

2023 Annual Report

Forest Lodge Public School



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Introduction

The Annual Report for 2023 is provided to the community of Forest Lodge 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

Forest Lodge Public School celebrates the uniqueness of each child. Our goal is to develop academic excellence within a supportive environment for students, staff and parents. FLPS has a culture of high expectations that promotes a holistic school environment so every child can connect, succeed and thrive. Each child is encouraged to pursue their interests and explore a variety of ways of learning in a nurturing and inclusive climate. Learning never stops and this is modelled by the staff at FLPS. We are continuously reflecting on and refining our practices to ensure we are providing evidence based practices in all areas of teaching and learning.

FLPS is a school with a shared vision, a strong sense of community and shared goals; our relationships are based on mutual respect, communication and a commitment to helping students acquire a passion for learning, sense of belonging, provide a sense of achievement and extend and enrich their potential. Students are supported to develop their enterprise skills through innovative programs and environments.

School context

Forest Lodge Public School was established in 1883. It is an inner-city public school with a student population of 360 students and growing. Of these students, 157 students, representing 40 countries come from an EALD background. Forest Lodge Public School serves a high socio-economic area and has a matching FOEI. The Aboriginal student population represents 2% of the student population. The staff of Forest Lodge Public school are a mixture of experienced and new career teachers, with 25% of staff in the first 3 years of teaching. Of the current class structure of 15 classes, 10 classes are staffed by permanent staff (66%). The school employs 5 School Learning and Support Officers through targeted Integration Funding Support to support students with additional needs. The school supplements this funding through flexible funding sources from our SBAR. The school additionally funds two learning and support teachers to deliver targeted initiatives and programs.

FLPS has developed alliances with agencies and tertiary education to enhance learning opportunities. The main relationship is with University of Sydney and its Communication Disorders Research & Treatment Clinic. The school is also a popular choice for final placement of graduate teaching students from Sydney University and the school is committed to providing an excellent training environment for the next 'batch' of graduate teachers.

Forest Lodge PS is a high performing academic school with excellent NAPLAN results and technology-based initiatives and programs; from program and curriculum design to support resources for technology-based lessons and initiatives. Forest Lodge has a wide range of creative and performing arts initiatives and programs that involve students both through RFF structure to extracurricular activities. These include three bands which are our beginner, intermediate and concert bands (which are award winning). Music is taught as RFF by an expert teacher. Other external providers for extracurricular activity include French, Spanish, Mandarin, public speaking, tennis, drama, robotics, chess and choir both for students and adults. FLPS has a highly engaging and sought after before and after school care service - FLASCA. This service provides care for 160 students throughout the term and during school holidays. The school's student representative council and Year 6 leaders annually work with the wider community on key projects. These projects help shape their understanding of local and wider community issue and prompts key citizenship values. A major project included working with local artist, academics and Sydney Council on developing sustainable practices with a focus on the local Johnston Creek area.

The school has an active and supportive P&C who raise funds through a variety of fundraisers including the biannual fete, Halloween disco, trivia nights and BBQs for special events such as elections. Through these fundraising efforts the school in partnership with the P&C has purchased in-class technology including laptops and iPads, flexible furniture to support our school vision of a future focused school, resources and training to support our learning and support team and the ongoing upgrades to our school's physical environment and playgrounds.

Forest Lodge Public School completed External Validation in September 2020 and the results from this process have heavily supported our Situational Analysis. In addition to External Validation, consultation with our school community has helped us to identify three key areas of focus for our 2021 - 2025 School improvement plan:

1. Student growth and attainment
2. High quality collaborative practices
3. Wellbeing

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

For Forest Lodge Public School to use and enhance evidence based learning programs and initiatives to facilitate optimal growth. This mandatory target will facilitate FLPS staff in continuous professional development and support a growth mindset for all. Students will be supported to develop skills in literacy and numeracy, alongside developing key soft skills needed to be successful global citizens.

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.

- English
- Mathematics

Resources allocated to this strategic direction

New Arrivals Program
Integration funding support
English language proficiency
Low level adjustment for disability
AP Curriculum & Instruction

Summary of progress

Strategic Direction 1 continued to implement initiatives with a whole school focus on expertly using evidence-based practices to drive student growth and attainment in English and Mathematics. A main focus for Early Stage 1 to Stage 1 was the implementation of the new K-2 Curriculum in English and Mathematics. and the use of DoE assessments.

As part of this, a learning community with local schools Ultimo and Glebe PS was established as a professional learning network meeting once a term.

