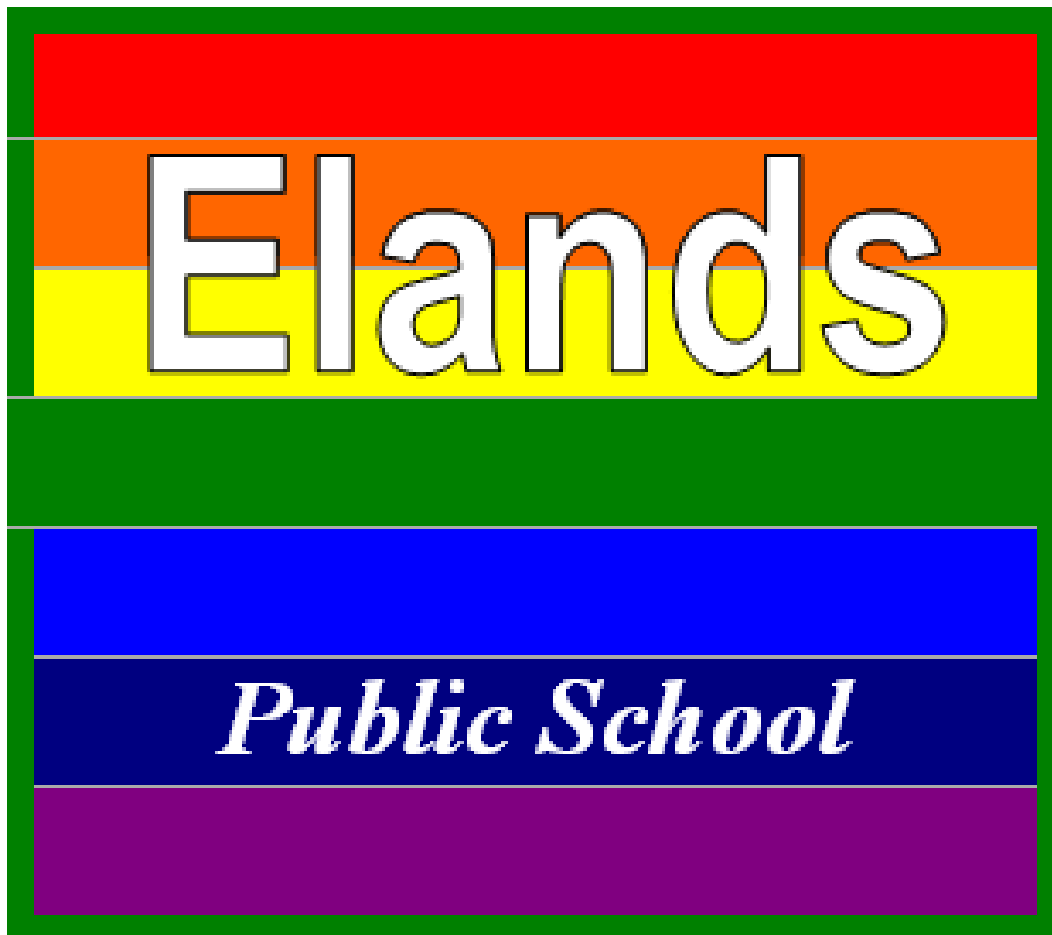


# 2023 Annual Report

## Elands Public School



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# Introduction

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

At Elands School we are proud of our diverse and innovative learning community that encourages individual expression and growth through a nurturing learning environment. Students are supported to develop problem solving skills by encouraging creativity and creative thinking. Teachers, parents and students work together to foster; respect for oneself, others and life in all its forms, to be lifelong learners and to prepare young people to be engaged members of society.

## School context

Elands Public School is a remote, small school serving a diverse rural community in the Upper Manning Valley, 40km west of Wingham.

The school has one K-6 class which utilises its Resource Allocation Model (RAM) allocation and equity funds to employ a second teacher six days per fortnight. This enables the school to split into two classes, K-2 and 3-6, Monday - Wednesday. This ensures students receive explicit teaching in literacy and numeracy, learning is personalised and differentiated to meet individual student requirements. The school's current Family Occupation and Education Index (FOEI) stands at 123 which is what the school's RAM and equity funds are modeled around.

The school has completed a situational analysis and identified three areas of focus for the school improvement plan. It should be noted that this builds upon the work undertaken from the previous school planning cycle and feedback from school community survey responses. After triangulation of data from the situational analysis it has become apparent the school needs to focus on attendance, learning support and use of data to inform practice. Analysis of student attendance data indicated that while overall attendance has improved it was still below expected targets. Developing measures to improve student attendance and engagement will include embedding systematic processes for monitoring and improving attendance to ensure student absences do not impact on learning outcomes.

