction**  
**Integration funding support**  
**Low level adjustment for disability**  
**Socio-economic background**  
**Aboriginal background**

### Summary of progress

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Our focus in 2023 was on continuing developing highly effective teaching practice and monitoring student growth and achievement with specific focus on vocabulary, reading comprehension and reading fluency.

This involved a continuation of the Select, Explain, Explore, Consolidate (SEEC) model implemented in 2022. This program focused on explicit teaching, teacher understanding of vocabulary with a goal of increasing student comprehension of Tier 2 language.

As a result, there is evidence of explicit teaching practice in teaching and learning programs, evidence of the SEEC model in classroom displays and an increased understanding from teachers about best practice when teaching vocabulary to the students. There is evidence of growth in student outcomes through results and observations of practice.

A further strategy targeted at achieving Highly Effective Teaching Practices has been a focus on success criteria and learning intentions. Specific professional learning has been allocated to developing these skills from K to 6. The success of this has been monitored by the Assistant Principals, Curriculum and Instruction (APC&I) with data being collected from all classrooms and shared with staff to indicate effectiveness and areas for continued improvement.

Student growth and achievement in the area of reading fluency has been a focus in 2023 with a whole school assessment schedule being implemented (Year 1 to Year 6). In K-2 classes fluency skills are assessed once a term with primary classes completing assessments twice a term. As a result, there has been improved fluency skills across all classes, with intervention (MaqLit) for students not showing growth or meeting the stage expectations. The tracking and consistency across the school has been a successful focus and is now embedded as school practice.

K-2 classes continue to use the Initialit program to explicitly teach phonics and decoding skills. Regular assessment and progress monitoring is completed on a regular cycle. This is the third consecutive year using the program with continued success and intervention for students not meeting stage expectations through use of MiniLit. During 2023 this program has been aligned with the new K-6 syllabus to ensure content is included in teaching programs.

Next year our focus will be on continuing highly effective teaching practice to further support improvements towards vocabulary development, comprehension and fluency.

Moving forward into the next planning cycle a writing and numeracy focus would further increase student growth. Implementing a writing assessment schedule with syllabus-based marking criteria would ensure consistency from K-6. Allocating time to analyse maths data to create a plan for student growth is an important step forward, especially with the implementation of the new maths syllabus.

### Progress towards achieving improvement measures

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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><b>NUMERACY</b></p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scale score indicated below shows the statistics for 2022 and 2023.</p> <ul style="list-style-type: none"> <li>• <b>2022 Year 3 Cohort percentage questions correct - 48.2%</b></li> <li>• <b>2023 Year 3 Cohort percentage questions correct - 56.9%</b></li> <li>• <b>2022 Year 5 Cohort percentage questions correct - 47.1%</b></li> <li>• <b>2023 Year 5 Cohort percentage questions correct - 57%</b></li> </ul>
<p><b>READING</b></p> <p>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.</p>	<p>The Check-in Assessment mean scale score indicated below shows the statistics for 2022 and 2023.</p> <ul style="list-style-type: none"> <li>• <b>2022 Year 3 Cohort percentage questions correct - 46.5%</b></li> <li>• <b>2023 Year 3 Cohort percentage questions correct - 56.4%</b></li> <li>• <b>2022 Year 5 Cohort percentage questions correct - 45.7%</b></li> <li>• <b>2023 Year 5 Cohort percentage questions correct - 45.5%</b></li> </ul>
<p><b>LEARNING</b></p> <p>Formative Assessment (Assessment): D</p> <p>Summative Assessment (Assessment): S&amp;G</p> <p>Whole School Monitoring of Student Learning (Assessment): D</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of formative assessment. .</li> <li>• Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the theme of summative assessment.</li> <li>• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of whole school monitoring of student learning.</li> </ul>
<p><b>TEACHING</b></p> <p>Data Use in Teaching (Data Skills &amp; Use): S&amp;G</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the theme of data use in teaching.</li> </ul>



Working with technology

## Strategic Direction 2: High expectations and continuous improvement culture

### Purpose

Build a culture of high expectations and aspirations to achieve sustained and measurable whole school improvements which challenges staff and students to reach their highest potential.

### 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.

- Instructional Leadership
- Whole School Systems & Practices

### Resources allocated to this strategic direction

QTSS release

Socio-economic background

AP Curriculum & Instruction

### Summary of progress

Throughout 2023, focus remained on further creating and refining Scope & Sequences/Assessment Schedules as per "strengthening whole school systems and practices" in addition to ongoing Instructional Leadership.