Teachers in Stage 2 and 3 developed their understanding of the new syllabus and the research driving curriculum reform through targeted Professional Learning sessions. During Term 4, planning for the new English and Mathematics Syllabus was a major focus of curriculum planning time. Teachers completed 3 sessions underpinning the research and strategies embedded in the new curriculum.

Throughout the year, data from Check In Assessment, NAPLAN and other formative assessment was used to determine areas of focus within stages. The Lesson Study model was implemented to support team programming and delivery of lessons based on data analysis of stage areas for improvement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in the percentage of Check-in mean scaled score for reading in year Year 3 and Year 5 for 2023 compared to Year 3 and 5 in 2022.	Our Year 3 mean scaled score for Check-in Reading in Term 4 increased from 393.3 in 2022 to 397.1 in 2023. Our Year 5 mean scaled score for Check-in Reading in Term 4 increased from 414.6 in 2022 to 446.4 in 2023.
An increase in the percentage of Check-in mean scaled score for mathematics in year Year 3 and Year 5 for 2023 compared to Year 3 and 5 in 2022.	Our Year 3 mean scaled score for Check-in Numeracy in Term 4 increased from 385.4 in 2022 to 392.8 in 2023. Our Year 5 mean scaled score for Check-in Numeracy in Term 4 increased from 401.7 in 2022 to 433.9 in 2023.
The attendance rate for the school is increased from 92.06% in 2023 to	The number of students attending greater than 90% of the time was 77.6%. This increased by 15.2% from 2022.

93.2% by 2027.	
<p>SEF: Domain: Curriculum</p> <p>Theme: Teaching and Learning programs & Differentiation</p> <p>To be maintained at Sustaining and Growing</p> <p>- Teaching and learning programs show how they are adjusted for</p>	<p>Teachers are consolidating their pedagogical knowledge to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next for continual growth.</p>
<p>All stages use data in collaborative planning meetings to inform next teaching and learning phase</p>	<p>There has been an increasing use of strategic data analysis to inform classroom teacher programs which improve student learning and wellbeing. The use of the Department of Education short assessments, Check in and PLAN2 supported teaching teams to develop responsive curriculum delivery.</p>

Strategic Direction 2: High quality collaborative practice

Purpose

To recognise, develop and strengthen collaborative practices to enhance our collective responsibility of supporting student potential. Developing collective efficacy through an increased knowledge in staff capacity, cohesion, interventions and responsive leadership will drive a whole school collective responsibility in improving student achievement for all. Within these practices, structures will be embedded across the school to assist staff in delivering high quality teaching. Relationships with the local and wider school community will enhance the efficacy of collaborative practices and partnerships in learning.

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
- Collective efficacy
- Community connections

Resources allocated to this strategic direction

Professional learning

QTSS release

Beginning teacher support

Summary of progress

- Instructional leadership
- Collective efficacy
- Community connections

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework. SEF Self assessment: Is moving towards excelling in curriculum	Increased consistency of curriculum provision and teaching practices which provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. We regularly monitor and review curriculum to meet changing requirements of the students.
Improvement as measured by the School Excellence Framework. SEF Self assessment: Is moving towards excelling in Effective Classroom Practice.	Teachers collaborate across K-2 and 3-6 to share curriculum knowledge, data and feedback and other information about student progress and achievement to inform the development of evidence-based collaborative programs. Teachers use a range of explicit strategies to explain and break down knowledge. Feedback supports improvement in student learning.
An increasing number of aspiring leaders driving key projects across K-6 with ongoing guidance from mentor. 5% increase in parents participating in parent/student voice survey.	Identification and development of teacher expert skills and leadership capacity has been supported through strategic mentoring and coaching opportunities. We continue to refine and align our support processes for the collaborative development and capacity building for all staff. Families were regularly provided with the opportunity to provide feedback (formal, informal and anonymously) and collaboratively make decisions with the Principal and executive staff. We openly value our partnership and have increased transparency for and with the school community, this was reflected in our data analysis.

Strategic Direction 3: Whole school wellbeing

Purpose

To have a planned and strategic approach to whole school wellbeing so all stakeholders can connect, succeed, thrive and learn. Evidence based initiatives promote student wellbeing to ensure optimum conditions for student learning. Wellbeing and learning needs are a school wide responsibility and planning, assessing and evaluating learning provides a holistic view of each students' wellbeing and learning needs.