We provide professional learning opportunities for teachers in effective use of and analysis of data, collaboration between schools to develop authentic learning tasks and assessments will enable teachers and students to have clarity of learning progress. Reflections of student wellbeing and parent feedback from annual surveys indicated we need to strengthen communication between the school and families particularly around learning support.

Our work 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 showing growth will be referred for intensive intervention. Teachers' Aide will be encouraged to be proactive in participating in professional learning opportunities related to professional development goals and identified needs for students.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Elands Public School is associated with the Community of Wingham Schools and a broader network of small schools across the Manning and Camden Haven Valleys. These associations provide opportunities for collegial professional learning for staff and an increased range of educational and extra-curricular activities for students.

The Elands Public School Plan reflects our school mission statement and motto, "Living to Learn - Learning to Live".

## 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	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve student learning outcomes in reading and numeracy we will develop and sustain school processes for collecting and analysing data to ensure the provision of appropriate curriculum for every student.

### 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.

- Data Skills and Use
- Quality Teaching in literacy and numeracy

### Resources allocated to this strategic direction

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Professional learning

Socio-economic background

Low level adjustment for disability

Location

Aboriginal background

QTSS release

### Summary of progress

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#### ***Differentiation through Data Analysis***

Focus was on data analysis to inform differentiation in teaching within the classroom setting. Ongoing internal and external assessments were conducted across all stages to identify point of need for student learning. Individual, small group and whole school learning goals were developed based on data analysis and teacher judgement. Coaching and mentoring, across a small schools network, around consistent teacher judgement, learning progressions and teaching strategies drawn from evidence based practices led to explicit teaching and higher student engagement. Students showed growth through systematic tracking of whole school targets, teaching and learning programs differentiated to meet the changing needs of individual, small groups and whole school.

Next year this initiative will be embedded across school improvement measures and dispersed through all key learning areas. This will support further improvement in differentiation of teaching practices across the school.

#### ***Quality Teaching in Literacy and Numeracy and Curriculum Reform***

Focus was on intensive and quality teaching of literacy and numeracy within the school environment and support for curriculum reform across the school, to build teacher capacity to understand and implement the new K-2 English and Mathematics Curricula. Systematic support from Assistant Principal, Curriculum Instruction (APCI), mentoring, coaching and professional learning, enabled staff to develop a deep understanding of syllabus documents and requirements for implementing curriculum reform. Scope and sequences, teaching and learning programs demonstrate that staff plan, implement and review teaching strategies to ensure ongoing student improvement and engagement. Analysis of internal and external results indicate that students have demonstrated growth and achievement in focus areas throughout the year, using the learning progressions.

Next year, the school will work with staff to implement the new 3-6 English and Mathematics Curricula in the primary class environment. The APCI and staff will work collaboratively to further develop staff knowledge of syllabus requirements, scope and sequences and implementation of curriculum reform. This will ensure a smooth transition for further curriculum reform in a supportive environment.

#### ***High Potential and Gifted Education***

Focus was for all staff to gain an understanding of the High Potential and Gifted Education (HPGE) policy and how it will impact students' learning and teaching practices. The school identified students, through the HPGE Planning Tool, external and internal assessments as well as reviewing existing practices that target potential students in the four domains - Academic, Creative, Physical and Social and Emotional. Small Schools' Network Leadership Team completed Tier 2 High Potential and Gifted Education Policy training, assessed and revised school focus using the HPGE Planning Tool across the Small Schools' Network. This resulted in the development of Small Schools Discovery Days throughout the year which provided students opportunities to develop their skills across the four domains. APCI gathered and evaluated feedback from students and staff after each day and used the information for further improvements for future

planning of Discovery Days.

Next year, the school and Small Schools' Network will further increase their knowledge of HPGE policy requirements through all staff engaging in Tier 2 HPGE Policy training professional learning, Discovery Days will have specific focuses - reflecting the four domains and specialists visiting to implement activities. This will support further improvement in teaching and learning activities for staff and students across the Small Schools Network.

