2023 Annual Report

Gilgandra Public School

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Introduction

The Annual Report for 2023 is provided to the community of Gilgandra 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

Gilgandra Public School community has a strong commitment to quality teaching with high expectations, inclusive of all students in a safe, respectful learning environment to empower students to become life long learners.

School context

Gilgandra Public School has 199 students currently enrolled and 54% identify as having Aboriginal background. Gilgandra Public School is a culturally diverse and inclusive rural school situated 65 kilometres north of Dubbo. Gilgandra Public School has a safe, caring and productive learning environment that is underpinned by the Positive Behaviour for Learning Framework (PBL).

Gilgandra Public School has skilled teachers with a broad range of experience who place a high value on student wellbeing, promote academic achievement and cater for all student learning styles and abilities. Students at Gilgandra Public School are supported in their learning by Student Learning Support Officers and an Aboriginal Education Officer. Gilgandra Public School has two multi-categorical classes catering for students with additional needs taught by Specialist Education teachers.

The school sought feedback from the broader learning community, including parents, students and local community partners such as the AECG. Based on the outcome of the 2020 Situational Analysis, we have determined that we need to continue to:

- Develop our formative and summative assessment practices
- Formalise and embed regular feedback to parents to supplement the Semester Reports and strengthen parent understanding of strategies to support their child's learning
- Develop teacher capacity in the co development of learning goals with their students
- Continue to develop and strengthen all staff's data literacy through targeted professional learning
- Evaluate and refine the school PDP processes to embed formal classroom observations and comprehensive feedback that includes reference to the Teaching Standards.

Gilgandra Public School implements programs based on the latest educational knowledge for success such as, Explicit Instruction, Teaching Sprints and Top Ten Numeracy. Our students have the opportunity to participate in a wide range of cultural, technological, sporting and social activities that enhance learning and engagement within the classroom and the community. Gilgandra Public School has a strong relationship with our local preschools and high school who support our effective transition programs. We welcome community involvement in our school and have an active parent body who, through their support, enrich our students' learning experiences and school culture.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
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 we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Effective Classroom practice in Literacy
- Aboriginal student achievement
- Effective Classroom practice in Numeracy

Resources allocated to this strategic direction

Integration funding support
Socio-economic background
Aboriginal background
Location
AP Curriculum & Instruction
Beginning teacher support
New Arrivals Program

Summary of progress

In the Effective Classroom Practice in Literacy initiative, a deep and narrow focus was placed on phonological awareness, phonics and Word Recognition. This involved collecting and analysing Best Start, phonological awareness and phonics screeners through PLAN2 which allowed for the monitoring of student progress and responding to areas needing development. The data assisted the school in planning high impact professional learning to support teachers and School Learning Support Officers (SLSOs) and to develop differentiated focus groups and explicit teaching strategies to improve reading K-6. Coaching and mentoring from Assistant Principal Curriculum and Instruction (APCI) and Lead Learners, as well as strategic additional release within stage teams to work collaboratively, has provided the necessary whole school scaffolding to embed more consistent reading instruction in 2024.

In the Effective Classroom Practice in Numeracy initiative, the school worked towards creating a consistent and accurate approach to teaching number, place value and flexible number strategies. With the use of evidence-based professional learning through Di Seaman's Working with the Big Ideas in Number, staff were up-skilled in the explicit and differentiated teaching of number, place value and flexible number strategies K-6. Staff collaborated with APCI, Lead Learners and within stage teams to develop and align more consistent and differentiated strategies mapped against the new Mathematics curriculum to improve numeracy K-6. As reflected in internal and external data sets, ongoing PL, mentoring and coaching and team teaching of high impact number strategies will be prioritised in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 for 2023 compared with Year 3 in 2022.	Year 3 numeracy 2022 - 47% Year 3 numeracy 2023 - 53% - 6% improvement
An increase in Check-in Assessment mean scaled score for numeracy in Year 5 for 2023 compared with Year 5 in 2022.	Year 5 numeracy 2022 - 44% Year 5 numeracy 2023 - 50% - 6% improvement

An increase in Check-in Assessment mean scaled score for reading in Year 3 for 2023 compared with Year 3 in 2022.	Year 3 reading 2022 - 40% Year 3 reading 2023 - 42% - 2% improvement
An increase in Check-in Assessment mean scaled score for reading in Year 5 for 2023 compared with Year 5 in 2022.	Year 5 reading 2022 - 43% Year 5 reading 2023 - 44% - 1% improvement

Strategic Direction 2: High Expectations and Continuous Improvement

Purpose

To improve student outcomes and teacher capabilities, we will ensure all staff are collaborating effectively, embedding evidence based practice into their pedagogy. We will establish a positive , cohesive school that is purposeful, flexible and dynamic in order to meet the diverse needs of our staff, students and community.