- HSIE, PDHPE, Science and Technology Scope & Sequences were implemented across the whole school to ensure consistency in teaching and assessment in addition to lessening the programming burden on teachers through collaborative programming across stage groups and/or combing class groups to achieve a common outcome.
- Reflection on scope and sequence documents and their implementation through K-6 classrooms was ongoing (and remains ongoing). Formally, in PL meetings (Term 1 & 2) where teachers discussed the benefits and constraints when utilising each of these in their own classrooms and how best we could collaboratively move forward as a whole staff team.
- Assessment practices were refined to formalise the process to schedule and avoid conflicts in timetable surrounding both Department of Education (DoE) and compulsory assessments across each grade (Check In, Phonological Awareness, etc.).
- Fluency was a target for all year groups in 2023, which saw 5 weekly rotations and analysis for 3-6 classes and 10 weekly assessments for 1-2 year groups (with Kinder joining when appropriate). Analysis as a staff proved rewarding as all could share their own successes.
- Regularly scheduled Data PL meetings (Week 7) ensured assessments undertaken as per the schedule were analysed and further used to direct teaching moving forward in all contexts.
- Instructional Leadership was informally conducted in most cases from the APC&I and supervisors that deemed it necessary. This was further discussed and put to use in PL Meetings where our small group of teaching staff discussed best practice, classroom successes and opportunities to share "what works" in their classroom that could be implemented across the school with varying levels of success.

Next year our focus will be on continuing to develop scope and sequences with the new curriculum.

Moving forward into the next planning cycle a reading and numeracy focus would further increase student growth. Implementing assessment schedules with syllabus-based marking criteria would ensure consistency from K-6.

### 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>LEARNING</b> Curriculum (Teaching and learning programs): S&G Assessment (Summative, Formative): D	In the domain of Learning our self-assessment remained consistent with the evidence presented in Curriculum (Teaching & Learning Programs) and continues to be validated utilising the School Excellence Framework as sustaining and growing. The element of Assessment as per evidence indicates we continued to operate in the delivering stage for both Summative/Formative and Whole School Monitoring of Student Learning.

<p>Assessment (whole school monitoring of student learning): D</p>	
<p><b>TEACHING</b></p> <p>Data Skills &amp; Use (Data use in teaching) - S&amp;G</p>	<p>In the domain of Teaching our self-assessment remained consistent with the evidence presented in Data Skills &amp; Use (Data use in Teaching) and is ongoingly validated utilising the School Excellence Framework as sustaining and growing.</p>
<p><b>NUMERACY</b></p> <p>A minimum of 13% targeted small group students achieving expected growth in external assessments (NAPLAN, Check-In) and internal assessments (Learning Progressions).</p>	<p>The Check-in Assessment mean scale score indicates the percentage of targeted small group students achieving growth in Numeracy has increased by 18% (34% Term 2, 52% Term 4). This remains 3% above our expected growth targets as per 2023 progress measures.</p>
<p><b>READING</b></p> <p>A minimum of 2.57% targeted small group students achieving expected growth in external assessments (NAPLAN, Check-In) and internal assessments (Learning Progressions).</p>	<p>The Check-in Assessment mean scale score indicates the percentage of targeted small group students achieving growth in reading has increased by 2% (32% Term 2, 34% Term 4). This remains 3% below our expected growth targets as per 2023 progress measures.</p>



Excitement with science experiments



**Purpose**

Embed understanding, shared responsibility and collaborative decision making approaches ensuring all students connect, succeed, thrive and learn, through a planned approach to developing whole school wellbeing processes.

**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.

- Wellbeing
- Community Connections

**Resources allocated to this strategic direction**

- Low level adjustment for disability
- Socio-economic background
- Professional learning
- Location
- Per capita

**Summary of progress**

Our focus this year has been on wellbeing and engagement.

To improve wellbeing across the year we implemented- breakfast club, Frankie, lunch groups.

Impact- there is a shift in a sense of belonging and attendance with Frankie- supporting students to feel safe in the playground and at school. Students are more collaborative and work together with Frankie. Leadership opportunities with Frankie, Kids R Cool etc.. Breakfast supports a positive start to the day, breakfast and a conversation with a staff member to set the tone of the day for students who may have had a rocky start to the day. School representative council (SRC) wellbeing activities providing structured played to support decrease in behaviours in playground. Wellbeing week activities are for all students.

To improve engagement we implemented Parents and Citizens (P&C) meeting, parent teacher meetings, whole school activities- various performances Grandparents Day, Colour Run. Whole school performance.

