

# 2023 Annual Report

## Glenquarry Public School



Glenquarry  
Public School

2015

# Introduction

The Annual Report for 2023 is provided to the community of Glenquarry Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

We provide the best education possible for every child.

At Glenquarry Public School, our school motto is "Valuing the Future". We enable active, self directed and creative learners, who have an appreciation for the environment. Staff embrace a culture of continuous improvement ensuring research and data underpins teaching improvement. Innovation and creativity as core characteristics of the school through the delivery of quality learning experiences.

Glenquarry Public School embraces a strong culture of growth that values deep learning.

## School context

Glenquarry Public School is a small school located in the Southern Highlands of NSW. Glenquarry is a small rural community of around 200 with a FOEI of 86. Glenquarry Public School was established in 1869 and is situated 12km from the town of Bowral. Students are cared for in a safe, friendly and learning centered environment. They are encouraged to always give their best. Teachers are highly experienced and have high expectations of students' learning and behaviour. There are 10 families with a total of 19 students enrolled in 2022. The school is classified as a TP1 , with one full time Teacher Principal, Temporary Teachers, School Administrative Manager, School Learning Support Officers and a General Assistant. Student numbers have been steadily increasing since Semester 2, 2021.

The whole school community, involving students, staff, parents and the local AECG, were consulted to complete the situational analysis followed by the development of the strategic improvement plan. Through our situational analysis, we have identified the need to use data driven practices and teacher reflection to ensure all students have access to learning that best meets their needs. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Consistent monitoring of student performance data with students will determine areas of need and ensure students feel ownership of their learning and at an individual, class and school level. Through the analysis of NAPLAN and Scout data, the school has identified system-negotiated target areas in reading, numeracy and attendance.

We aim to enhance our culture of collective learning, where all members of the school community improve students learning needs. When the whole school community is involved this will ensure optimum learning conditions for all students.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	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

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Student learning needs will be met by a consistent use of data to ensure evidence based teaching practice drives improvement.

### Initiatives

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

- Data Analysis
- Reflective Teacher Practice

### Resources allocated to this strategic direction

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QTSS release

Professional learning

AP Curriculum & Instruction

Low level adjustment for disability

### Summary of progress

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During 2023, all teaching staff participated in professional learning aligned to the evidence informed teaching of literacy and numeracy. Mathematics professional learning occurred throughout the year and included both online and face to face delivery. The APCI supported classroom teacher learning with follow up mentoring and co-teaching. English masterclasses were attended by the executive team twice each term.

The mathematics professional learning was impactful on classroom teaching practices as this was directly aligned to the work of the APCI. Follow up conversations, data analysis, development of programs and scope and sequences supported the new learning. Weekly collaboration time allowed the APCI and teachers to consolidate, plan and implement teaching in response to new learning. The mathematics teaching is informed by the new curriculum and greater teacher capability is reported. The English professional learning supported teacher understanding of the new English syllabus and creation of appropriate units of work in the K-6 setting.

All staff report that the professional learning increased their understanding and ability to be reflective practitioners. 86% of teaching and non teaching staff report that the professional learning has enhanced their practice.

Student data from a range of internal and external sources, indicates that all students have made progress in reading and numeracy.

#### Reading

In PAT reading data, 66.7% of students have shown growth in scaled score from 2022 to 2023 and 50% have shown growth in percentile ranking. 77.8% of students have shown growth from semester 1 2023 to semester 2 2023, and 72.2% of students have shown growth in percentile rankings.

In Check In reading data, 66.7% of students have shown growth in their percentage correct scores from 2022 to 2023 and for semester 1, 2023 to semester 2 2023. 59% of students in Years 3-6 achieved scores higher than the Statistically Similar School Group (SSSG).

#### Mathematics

In PAT mathematics data, 66.7% of students have shown growth in scaled score from 2022 to 2023, with 16.7% increasing their percentile ranking. 50% of students have shown growth from semester 1 2023 to semester 2 2023 and in percentile rankings.