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.

- A culture of ongoing learning and improvement
- Quality Teaching

Resources allocated to this strategic direction

QTSS release
Professional learning
Beginning teacher support
Socio-economic background
Aboriginal background

Summary of progress

In the Culture of Ongoing Learning and Improvement initiative, to ensure every student, teacher and leader improves every year, our 2023 focus was on embedding a strong and respectful learning focused school culture built on professional relationships and collaborative practices. Whole school collaboration and feedback systems are now strategically embedded across the school to provide teachers with point of need support and mentoring to develop individuals, stage teams and whole school teaching practice.   Additional release time has been strategically embedded to allow every stage team to work collaboratively with their stage leader to develop high quality collective efficacious practices within and across stages.

In the Quality Teaching initiative, a strategic decision was made to commit to a more narrow and deep focus on facilitating exemplary teaching practices through targeted and deliberate professional learning experiences and collegial networks. A strategic whole school teachers Professional Learning (PL) scope and sequence was developed (relevant to stage priorities). PL was tailored for individuals and stages through genuine Performance and Development Plan (PDP) development and layered with consistent high quality modelling, team teaching and classroom observations by Assistant Principals APs and APCI.

Moving forward into 2024, the professional and collective efficacious relationships developed in 2023 will be the driver for sustained whole school improvement. Identified PL will reflect new curriculum implementation intertwined with evidence based instructional practices. The school will endeavour to validate our collective capacity through a vigorous internal instructional rounds process.

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
Strengthen a culture of collaboration leading to a practice of sharing and purposeful professional learning.	A well planned and consistent strengthening of culture and collaboration has been achieved
All Teachers are supported in the use of formative assessment to guide teaching and learning.	100% of teachers received point of need support in the use of formative assessment to guide teaching and learning.
All Teachers are monitored and provided support to ensure Explicit Instruction, differentiation and Teaching	100% of Teachers are now monitored and provided point of need support to ensure Explicit Instruction, differentiation and Teaching Sprints are evident in programs and classrooms.

Sprints are evident in programs and classrooms.

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.

- Social Competency
- Wellbeing Practices

Resources allocated to this strategic direction

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

Summary of progress

In the Social Competency initiative, strategic, timely and individual point of need professional learning and a whole school planned approach to wellbeing through embedding both the Bounce (K-2) and Bounce Back (3-6) scope and sequences, is providing the infrastructure for all students to Connect, Succeed, Thrive and Learn.   Individual, stage and whole school meeting feedback has verified the success of both of these programs.   Positive Behaviour for Learning (PBL) data is critically analysed to align specific focus areas and PBL language is embedded across the school. Peer teacher observations and scheduled student, staff and parent surveys will be prioritised in 2024 to identify student individual needs and adjust programs accordingly.

In the wellbeing practices initiative, the role of the School Learning Support Officers (SLSOs) in every classroom has been refined and narrowed in 2023 to better support individual and whole school student interventions and achievement of Individualised Education Plan (IEP) or Personalised Learning Pathway (PLP) goals.   Furthermore, the PLP and IEP process has been refined and strategically implemented in 2023 to support the wellbeing needs of all students.

In 2024, whole school wellbeing practices will continue to be prioritised to further strengthen and embed the improved practices implemented this year.