Evidence shows parents are more engaged in the students learning and are aware of what is actively happening in the classrooms. Attendance has increased across the school due to engagement increasing outcomes and social outcomes. P&C engagement and the collaboration of decision making with the school community. P&C supporting students to access extra curricula activities to support student learning, P&C ongoing commitment to support major excursions in the future.

**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><b>Attendance</b></p> <p>Increase the percentage of students attending school 90% of the time by 3.94% in line with system negotiated target baseline.</p>	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time is 52.3%. This is a area of focus moving into the new plan.</li> </ul>
<p><b>Wellbeing</b></p> <p>Increase the percentage of students reporting high expectations of success, advocacy and sense of belonging at</p>	<ul style="list-style-type: none"> <li>• Students reporting positive wellbeing outcomes has remained consistent.</li> </ul>

<p>school by 2.99% in line with system negotiated target baseline.</p>	
<p><b>School Excellence Framework - Learning Domain</b></p> <ul style="list-style-type: none"> <li>• In the element of Wellbeing, the theme of Planned Approach to Wellbeing is validated at sustaining and growing</li> <li>• In the element of Assessment, the theme of Student engagement is validated at sustaining and growing</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the element of wellbeing to be sustaining and growing.</li> <li>• Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.</li> </ul>
<p>Improvement measured by the School Excellence Framework.</p> <p><b>TEACHING</b> Effective Classroom Practice (Feedback) - Delivering</p> <p>Learning &amp; Development (Collaborative Practice &amp; Feedback): Sustaining &amp; Growing</p> <p>Learning &amp; Development (Expertise &amp; Innovation): Sustaining &amp; Growing</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the theme of Feedback to be delivering.</li> <li>• Self-assessment against the School Excellence framework shows the theme of collaborative practice and feedback to be sustaining and growing.</li> <li>• Self-assessment against the School Excellence framework shows the theme of expertise and innovation to be sustaining and growing.</li> </ul>
<p><b>School Excellence Framework - Leading Domain</b></p> <ul style="list-style-type: none"> <li>• In the element of Educational Leadership, the theme of Community engagement is embedded at sustaining and growing</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the theme of community engagement to be delivering.</li> </ul>



Welcoming our new students to their first year of schooling

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$90,134.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Denman 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> <ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices K- 6</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased individual support for our students with additional needs. This support has been targeted to improving Literacy and Numeracy growth for our students. Programs including MiniLit and MaqLit have been established to support teachers in Literacy and strong learning and support structures have been implemented across K-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide support to our students with additional needs and support students in Literacy and Numeracy through a variety of evidence based teaching and learning.</p>
<p>Socio-economic background</p> <p>\$124,656.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Denman 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>• Highly Effective Teaching Practices K- 6</li> <li>• Instructional Leadership</li> <li>• 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>• employment of additional staff to support literacy program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> to continue to provide support to our students with additional needs and support students in Literacy and Numeracy through a variety of evidence based teaching and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> supporting all staff in a model where there is collaboration and support in all stages, focusing on explicit teaching, high expectations and increased student outcomes.</p>
<p>Aboriginal background</p> <p>\$34,067.72</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Denman 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>

<p>Aboriginal background</p> <p>\$34,067.72</p>	<ul style="list-style-type: none"> <li>• Highly Effective Teaching Practices K- 6</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 additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> support for students in learning focusing on Literacy and Numeracy development with small groups and one to one support. Additionally students have been supported to improve their attendance at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to determine where the support is needed with student learning support officers providing small group opportunities and one to one support as required, and continue to further develop links with home.</p>
<p>Low level adjustment for disability</p> <p>\$77,360.69</p>	<p>Low level adjustment for disability equity loading provides support for students at Denman 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>• Highly Effective Teaching Practices K- 6</li> <li>• 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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> intensive learning and support for targeted students to increase Literacy and Numeracy levels.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue with learning and support groups, targeting a variety of students to make the most impact on increasing student outcomes.</p>
<p>Location</p> <p>\$7,845.62</p>	<p>The location funding allocation is provided to Denman Public School to address school needs associated with remoteness and/or isolation.</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>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students having access to suitable teaching and learning resources for high quality lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> able to utilise this resource to ensure all students access excursion, incursions and technology needed to support learning.</p>
<p>Professional learning</p> <p>\$16,560.47</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 Denman Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Professional learning</p> <p>\$16,560.47</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• 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>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> classroom teachers have been involved in a collaborative approach to support wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to use the resources and practices in wellbeing to uplift staff wellbeing which supports quality teaching and as a result improves student growth.</p>
<p>QTSS release</p> <p>\$33,379.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Denman 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>• Instructional Leadership</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a strong collaborative approach to support teachers within the classroom to begin the foundations of schooling.</p> <p><b>After evaluation, the next steps to support our students will be:</b> supporting all staff in a model where there is collaboration and support in all stages, focusing on explicit teaching, high expectations and increased student outcomes.</p>
<p>COVID ILSP</p> <p>\$67,947.38</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> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> small group tuition to support an increase in student outcomes. Identifying students through SCOUT to support their learning in Literacy and Numeracy working closely with the teachers for increased student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> creating fluid and flexible groups to support a shift in results for more students. Utilising expert knowledge within staff to cater for the students needs in Literacy, Numeracy and High Potential/Gifted students.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$186,105.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p>