In Check In mathematics data, 33.3% of students have shown growth in their percentage correct scores from 2022 to 2023 and for semester 1 2023 to semester 2 2023. 59% of students in Years 3-6 achieved scores higher than the Statistically Similar School Group (SSSG).

Next year in this strategic direction we will continue to build teacher capacity to use evidence informed teaching approaches and further develop the capabilities in data skills and use. There is an identified need to conduct a data audit followed up by redesigning an appropriate assessment schedule so that data informed teaching decisions become embedded in practice.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Students will demonstrate growth in reading using internal data sources.	All students have demonstrated growth in reading, using internal and external assessments. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Students will demonstrate growth in numeracy using internal data sources	All students have demonstrated growth in numeracy, using internal and external assessments. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Targeted teaching strategies are delivered to students informed by teacher collaboration and consideration of a range of student achievement data.	The teaching principal and classroom teacher have actively collaborated with the APCI to reflect and improve upon teaching practice. Explicit teaching strategies are employed and the APCI supports staff to effectively consider a range of student achievement data to inform teaching approaches.

## Strategic Direction 2: Positive Learning Culture

### Purpose

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Student voice is promoted to ensure students feel ownership of their learning.

The school supports a positive learning culture through initiatives that promote social, emotional, intellectual and behavioural engagement within the school and community.

### Initiatives

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

- Student ownership of learning.
- Whole school approach to wellbeing.

### Resources allocated to this strategic direction

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Per capita

Low level adjustment for disability

Socio-economic background

Location

Professional learning

### Summary of progress

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#### 4C Transformational Learning

All teaching staff engaged in the initial year of professional learning in 4Cs Transformational Learning. This activity will be a focus for 3-4 years. Staff attended sessions with colleagues from our Small Schools Community of Practice (6 local small schools) including School Development Days, twilight sessions and staff meetings.

As anticipated, the initial year of 4Cs introduced the staff to the pedagogical approach, the learning disposition wheel and relevant processes that can be implemented in classrooms to engage learners and increase communication, collaboration, creativity and critical reflection. Some teachers have embedded new practices in their classroom.

Next year, in this Strategic Direction, there will be an increased emphasis on classroom practice and an expectation that all learning settings and teaching programs incorporate evidence of the 4C's approach. This will be supported by professional learning that includes classroom and lesson observations and further exploration of the theory. Increased communication with the community about this activity will also be a focus.

#### PBL and Wellbeing

At the start of the year, the PBL approach to whole school wellbeing was refined and updated. Staff collaborated to ensure a consistent approach to behaviour management was in place and additional awards and recognition activities were developed. A wellbeing teacher was employed to support all students.

The PBL approach was implemented authentically and there has been consistency in the implementation. The wellbeing teacher supported students to connect with each other through hands-on outdoor activities in pairs and small groups.

Data collected from students shows that 78% have many friends at school and 96% feel that they belong at our school.

Although some students are responding to the approach, older students and those with additional needs are not responding as well. Whilst the end of term prizes are successful, the free and frequent rewards and weekly prize draws appeal more to younger students. When surveyed, only 53% of students believe that they get rewarded for doing the right thing at school. Data suggests that there are some misunderstandings amongst students and parents, about the procedures that require clarification.

Next year, in this Strategic Direction, there will be a focus on aligning student, parent and staff understandings and making adjustments to ensure all students are well supported and able to take responsibility for their learning and behaviour.

## Learning Support Team Processes

With the employment of a specialised Learning and Support Teacher (LaST) this year, a learning support team and related processes were established. Regular Learning Support Team (LST) meetings were held and in response to student needs, Personalised Learning and Support Plans (PLaSPs) were collaboratively designed by the LaST and teachers.

Parents and staff were surveyed and results show that the majority of parents and staff think the process is effective and all parents have noticed an improvement in their child's specific learning goals as a result of the PLaSPs. The parents value gaining a better understanding of what their children are able to do and they feel that the plans enable parents to feel involved in their child's learning.