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
A minimum of 85 % of K-6 students achieve Tier One in Positive Behaviour for Learning Triangle.	85% of students achieved tier one in the Positive Behaviour for Learning triangle.
A minimum of 70.4% of students attend 90% of the time or more. (Lower bound system-negotiated target)	45% of students attended 90% of the time or more in 2023.
Build knowledge and strategies to support resilience , confidence and social/emotional well-being via implementation of the Bounce Back Program	100% of stundets were given point of need support to build knowledge and strategies to support resilience, confidence and social/emotional wellbeing via implementation of the Bounce Back Program.
Continue to review and refine school processes to ensure individual students receive targeted, evidence based, holistic support.	All students received targeted, evidence based, holistic support to meet their individual needs

Funding sources	Impact achieved this year
New Arrivals Program $17,081.00	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 Gilgandra 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 in Literacy • Effective Classroom practice in Numeracy **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialised SLSO to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** Explicit and targeted support to allow 2 students to access the curriculum at their individual point of need. Additional SLSO support for social development and well being. As a result, both students have integrated positively into both their classroom and our whole school setting. 1 student received multiple awards at our Year 6 presentation. **After evaluation, the next steps to support our students will be:** Continue to work with the EALD specialist in refining our practice reflective to the EALD clientele at the time.
Integration funding support $153,431.00	Integration funding support (IFS) allocations support eligible students at Gilgandra 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 in Literacy • Effective Classroom practice in Numeracy • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms. Support is now multifaceted utilising human and physical resources to meet the individualised needs of eligible students. **After evaluation, the next steps to support our students will be:** To continue to embed the integration funding decision making process through the authentic implementation and regular review of learning and support team meeting recommendations. Next step is to critically analyse and evaluate the actual impact on individual students engagement at school. In doing this, integration funding will be adjusted throughout the year

Integration funding support $153,431.00	in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $486,707.79	Socio-economic background equity loading is used to meet the additional learning needs of students at Gilgandra 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 in Literacy • Effective Classroom practice in Numeracy • Social competence and wellbeing practices • Social Competency • Wellbeing Practices **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support explicit literacy and numeracy implementation. • staff release to increase consistency of Explicit Direct Instruction • professional development of staff through a mentor model to support student learning **The allocation of this funding has resulted in the following impact:** 100% of classes received an SLSO to facilitate whole class, targeted, individual and intensive supports. Support was facilitated at point of need to the individual students and class. The employment of a teacher and 2 SLSOs to support the facilitation of targeted reading and numeracy strategies provided opportunity for differentiated and explicit instruction across the school. As a result, all Gilgandra Public School year groups 3-6 outperformed statistically similar school groups (SSSG) numeracy check in assessments. 58% of Stage 1 students accessed Mini Lit with and average growth from the Warn and Warl assessment being 239%. **After evaluation, the next steps to support our students will be:** To strengthen the strategic use of SLSOs to ensure their support is utilised to maximise whole class, targeted and intervention strategies. Further embedding of a mentor teacher in an instructional leader capacity to provide timely and evidence based support for all teachers to improve whole school reading and numeracy results. Expand the successful Mini Lit intervention model to support primary with a Multi Lit version.
Aboriginal background $313,295.83	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gilgandra 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 in Literacy • Effective Classroom practice in Numeracy • Social competence and wellbeing practices • Wellbeing Practices **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency

Aboriginal background $313,295.83	• employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process **The allocation of this funding has resulted in the following impact:** 100% of Aboriginal students have a Personalised Learning Pathway (PLP) with autonomous opportunities for parents and or caregiver input. PLPs are more strategically adjusted between parents, teachers and students through the implementation of 3 way PDP conferences after school. 95% of Parents attended the evening with 80% of parents attending the follow up meeting in term 3, **After evaluation, the next steps to support our students will be:** Continue to strengthen the impressive community ties we have developed with our Aboriginal community this year. 65% of parents who attended our PDP and open classroom evenings are Aboriginal which exceeds the total percentage of Aboriginal families at our school. We are building genuine relationships based on student learning.
Low level adjustment for disability $160,507.80	Low level adjustment for disability equity loading provides support for students at Gilgandra 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:** • Social Competency • Wellbeing Practices • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based mini lit intervention to increase learning outcomes **The allocation of this funding has resulted in the following impact:** The Learning and Support Teacher (LaST) is an invaluable member of the Learning and Support Team. Students individual needs are met in a timely, accurate and professional manner. Funding, assessments, consent, access requests and all other individual student related supports are expertly catered for in an organised and professional manner ensuring all students receive support at their point of need. Students are provided with human and physical resources at strategic point of need. **After evaluation, the next steps to support our students will be:** Continue to embed strategic Learning and Support Teams systems to meet the varying and complex needs of our student clientele. Streamline the the use of physical and human resources to strategically met the ongoing and growing needs of students.
Location $82,667.58	The location funding allocation is provided to Gilgandra 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:** • Effective Classroom practice in Literacy • Effective Classroom practice in Numeracy