AP Curriculum & Instruction

\$186,105.60

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Highly Effective Teaching Practices K- 6
- Whole School Systems & Practices

**Overview of activities partially or fully funded with this Staffing - Other funding include:**

- strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms

**The allocation of this funding has resulted in the following impact:**  
a strong collaborative approach to support teachers within the classroom to uplift results in all grades in the area of vocabulary and fluency.

**After evaluation, the next steps to support our students will be:**  
supporting all staff in a model where there is collaboration and support in all stages, focusing on explicit teaching, high expectations and increased student outcomes.



NAIDOC Day

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	75	92	92	72
Girls	79	71	70	78

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.9	90.9	85.0	91.5
1	94.7	87.6	87.9	85.0
2	92.9	93.9	86.3	90.7
3	93.1	92.1	89.8	86.7
4	88.5	90.6	88.3	90.3
5	92.9	87.9	87.2	90.0
6	94.7	89.5	84.8	89.4
All Years	92.8	90.4	87.0	89.1
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.



Working with their buddies



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	5.88
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*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

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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

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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.



Clean up Australia Day



Clean up Australia Day

# 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>	92,003.88
<b>Revenue</b>	2,369,258.51
Appropriation	2,264,240.23
Sale of Goods and Services	1,930.00
Grants and contributions	100,558.93
Investment income	2,529.35
<b>Expenses</b>	-2,245,742.40
Employee related	-1,982,133.09
Operating expenses	-263,609.31
<b>Surplus / deficit for the year</b>	123,516.11
<b>Closing Balance</b>	215,519.99

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.



Wonderful work

## Financial summary - Equity loadings

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>	127,427
<b>Equity Total</b>	236,084
Equity - Aboriginal	34,068
Equity - Socio-economic	124,656
Equity - Language	0
Equity - Disability	77,361
<b>Base Total</b>	1,521,635
Base - Per Capita	42,162
Base - Location	7,846
Base - Other	1,471,628
<b>Other Total</b>	272,363
<b>Grand Total</b>	2,157,510

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](https://myschool.edu.au) to access the school data.



Aboriginal Culture



Harmony Day

# Parent/caregiver, student, teacher satisfaction

## Family results- Tell Them from Me

- 89% of parents feel welcomed when they visit the school.
- 71% of parents feel the school informs them about their students behaviours at school immediately when necessary.
- 78% of families strongly agree that the school encourages their children to do well in school.
- 77% of families strongly agree teachers have high expectations for their child to succeed.
- 86% of parents indicated their child is clear about the rules for school behaviour.
- 83% of families indicated their children feel safe going to and from school.
- 75% of families felt the school staff take an active role in making sure all students are included in school activities.

## Student Results- Tell Them from Me

- 89% of students indicated positive behaviour at school.
- 82% of students indicated they set challenging goals for themselves in their schoolwork and aim to do their best.
- 79% of students reported positive advocacy at school.
- 72 % of students reported positive sense of belonging.
- 92% of aboriginal students feel good about their culture at school.

## Staff Results- People Matter Survey

- 86% of staff use formal assessment tasks to help students set challenging goals.
- 93% of teachers establish clear expectations for classroom behaviour.
- 79% of staff indicated students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- 75% of teachers give students feedback on how to improve their performance on formal assessment tasks.
- 82% of staff work with other teachers in developing cross-curricular or common learning opportunities.



'Dancing through the Decades' our whole school performance



'Dancing through the Decades' our whole school performance



'Dancing through the Decades' our whole school performance

# 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.





Harmony Day



Working with their buddies