2023 Annual Report

Lismore Public School

1780

Introduction

The Annual Report for 2023 is provided to the community of Lismore 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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School vision

At Lismore Public School the students are the highest priority. Every decision is, and always will be in the best interests of the students. Lismore Public School strives to keep students safe, happy and engaged in explicit, meaningful learning. Our vision is for our students to achieve their full potential by valuing and abiding by rights, respect, and responsibility. Teachers implement explicit, quality learning experiences, differentiated to maximise the learning journey of all students. We will do this in close partnership with all parents and carers.

School context

Lismore Public School is a medium sized school supporting both mainstream and support classes. Our school proudly sits on Bundjalung lands where culture is respected and celebrated. Approximately one quarter of our students identify as Aboriginal or Torres Strait Islander. The school actively engages with the broader community to develop positive relationships to enhance the learning aspirations, experiences and outcomes for current and future students.

Lismore Public School has a culture of effective community engagement, high expectations and a commitment to continual improvement. Students are supported by experienced and dedicated staff. Authentic professional learning based on student data and staff need are priorities.

Lismore Public School is a member of The Rivers Academy of STEM Excellence (RASE). As a part of the academy, both students and teachers are provided with the opportunity to collaborate with colleagues from 3 secondary schools and 5 primary schools to engage in STEM based activities and professional learning. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to focus on the areas of effective feedback, assessment and collaboration. Investigations in how teachers can successfully engage in authentic collaboration and professional learning will be conducted by the leadership team. Staff have identified the need to have opportunities to regularly observe lessons, engage in mentoring and consistent teacher judgement. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Staff are committed to developing and accessing high quality formal assessment tasks which will drive differentiation for all students, particularly our high achieving students. Continual monitoring of student performance data will determine areas of growth and need at an individual, class and school level. The involvement of the whole school community in this process will be essential for success.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in Reading and Numeracy, student assessment data will be regularly analysed, school-wide, to identify student achievements and progress. This will be used to reflect on teaching effectiveness and inform future directions. All teachers will be committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

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.

- Improved data skills and use
- Effective classroom practice

Resources allocated to this strategic direction

Low level adjustment for disability
English language proficiency
Professional learning
Socio-economic background
Aboriginal background
Integration funding support
Per capita

Summary of progress

The school implemented *InitiaLit*, an evidence-based reading program, grounded in extensive research and expertise in the science of how children learn to read. Initially this was in Early Stage One and Stage One classrooms. In Term 2, we extended the program into Stage Two classrooms. At this time, we designated the first hour of the whole school day to *InitiaLit*. We reduced group sizes by using the school's Support Teacher Learning Assistants and placed students in groups aligned to their personal learning data.

Our next steps will build on 2023's *InitiaLit* implementation. *InitiaLit*'s intervention program will be used to support identified Stage Three students and *InitiaLit Extension* will provide challenging, differentiated learning activities for our students who have mastered core reading and spelling literacy skills.

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
Students in Years 3-6 will achieve or exceed growth (42.0) in Reading as measured through system Check-In Assessment and when compared to Statistically Similar School Groups (47.4) and State averages (55.8).	Our Years 3-6 students' combined growth exceeded our target. These students' combined growth rate was 45.7% in Reading as measured through system Check-In Assessment. Year 6 students exceeded our growth target with 50.0% and outperformed Statistically Similar School Groups (SSSG) 46.3%. Year 5 students exceeded our growth target with 51.8% and outperformed Statistically Similar School Groups (SSSG) 45.1% Year 4 students exceeded our growth target growth with 45.0% and Year 3 students achieved a growth rate of 31.6%
The school's self evaluation is measured at the Sustaining and Growing level of both the Curriculum and Assessment Elements of the Learning Domain of the School	The school's self evaluation, that was validated by the External Validation Panel in Term 2, measured the school as Delivering for both Curriculum and Assessment elements of the School Excellence Framework.

Excellence Framework.	
Students in Years 3-6 will achieve or exceed growth (43.9) in Numeracy as measured through system Check-In Assessment and when compared to Statistically Similar School Groups (50.1) and State averages (59.2).	Our Years 3-6 students' combined growth exceeded our target. These students' combined growth rate was 50.4% in Numeracy as measured through system Check-In Assessment. Year 6 students' exceeded our growth target with 51.8% and outperformed Statistically Similar School Groups (SSSG) 51.0%. Year 5 students' exceeded our growth target with 54.6% and outperformed Statistically Similar School Groups (SSSG) 52.0%. Year 4 students' exceeded our growth target with 48.5% which was below Statistically Similar School Groups (SSSG) 52.3%. Year 3 students' exceeded our growth target of 45.5% which was below Statistically Similar School Groups (SSSG) 54.1%

Strategic Direction 2: Capacity Building

Purpose

The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

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.

- Build Capacity of Teachers
- Build leadership Capacity

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Professional learning

Summary of progress

The school year began with a whole school timetable that allowed for weekly one-on-one time for each classroom teacher with the Assistant Principal, Curriculum and Instruction (APCI) to build teacher capacity. Unfortunately, the shortage of casual teachers in the local area, saw this program often collapsed and was further impeded with the APCI leaving the school. During Term 2, a new timetable was developed that allowed teachers a day off class to familiarise themselves with the new English syllabus. Our next steps in this area will see groups of teachers meeting with the APCI each week to build capacity and support new syllabus implementation.