Location $82,667.58	• Wellbeing Practices **Overview of activities partially or fully funded with this operational funding include:** • technology resources to increase student engagement • additional SLSO staff to support whole school academic and wellbeing strategies • student assistance to support excursions **The allocation of this funding has resulted in the following impact:** employment of SLSOs has supported the differentiated whole school academic and wellbeing practices being implemented. Students have had equity with their access to academic, sporting and wellbeing opportunities. **After evaluation, the next steps to support our students will be:** Critical analysis of current financial allocation to ensure equity for all students to meet their academic, sporting and emotional potential.
Professional learning $27,725.92	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 Gilgandra Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A culture of ongoing learning and improvement **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to develop an evidence based Professional Learning (PL) scope and sequence. • engaging a specialist teacher to unpack, model and team teach evidence-based approaches to teaching **The allocation of this funding has resulted in the following impact:** The collective capacity of teachers to deliver high quality teaching ius improving as 100% of teachers are engaging in a PL scope and sequence supported by additional release to work shoulder to shoulder with stages and lead learners. **After evaluation, the next steps to support our students will be:** Refine the time needed/given to teachers by executive to better reflect point of need support. Refine and embed the whole school transition of PL scope and sequence into collective practice.
Beginning teacher support $57,512.43	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Gilgandra Public School during their induction period. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom practice in Literacy • Effective Classroom practice in Numeracy • A culture of ongoing learning and improvement **Overview of activities partially or fully funded with this initiative funding include:** • Additional release time for beginning teachers • lead learners released to mentor beginning teachers • beginning teachers released for additional PL **The allocation of this funding has resulted in the following impact:** 100% of beginning teachers (4 teachers) were given strategically accrued release to work with mentors. Whole day release allowed beginning teachers to complete negotiated PL, team teach with mentors and observe peer practice negotiated with their mentor.

Beginning teacher support $57,512.43	**After evaluation, the next steps to support our students will be:** Beginning release changes reflective to the beginning teachers that year. We will refine and adapt the above strategies as they were effective this year.
QTSS release $48,530.88	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gilgandra Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • A culture of ongoing learning and improvement **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan (SIP) and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** Strengthening the alignment of PDP goals to reflect strategic strategies for developing teacher capacity in Strategic Direction 2 (SD2) of the SIP. **After evaluation, the next steps to support our students will be:** Strengthening the collective capacity of staff to plan for and deliver the new curriculum while implementing Explicit Direct Instruction (EDI) across the whole school setting.
COVID ILSP $118,392.49	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:** • 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 mini lit • providing intensive small group tuition for identified students **The allocation of this funding has resulted in the following impact:** 58% of Stage 1 students utilising the Phonics Mini Lit program. 100% of students experienced significant phonetic growth. 26% of primary stundets engaged in explicit phonics instruction facilitated by the classroom SLSO. **After evaluation, the next steps to support our students will be:** Reading focus - Continue with the successful Mini Lit model in Stage 1 and reading group model in primary. Numeracy - further PL and consistency is required to embed evidence based flexible numeracy strategies from Di Seaman 'working with the big ideas'. The school will assess the need for a quicksmart maths target intervention in stage 2.
Per capita $56,263.01	These funds have been used to support improved outcomes and the achievements of staff and students at Gilgandra Public School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Per capita $56,263.01	• Social Competency • Wellbeing Practices **Overview of activities partially or fully funded with this operational funding include:** • release for teachers to develop authentic IEPs/PLSPs with parents, cares and students • Funding support to ensure equitable access to all school and extra curricular opportunities • introduction of a strategic social and emotional regulation program to support positive behaviour and wellbeing **The allocation of this funding has resulted in the following impact:** 100% of students have been afforded equitable opportunities to engage in all school related and extra curricular activities including excursions, incursions, social/wellbeing/health and behavioural programs and professionals as well as all daily school requirements - food, stationery, uniforms etc. All Aboriginal students and other identified students were provided opportunity and support to develop authentic IEPs with teachers. **After evaluation, the next steps to support our students will be:** A thorough ansd successful 3 way conference model was adopted to develop PLPs. 95% of parents attended initial PLP Term 1 meeting and 80% attended term 3 follow up. We will critically analyse the impact of the 'bounce back' program to determine next well being steps.
AP Curriculum & Instruction $186,105.60	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Classroom practice in Literacy • Effective Classroom practice in Numeracy **Overview of activities partially or fully funded with this Staffing - Other funding include:** • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum **The allocation of this funding has resulted in the following impact:** Teachers are competent in accessing and utilising Universal Resource Hub (URH) resources to build capacity and meet the individual learning goals of students. Analysis of internal and external data informs teacher practice and individual student goals are prioritised with the support of the APCI. 100% of teaching staff have engaged new curriculum English/mathematics PL delivered by the APCI relevant to their stage roll out - engage, enact, embed. **After evaluation, the next steps to support our students will be:** Continue to build collective capacity of teachers to deliver high quality instruction aligned to the new curriculum and critically analysing data to identify performance trends for explicit focus.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	106	114	116	104
Girls	100	94	89	91