### 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>Numeracy</b></p> <p>All students are able to demonstrate growth and achievement in Multiplicative Strategies over the year, using the learning progressions.</p>	<p>Students demonstrated growth and achievement in Multiplicative Strategies over the year, as indicated on the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>Reading</b></p> <p>All students are able to demonstrate growth and achievement in Understanding Texts over the year, using the learning progressions.</p>	<p>Students demonstrated growth and achievement in Understanding Text over the year, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>School Based Improvement Measure</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>All students are able to demonstrate growth and achievement in Creating Texts over the year, using the learning progressions.</li> </ul>	<p>Students are able to demonstrate growth and achievement in Creating Texts over the year, as indicated on the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Element: Learning Culture (S&amp;G)</b></p> <p>Focus theme: High Expectations (S&amp;G)</p> <p>Focus theme: Transitions and continuity of learning (S&amp;G)</p> <p><b>Element: Data Skills and Use (S&amp;G)</b></p> <p>Focus theme: Data use in teaching (S&amp;G)</p> <p>Focus theme: Data use in planning (S&amp;G)</p>	<p>The Self Assessment and Evaluation of the school plan's progress measured against the School Excellence Framework indicated that the school's <i>Learning Culture of High Expectations</i> is at delivering level. Partnerships with families need to be strengthened to ensure that aspirations and expectations of the parents and carers are known and used consistently to guide integrated planning for learning and wellbeing.</p> <p><i>Transitions and Continuity of Learning</i> continues to sustain and grow. The school promotes partnerships with parents and carers to ensure support for a diverse range of student transition needs. Resulting in parents and carers receiving information to inform and support students' successful transitions.</p> <p><i>Data Skills and Use</i> for teaching and planning is at delivering level. Teachers review and analyse student assessment data and compare results from external and internal measures to build consistent and comparable judgement of student learning. This has resulted in a clear and accurate analysis of student progress and academic achievement which informs the school's planning and monitoring efforts.</p>

## Strategic Direction 2: Wellbeing

### Purpose

Learning is informed by a holistic approach that caters to student wellbeing and learning needs in an environment that engages and supports.

### 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.

- Attendance
- Learning Support

### Resources allocated to this strategic direction

#### Integration funding support

### Summary of progress

#### Attendance

The attendance focus was on unexplained absences, increase staff awareness of roll marking procedures and appropriate recording of absence codes. Teaching staff are informed and conversant with manual roll marking procedures and the school's attendance policy. Administration staff participated in professional learning of roll marking procedures in School Bytes. Unexplained absences were followed through promptly either directly or through the School Bytes parent portal. Families of students who are absent were contacted through emails or SMS via School Bytes on the day of absence. Attendance reports were generated twice per term and families of students identified with attendance concerns are contacted and attendance rates discussed and monitored. Resulting in parents and carers regularly accessing the School Bytes Parental Portal to inform the school of students absences. The school communicated the importance of regular attendance on lifting student learning outcomes and wellbeing through discussions with the P&C committee, newsletter items and personal discussions with students, parents and carers.

In 2024 the school will continue to be proactive in improving attendance rates through personal communication, newsletter items and acknowledging students each term who have >95% attendance rates. The school will be supported in its efforts by regular visits from the Home School Liaison Officer, who will work collaboratively with the school and families of students identified with low attendance rates to ensure potential learning and wellbeing outcomes are achieved.

#### Learning Support

A Student Learning Support Officer was employed full-time, utilising Integration Funding, to support targeted students in the classroom environment. Personal Learning Plans (PLP) were developed collaboratively with teacher, families and students requiring, additional support. Resulting in most families being actively engaged in the personalise learning plan process.

Students and teachers collaboratively develop student learning goals and strategies to achieve their goals and plan for future learning. High Potential and Gifted students had opportunities to develop their talents through differentiated teaching and learning programs and participation in local and wider community extension programs through the Small Schools' Network. Resulting in students being exposed to opportunities to extend their learning and develop new talents.

Personal and differentiated learning will continue to be a focus in 2024. The school will be proactive in implementing extension activities and programs through the Small Schools' Network for High Potential and Gifted students. Personalised Learning Plans will continue to be collaboratively developed with parents and students.