The executive group began the year with an anonymous self assessment to identify areas for capacity building. They engaged in a number of professional readings via a weekly book club process that saw a greater understanding of instructional leadership and the school excellence model. Our next steps will see executive take a larger role in the Strategic Improvement Plan processes.

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
• 100% of staff demonstrate improved capacity from annual collation of teacher programs, observations, PDPs, student achievement evidence in Teams.	100% of staff demonstrated improved capacity in developing Performance & Development Plans (PDPs) and determining evidence of their impact. Executive, classroom teachers and Student Learning Support Officers were lead through a process of strategically aligning their PDPs to the school's Strategic Improvement Plan, the Australian Teaching Standards or the Department of Education role descriptions. All PDPs contained specific, measurable, attainable, realistic and timely (SMART) goals with identified evidence of process quality and impact.
• The school is self assessed at the Sustaining and Growing level of the Educational Leadership Element of the Leading Domain of the School Excellence Framework.	The school's self evaluation, that was validated by the External Validation Panel in Term 2, measured the school as Delivering for the Educational leadership element of the School Excellence Framework.
The school is self assessed at Sustaining and Growing in the School Planning, Implementation and Reporting element of the Leading Domain of the SEF.	The school's self evaluation, that was validated by the External Validation Panel in Term 2, measured the school as Delivering for the School Planning, Implementation and Reporting element of the School Excellence Framework.

Strategic Direction 3: Wellbeing

Purpose

In order to maximise the learning outcomes for every student, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

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

- Improved Attendance
- Improved Social Support

Resources allocated to this strategic direction

Socio-economic background
Professional learning
Aboriginal background

Summary of progress

The school used the Department of Educations's *Roadmap to Attendance Excellence* to strategically address all 5 elements of high expectations, quality systems and practices, data systems, intervention and communication. High expectations were communicated to staff during School Development Days with the understanding that students with attendance below 90% are educationally "at risk." High expectations were communicated to students with a daily draw during Term 1 for students *"At school, on time*." These students attended High Tea with the principal on Fridays as a reward. Every 5 weeks we held a *Top Attenders BBQ Lunch* for all students with over 90% attendance. Following the whole school completion of the DoE *"Attendance - Whole School Evaluation"* the school addressed quality systems and practices by developing a Lismore Public School Attendance Procedures document that explicitly states our actions for different tiers of intervention and school personnel responsible. The data systems element was addressed through the creation of a School Attendance Team. Attendance is a consistent agenda item at our Learning & Support Team meetings with specific student data examined every 5 weeks. All teaching and office-based SASS staff completed SCOUT Introductory professional learning to gain access to attendance data. Communication to the whole school community was addressed through the newsletter with regular articles base on Department of Education policy, communication posters, social media tiles and our school procedures document.

Through the Community Recovery Program, Royal Far West partnered with our school to provide wrap-around services to improve the mental health and wellbeing of our students during the post-disaster recovery phase; as well as developing the knowledge and capacity of parents and carers and educators. This was achieved through a team of specialist allied health clinicians, psychologists, speech pathologists, occupational therapists and social workers visiting our school to deliver professional learning, conduct assessments and deliver tele-health therapy directly with identified students over the course of the year. Our Student Support Officer conducted *Seasons for Growth* and *Stormbirds* for small groups of identified students. Our school-funded Assistant Principal Wellbeing supported both teachers and students with high-level behaviour, classroom management and trauma-informed practice.

The school used the Positive Behaviour for Learning, *School Evaluation Tool* to identify areas for revision of our program. This resulted in a slight change to our school values and a complete revision of our reward systems. Two new reward systems, fast and frequent and long and strong were shared with parents and students and implemented as a trial for the year. Extremely positive end of year evaluations from staff, students and parents will see this body of work continue into 2024.

The whole school engaged with the *Berry Street Education Model* to identify and implement trauma-informed practices into all our school settings. In 2023, we agreed to implement 3 different strategies; morning circle, ready-to-learn scales and escalation and de-escalation lesson breaks. Our next steps will be to explore and implement more trauma-informed practices from this research-informed model.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending >90% by an uplift of 16% from the system identified baseline.	The school is working towards this progress measure, however, in 2023 the number of students attending 90% or more of the time increased by 10.62% from 2022. In Term 1, 52.7% of students attended 90% or more of the time compared to the Lismore Network which achieved 58.6% In Term 2, 33.7% of students attended 90% or more of the time compared to the Lismore Network which achieved 45.7% In Term 3, 44.6% of students attended 90% or more of the time compared to the Lismore Network which achieved 50.1% In Term 4, 50.8% of students attended 90% or more of the time compared to the Lismore Network which achieved 53.1%
School Excellence Framework The school self assesses at the Sustaining and Growing level of both the Learning Culture and Wellbeing element of the Learning Domain of the School Excellence Framework.	The school's self evaluation, that was validated by the External Validation Panel in Term 2, measured the school as Delivering for the Learning Culture and Wellbeing elements of the School Excellence Framework.