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	89.2	90.1	86.4	86.0
1	87.2	89.5	80.8	88.1
2	85.6	92.4	82.5	88.0
3	89.2	87.8	82.7	90.4
4	91.5	87.1	85.0	89.0
5	90.1	89.1	78.4	83.7
6	88.7	87.2	83.3	83.8
All Years	88.9	88.9	82.6	87.0
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)	4.2
Classroom Teacher(s)	10.66
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	5.42
Other Positions	1

*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	847,285.14
Revenue	4,597,992.94
Appropriation	4,460,137.92
Sale of Goods and Services	68,798.54
Grants and contributions	48,327.95
Investment income	21,257.34
Other revenue	-528.81
Expenses	-4,372,291.99
Employee related	-3,919,455.02
Operating expenses	-452,836.97
Surplus / deficit for the year	225,700.95
Closing Balance	1,072,986.09

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	116,615
Equity Total	960,511
Equity - Aboriginal	313,296
Equity - Socio-economic	486,708
Equity - Language	0
Equity - Disability	160,508
Base Total	2,379,342
Base - Per Capita	56,263
Base - Location	82,668
Base - Other	2,240,411
Other Total	609,025
Grand Total	4,065,493

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

Each year schools are required to seek the opinions of parents/carers, students and teachers about the school. Comments were requested through a variety of surveys including **Tell Them From Me (52 parent surveys)** and internally facilitated feedback opportunities. The information of these surveys is collated and summarised as follows:

- The parent body, students and staff believe the school is well resourced, the whole school environment is well maintained and the school climate provides a positive, welcoming atmosphere.
- Parents surveys highlight an increase in the reporting of the school.
- Parents feel welcomed, informed and supported to talk about the educational needs of their children.
- Parents believe strongly that school staff take an active role in making sure all students are included in school activities.
- Parents support the positive acknowledgement of students success and achievement through Facebook posts, point of action class awards, assemblies and formal presentations.
- Students believe that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- Students believe school staff emphasise academic skills and hold high expectations for all students to succeed.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 89% of Aboriginal students either agree or strongly agree that they feel good about their culture when they are at school.
- Access to quality professional development is valued by the staff.
- Staff reported in increase in learning culture, leadership and parental involvement
- Staff provide challenging and visible learning goals that are supported by quality feedback.
- Staff plan and deliver quality learning opportunities that incorporate deliberate use of technology to improve outcomes.
- Inclusive Extra curricular activities provided by the school including excursions and incursions are supported and valued by both students and parents.
- Parents support the school in being involved in the wider community through their involvement in 3 way conferences, open evenings, ANZAC Day, Remembrance Day and grandparents day.
- The school has developed a well functioning, highly attended and committed Parents and Citizens group (P&C).

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.