### 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
Attendance	The number of students attending greater than 90% of the time is 86.6%

<p>Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 70%.</p>	<p>which indicates we have achieved our progress measure.</p>
<p><b>Learning Support</b></p> <p>60% of students will have individual learning plans with learning goals in areas of literacy and numeracy.</p> <p>All students will demonstrate progress of at least two levels for each year in the learning progressions in the areas of; Understanding Text, Additive Strategies and quantifying numbers annually.</p>	<p>Majority of students have individual learning plans with learning goals in areas of literacy and numeracy in place which has exceeded our target.</p> <p>All students demonstrated growth in understanding text, additive strategies and quantifying numbers, using the learning progressions. Cohort size does not allow publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Element: Learning Culture (S&amp;G)</b></p> <p>Focus theme: Attendance (S&amp;G)</p> <p><b>Element: Wellbeing</b></p> <p>Focus theme: A planned approach to wellbeing (S&amp;G)</p> <p>Focus theme: Individual learning needs (S&amp;G)</p>	<p>Self-assessment against the School Excellence Framework shows the theme of <i>Attendance</i> to be at delivering level. The school accurately monitors attendance and is proactive to address concerns with families of students with low attendance rates. However, whole school and personalised attendance approaches need strengthening to ensure regular attendance rates of students, including those at risk, improve.</p> <p>Self-assessment against the School Excellence Framework shows the theme of <i>A Planned Approach to Wellbeing</i> to be working towards delivering. Students, staff, parents/carers and the community recognise that student and staff wellbeing and engagement are important conditions for learning. However, areas that need strengthening are school-wide and data-informed approaches to support student wellbeing and professional learning for staff that responds to wellbeing data and identified need.</p> <p>Self-assessment against the School Excellence Framework shows the theme of <i>Individual Learning Needs</i> to be sustaining and growing. Individual student learning and wellbeing needs are identified and supported through evidence-informed approaches and programs. The school will continue to plan for individual student needs in consultation with parents/carers and implement evidence-informed approaches and programs.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,173.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Elands 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>• Student Engagement</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 identified learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students receive personalised support to meet specific needs resulting in steady progress towards achieving individual learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To maintain the employment of the Student Learning Support Officer (SLSO) and provide opportunities to further develop specific skills to meet the needs of identified students.</p>
<p>Socio-economic background</p> <p>\$18,114.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Elands 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>• Quality Teaching in literacy and numeracy</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>• Socio-economic background allocation combine with other funding to assist in employing the second teacher an additional two days per fortnight.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students receiving quality educational instruction that is personalised and differentiated in an environment conducive to age/stage development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to maintain split classrooms (K-2 and 3-6) by combining funding allocations where appropriate to ensure students receive quality instruction that is differentiated and personalised.</p>
<p>Low level adjustment for disability</p> <p>\$18,137.54</p>	<p>Low level adjustment for disability equity loading provides support for students at Elands 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>• Quality Teaching in literacy and numeracy</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>• Low Level Adjust funds were utilised to employ the second teacher an additional two days per fortnight</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The educational needs and levels of all students are met through differentiated teaching and learning programs in the K-2 and 3-6 classrooms.</p>

<p>Low level adjustment for disability</p> <p>\$18,137.54</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To continue to combine funding allocations where appropriate, to ensure that the learning environments are conducive to age/stage developmental levels.</p>
<p>Location</p> <p>\$11,274.00</p>	<p>The location funding allocation is provided to Elands 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>• Quality Teaching in literacy and numeracy</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>• Location Funding being combined with other funds to employ the second teacher additional days. Classrooms are split (K-2 and 3-6) three days per week for literacy and numeracy to ensure students receive quality instruction and is differentiated to meet their needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student engagement is high due to teaching and learning activities being implemented in similar aged cohorts.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to combine funding allocations to ensure students wellbeing is met in appropriate age/stage environment.</p>
<p>QTSS release</p> <p>\$3,195.94</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Elands 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>• Quality Teaching in literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• QTSS funding used to employ additional teacher two days per fortnight.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students having higher engagement, achieving learning outcomes in an age appropriate environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue combining funding allocations where appropriate, to ensure quality, age appropriate learning environments.</p>
<p>COVID ILSP</p> <p>\$11,685.34</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 a teacher to deliver individual and small group tuition. Students were targeted for additional support in reading comprehension, vocabulary building, spelling and writing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students achieving steady progress as indicated on literacy learning</p>