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 programs
- Personalised learning

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
New Arrivals Program
Integration funding support
Per capita

Summary of progress

- Wellbeing programs - Doe Trauma informed
- Personalised learning - LaS,

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
School Excellence Framework (SEF) indicates improvement in Wellbeing from S&G to Excelling	<p>Staff continue to work towards excelling in the areas of behaviour, individual learning needs and inclusion.</p> <p>As part of our planning for the implementation of our new Behaviour Policy, the procedures and processes for managing student behaviour are being reviewed by the whole staff to align with department polices and regulations. These new processes will be embedded into our new Wellbeing framework within School Bytes.</p> <p>SLSOs meet fortnightly with their direct line manager and can raise their concerns related to behaviour management processes for students on IFS in a supportive environment.</p>
Transitions: Infants to Primary - Continue to improve transitions between K-2, 3-6 and High School.	<p>Learning and Support Team guide staff to plan for and support successful transitions through regular systematic approaches.</p> <p>Throughout 2023, Forest Lodge continued to develop our connections with our local feeder school. This included representatives from local government high school presenting information to students regarding their transition to high school and addressing student questions. Students attended high school experience days at our feeder high school and additional transition days were provided to students if required. The Forest Lodge Learning and Support team met regularly with the feeder school to ensure all students were supported in their transition to high school.</p>

<p>An increasing number of staff feel supported through processes and procedures to manage student behaviour.</p>	<p>Our administration, stage and executive meetings include regular reviewing of procedures and supports for individual students being discussed by the Learning and Support Team. In weekly stage meetings, all staff members have agency to raise concerns about processes being undertaken with individual students which are followed up with the executive team. Strategic support is provided to teachers where needed, ensuring optimum learning environments.</p>
<p>The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff.</p>	<p>Stage teaching teams and aligned specialists regularly monitor student learning and identify skill gaps in grades and stages for improvement. Assessments are used to effectively promote consistent and comparable judgments within stage teams. Executive staff are working towards cross-stage comparisons to identify skill gaps for improvement and areas for extension.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$24,147.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Forest Lodge Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • specialist teacher provided intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: specialist staff supported students and families to successfully transition.</p> <p>After evaluation, the next steps to support our students will be: continuing to support student language acquisition and transition into Australia with additional programs and in class support.</p>
<p>Integration funding support</p> <p>\$280,722.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Forest Lodge Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Mathematics • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with learning adjustments • staff release to build teacher capacity around behaviour intervention and curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with additional learning needs were supported in the classroom. Progress was tracked and monitored through learning support planning with families. All teachers had time to plan appropriately adjusted, challenging programs of work for students.</p> <p>After evaluation, the next steps to support our students will be: to continue to support students with additional programs and in-class support re-designed the Learning and Support timetable to increase in-class support.</p>
<p>Socio-economic background</p> <p>\$5,368.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Forest Lodge Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Personalised learning

<p>Socio-economic background</p> <p>\$5,368.35</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: All students were able to participate in all activities. All students had the necessary equipment for school. Students had access to new school uniforms.</p> <p>After evaluation, the next steps to support our students will be: to continue supporting families with resources to enable students to participate in school activities equitably.</p>
<p>Aboriginal background</p> <p>\$4,718.60</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Forest Lodge Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • AEC team collaborative release days to create action plan • students attended local network school for major community events <p>The allocation of this funding has resulted in the following impact: teachers and families worked together to develop personalised learning pathways to improve learning outcomes. Partnerships with local schools supported our programs and activities were culturally appropriate.</p> <p>After evaluation, the next steps to support our students will be: to strengthen opportunities for our Aboriginal and Torres Strait Islander students and our school community to develop cultural awareness.</p>
<p>English language proficiency</p> <p>\$150,160.81</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Forest Lodge Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Students with English as an additional language were supported in small group lessons to develop oral language skills. Teachers were given time to develop and adjust teaching and learning resources to support students in the emergent phase of language learning. Students were supported in class to assist with further explanation of learning tasks.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>English language proficiency</p> <p>\$150,160.81</p>	<p>to provided PL for staff in the EAL/D progressions and continue in class and withdrawal small support, reflective of student need, to maximise English language acquisition.</p>
<p>Low level adjustment for disability</p> <p>\$134,046.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Forest Lodge Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Mathematics <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • targeted students are provided with an evidence-based interventions MiniLit and MultiLit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Increased support from Learning and Support Teacher from part time to full time. Teachers delivered the MinLit and MultiLit program to small student groups to improve literacy outcomes. Small groups of students were withdrawn to focus on mathematics skills and develop key number concepts. Social skills programs were run throughout the school, as needed, to ensure students had the skills to interact with their peers and participate fully in the curriculum.</p> <p>After evaluation, the next steps to support our students will be: to support students with learning challenges in small group instruction and in-class support. Continue to support all students to participate in the learning program through differentiated programs and assessment.</p>
<p>Professional learning</p> <p>\$24,540.99</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 Forest Lodge Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Communities • Collective efficacy • Community connections <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • lesson study cycles were undertaken by all teaching teams <p>The allocation of this funding has resulted in the following impact: all staff were compliant in mandatory professional learning. Teachers conducted targeted lesson studies to improve learning outcomes based on PIVOT stage data analysis. Teachers reflected on resilience data leading to more tailored programs of learning to support student wellbeing e.g. Grow Your Mind.</p> <p>After evaluation, the next steps to support our students will be: data collection analysis to check in on student wellbeing and plan the next steps of learning, including whole school Professional Learning in Grow Your Mind. Teachers will commence term-based Learning Community</p>