Funding sources	Impact achieved this year
New Arrivals Program $16,156.00	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 Lismore Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • employment of a specialist EALD teacher **The allocation of this funding has resulted in the following impact:** EALD students are able to participate in mainstream literacy and numeracy lessons. **After evaluation, the next steps to support our students will be:** Continue to monitor and if necessary, support students through our Learning Support Teacher
Integration funding support $309,033.00	Integration funding support (IFS) allocations support eligible students at Lismore Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** enhanced support for learning and wellbeing in the classroom and playground **After evaluation, the next steps to support our students will be:** continue to monitor and support through integration funding
Socio-economic background $296,509.70	Socio-economic background equity loading is used to meet the additional learning needs of students at Lismore Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice • Build Capacity of Teachers • Improved Attendance **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support literacy program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** improved literacy and numeracy student learning outcomes and the

Socio-economic background $296,509.70	modernisation of classroom furniture **After evaluation, the next steps to support our students will be:** continue to use this funding to address socio-economic background inequities and promote excellence for all students
Aboriginal background $81,311.34	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lismore 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice • Improved Social Support **Overview of activities partially or fully funded with this equity loading include:** • employment of Aboriginal Student Learning Officer (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (ACLO) to facilitate improved community engagement **The allocation of this funding has resulted in the following impact:** Aboriginal students provided access to an Aboriginal SLSO and exposure to Indigenous culture **After evaluation, the next steps to support our students will be:** a strategic ACLO role statement to address attendance and specific areas of Indigenous culture
English language proficiency $5,628.37	English language proficiency equity loading provides support for students at all four phases of English language learning at Lismore Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** greater growth for students in small group literacy sessions **After evaluation, the next steps to support our students will be:** continue this model of support in 2024
Low level adjustment for disability $184,733.74	Low level adjustment for disability equity loading provides support for students at Lismore Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice **Overview of activities partially or fully funded with this equity loading include:** • targeted students are provided with an evidence-based intervention program, InitiaLit to increase learning outcomes **The allocation of this funding has resulted in the following impact:**

Low level adjustment for disability $184,733.74	greater student growth in literacy **After evaluation, the next steps to support our students will be:** continue this model of support in 2024
Location $1,731.43	The location funding allocation is provided to Lismore Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate **The allocation of this funding has resulted in the following impact:** all students accessing extra curricular activities **After evaluation, the next steps to support our students will be:** continue this model of support in 2024
Professional learning $33,965.44	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 Lismore Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective classroom practice • Build leadership Capacity • Improved Social Support **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops **The allocation of this funding has resulted in the following impact:** all school staff have been exposed to professional learning based on the high impact professional learning framework **After evaluation, the next steps to support our students will be:** continue to implement the five elements of the high impact professional learning model
QTSS release $49,951.30	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lismore Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** Assistant Principals have been better able to support their stage team teachers in all aspects of teaching, learning and wellbeing. **After evaluation, the next steps to support our students will be:** Continue this model in 2024 to ensure all students are known, valued and

QTSS release $49,951.30	cared for.
COVID ILSP $117,409.79	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** small group literacy sessions have improved literacy growth **After evaluation, the next steps to support our students will be:** continue with this model of support

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	147	135	113	105
Girls	103	84	78	72

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	86.2	81.8	84.7	86.3
1	83.3	85.1	83.9	80.8
2	85.7	85.8	81.8	89.8
3	86.6	88.2	81.9	88.2
4	85.9	87.8	79.2	86.0
5	83.6	86.8	83.8	83.2
6	84.4	88.1	84.6	83.5
All Years	85.1	86.6	82.9	85.1
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

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)	6.2
Classroom Teacher(s)	12.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	7.32

*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	994,845.07
Revenue	5,433,168.43
Appropriation	5,195,303.31
Sale of Goods and Services	23,964.47
Grants and contributions	110,950.42
Investment income	13,486.65
Other revenue	89,463.58
Expenses	-5,074,965.70
Employee related	-4,569,671.97
Operating expenses	-505,293.73
Surplus / deficit for the year	358,202.73
Closing Balance	1,353,047.80

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	247,547
Equity Total	568,183
Equity - Aboriginal	81,311
Equity - Socio-economic	296,510
Equity - Language	5,628
Equity - Disability	184,734
Base Total	2,847,527
Base - Per Capita	54,186
Base - Location	1,731
Base - Other	2,791,610
Other Total	891,661
Grand Total	4,554,918

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

Parents and caregivers were surveyed at the end of the school year to gain feedback on the school's major projects during 2023. In regards to our attendance improvement strategies, 72% of respondents rated our work in this area as either a four or five out of five. The survey saw 84% of parents and caregivers happy with our literacy group program. Our highest rated program was the revised Positive Behaviour for Learning, with 90% of parent pleased with our work in the area. 100% of all parents involved in the Kindy Start program would recommend our program to others.

Areas for us to work on in the future surrounded timely communication. This will be a focus for improvement in 2024.

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.