<p>COVID ILSP</p> <p>\$11,685.34</p>	<p>progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to monitor students' progress through analysis of assessment data, provision of additional in-class support for identified students to continue to achieve learning goals and outcomes.</p>
<p>Professional learning</p> <p>\$4,990.88</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 Elands 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>• Literacy and Numeracy</li> <li>• Quality Teaching in literacy and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teacher relief for staff engaging in professional learning in the following areas; assisting and implementing programs for students with specific learning needs, Home Art Program implementation, new curriculum implementation days English and Numeracy K-2 and Y3-6.</li> <li>• Teaching principal's release to plan with Digital Classroom Officer. Conduct and analyse Digital Maturity Survey and collaboratively devise Digital Maturity Planner Scope and Sequence.</li> <li>• Teaching principal release to collaborate with Assistant Principal Curriculum Instruction (APCI) professional learning plan scope for Small Schools' Network staff in High Potential and Gifted Education (HPGE) training. Plan Discovery Day activities for 2023 across the four HPGE domains - Intellectual, Creative, Physical and Social-Emotional.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teaching staff have a sound understanding of the new English and Mathematics Syllabuses, scope and sequences, the pedagogy and teaching requirements for implementing Numeracy and English units. Teaching staff have increased knowledge of the pedagogy behind the Home Art Program resulting in feeling confident in implementing teaching and learning activities. Implementation of the HPGE Discovery Days in the Small Schools' Network has strengthened staff understanding of implementing activities that meet high potential and gifted students' needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> APCI to continue to support staff in implementing the new 3-6 English and Numeracy curriculum. Ensure that aspects of the new English and Numeracy curriculum are included across all key learning areas. Small Schools' Network HPGE focus - staff to participate in further professional learning to strengthen knowledge of HPGE policy requirements. Discovery Days to have visiting performers to implement activities in areas of specific expertise.</p>
<p>Aboriginal background</p> <p>\$4,105.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Elands Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching in literacy and numeracy</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>• Aboriginal Background funding was combined with other funds to assist in</li> </ul>

<p>Aboriginal background</p> <p>\$4,105.10</p>	<p>employing a teacher for an additional two days per fortnight.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who identify as Aboriginal and/or Torres Strait Islander are achieving at or above their age/stage levels.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to combine funding allocations to ensure all students receive quality instruction in an environment that is personalised and differentiated while meeting age/stage outcomes and cultural needs.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	7	9	11	10
Girls	5	7	6	4

## Student attendance profile

School				
Year	2020	2021	2022	2023
K		88.1	87.2	92.1
1	85.9	83.7	84.7	84.2
2	86.3	90.8	77.4	88.4
3	86.0	83.0	89.3	86.3
4	95.3	86.4	86.5	91.6
5	66.3	92.0	84.5	75.1
6	90.3	78.2	90.0	90.0
All Years	84.6	86.5	86.2	86.6
State DoE				
Year	2020	2021	2022	2023
K		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	91.9	92.4	87.4	90.6

## Attendance

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

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

# Financial information

## Financial summary

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

	2023 Actual (\$)
<b>Opening Balance</b>	50,996.39
<b>Revenue</b>	526,283.79
Appropriation	513,576.49
Sale of Goods and Services	45.28
Grants and contributions	11,227.08
Investment income	1,434.94
<b>Expenses</b>	-491,546.94
Employee related	-445,194.58
Operating expenses	-46,352.36
<b>Surplus / deficit for the year</b>	34,736.85
<b>Closing Balance</b>	85,733.24

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	68,173
<b>Equity Total</b>	40,357
Equity - Aboriginal	4,105
Equity - Socio-economic	18,115
Equity - Language	0
Equity - Disability	18,138
<b>Base Total</b>	333,621
Base - Per Capita	4,424
Base - Location	11,274
Base - Other	317,923
<b>Other Total</b>	40,051
<b>Grand Total</b>	482,203

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.

## Parent/caregiver, student, teacher satisfaction

An important aspect of the school's annual self-evaluation is to seek the opinions of the school community; staff, parents and students. Through parent, student and staff surveys, the school self-evaluation team sought the opinions of the school community on areas of strengths and areas for improvement. Analysis of the responses were as follows:

Areas of strength as indicated from staff, parents/carers and students were behaviour management, safe learning environments, inter-school and extra curricular activities as well as opportunities to build social skills with students from other small schools. All respondents agreed that the school is well resourced with IT equipment, literacy and numeracy resources and the grounds are well kept. The opportunity to have visiting para-professionals, from Royal Far West, to support students with identified needs has been positively received by all key stake holders.

Areas for improvement as suggested by staff, parents/carers and students were; more links to First Nations Peoples' knowledge, elders and cultural opportunities, continue to up-skill staff in integrating Information Computer Technology in the classroom. More variety in visual arts activities e.g. music, drama and dance and increased opportunities to engage in Science Technology, Engineering and Maths (STEM) activities with other schools. More staff collaboration re: meetings and Teacher Professional Learning and increase school community involvement in Parents and Citizens Committee.

# 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.