Professional learning \$24,540.99	cycles to strengthen teacher self-efficacy and agency to continually improve - 'Unleashing Greatness', David Hopkins.
Beginning teacher support \$15,673.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Forest Lodge Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collective efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school • reduced responsibilities or teaching loads sufficient to support the development of teaching skills <p>The allocation of this funding has resulted in the following impact: our beginning teacher induction into the teaching profession was successful through planned mentoring and coaching processes.</p> <p>After evaluation, the next steps to support our students will be: ensuring early career teachers are provided with ongoing support and development opportunities by expert teachers to improve teaching practice and student outcomes.</p>
QTSS release \$65,102.40	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Forest Lodge Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Communities • Collective efficacy • Community connections <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: teachers had time to evaluate current programs of work and to begin making adjustments in preparation for the implementation of the new curriculum. Scope and sequences of units were reviewed and analysed in preparation for the implementation of the new syllabus. Assistant Principals supported teaching teams to ensure consistent programs were delivered to students. Teachers were released to observe each other's practice to develop their professional practice.</p> <p>After evaluation, the next steps to support our students will be: to ensure teachers have adequate collaborative time to strengthen school-wide collegial practices which lead to improved student growth.</p>
COVID ILSP \$11,927.82	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

COVID ILSP

\$11,927.82

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy through MiniLit and MacqLit

The allocation of this funding has resulted in the following impact: students were given small group instruction to support literacy and numeracy targeted skills.

After evaluation, the next steps to support our students will be: providing aligned small group and in-class support for students who are at risk of not meeting minimum benchmarks.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	181	170	149	137
Girls	175	180	175	180

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.9	95.4	92.7	94.1
1	94.1	94.5	90.4	90.1
2	93.3	94.9	85.8	92.0
3	94.7	94.5	89.1	92.7
4	96.3	94.4	87.0	92.1
5	94.5	95.2	88.9	92.6
6	95.3	92.7	91.4	91.2
All Years	94.9	94.6	89.2	92.1
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)	3.6
Classroom Teacher(s)	10.55
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher EAL/D	0.8
School Counsellor	1
School Administration and Support Staff	2.82

*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	193,547.39
Revenue	3,998,730.78
Appropriation	3,618,118.64
Sale of Goods and Services	1,110.50
Grants and contributions	363,050.53
Investment income	10,304.86
Other revenue	6,146.25
Expenses	-3,966,014.68
Employee related	-3,536,343.51
Operating expenses	-429,671.17
Surplus / deficit for the year	32,716.10
Closing Balance	226,263.49

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	227,483
Equity Total	294,294
Equity - Aboriginal	4,719
Equity - Socio-economic	5,368
Equity - Language	150,161
Equity - Disability	134,046
Base Total	2,392,558
Base - Per Capita	84,324
Base - Location	0
Base - Other	2,308,233
Other Total	368,237
Grand Total	3,282,572

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, students and teachers completed the BeYou survey. The survey asks the participants to share their experiences about mental health and wellbeing. The survey gave information to the school about learning resilience, family partnerships and mental health. Overall the data was positive, showing a strong foundation and good correlation between the three groups completing the survey. The learning resilience score was the lowest overall, although not in the low range. One of the subscore - understanding social and emotional learning was low at 3.2 out of 5. This score helps teachers understand a need to select an appropriate teaching and learning program to implement within the school K-6 that has embedded assessment within its content and/or as formative and summative assessments.

Students in Years 4-6 completed the Tell them from Me (TTFM) survey in Term 4 of 2023:

- Areas of strength include: *Students with positive behaviour at school, Student participation in extra curricular activities and Students with positive relationships*
- Areas for future growth include: *Students feel accepted and valued by their peers and by others at their school. and Student participation in school sport*

The Grow Your Mind (GYM) program continues to be implemented to support learning resilience. The family partnerships scores were lower than expected. Three way interviews between teachers, parents and students continue to support and improve family partnerships. Our weekly Newsletter and Seesaw posts support students to share what has happened at school through regular videos, messages and photographs so families are connected to what is happening in the classroom..

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.