Next year, in this Strategic Direction, if funding allows, the LaST role will be continued and the LST will continue to function and support the personalised approaches to learning.. There will be an increased focus on increasing the involvement of students in the creation, monitoring and revising of their goals within their PLaSPs.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending more than 90% of the time to 70% (lower bound system-negotiated target.)	The number of students attending greater than 90% of the time or more has increased by 54%, exceeding the target by 5%.
Evidenced informed whole school wellbeing initiatives are consistently implemented.	The evidenced informed PBL approach has been implemented consistently this year.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$38,022.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenquarry Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,765.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenquarry Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school approach to wellbeing.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support differentiation of instruction for English and mathematics</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all students with additional needs being catered for with an individualised Learning and Support Plan. All students receiving explicit, targeted literacy and numeracy lessons to ensure that they achieve goals and growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide small group and individual learning support. Continuation of the structure for English and mathematics instruction will continue with a greater emphasis on data informed teaching decisions.</p>
<p>Low level adjustment for disability</p> <p>\$33,122.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenquarry Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Low level adjustment for disability</p> <p>\$33,122.30</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Whole school approach to wellbeing.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Students received explicit instruction in maths and English through the creation of smaller learning groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue this model if funding allows.</p>
<p>Location</p> <p>\$869.54</p>	<p>The location funding allocation is provided to Glenquarry Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school approach to wellbeing.</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> <li>• breakfast club</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> additional staff supported wellbeing programs including breakfast club. The school assisted families financially to ensure equitable access to all school activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide the breakfast club program, provide financial support and fund the wellbeing teacher role if funding permits.</p>
<p>Professional learning</p> <p>\$5,017.45</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 Glenquarry Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Whole school approach to wellbeing.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employing/releasing staff to attend professional learning in mathematics, English and Trauma training</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved internal student growth results. All staff have increased capacity to support the wellbeing</p>

Professional learning \$5,017.45	needs of students who have a trauma background. <b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning for staff and ongoing training to effectively support all students.
QTSS release \$2,959.20	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenquarry Public School. <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Data Analysis</li> </ul> <b>Overview of activities partially or fully funded with this initiative funding include:</b> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers more confident to plan and teach using new syllabus documents and implement responsive teaching practices. <b>After evaluation, the next steps to support our students will be:</b> to continue the APCI coaching sessions and focus on formative assessment and using data effectively.
COVID ILSP \$11,927.67	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. <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <b>Overview of activities partially or fully funded with this targeted funding include:</b> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <b>The allocation of this funding has resulted in the following impact:</b> Personalised delivery of literacy and numeracy instruction has resulted in students achieving their learning goals through explicit and targeted intervention. <b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need, if the funding allocation continues.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	15	5	6	11
Girls	9	7	11	15

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	97.5	90.3	85.1	89.1
1	92.9	90.3	75.5	92.9
2	95.2	93.0	90.5	88.1
3	85.1	87.0	84.5	94.3
4	94.9		87.2	87.1
5	93.7	93.0		92.0
6	85.1	87.9	85.3	90.8
All Years	94.0	90.8	85.0	91.5
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		87.4	90.6
5	92.0	92.1		90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

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

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.57
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

# Financial information

## Financial summary

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

	2023 Actual (\$)
<b>Opening Balance</b>	9,988.84
<b>Revenue</b>	628,709.35
Appropriation	620,027.69
Grants and contributions	8,440.02
Investment income	241.64
<b>Expenses</b>	-597,468.41
Employee related	-525,167.73
Operating expenses	-72,300.68
<b>Surplus / deficit for the year</b>	31,240.94
<b>Closing Balance</b>	41,229.78

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	38,022
<b>Equity Total</b>	36,888
Equity - Aboriginal	0
Equity - Socio-economic	3,765
Equity - Language	0
Equity - Disability	33,122
<b>Base Total</b>	377,851
Base - Per Capita	4,424
Base - Location	870
Base - Other	372,557
<b>Other Total</b>	63,174
<b>Grand Total</b>	515,934

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



## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2023, all members of our school community had the opportunity to provide constructive feedback on school practices and procedures. Student, staff and parent surveys and interviews, have been utilised as platforms to gain feedback.

96% of students said that they feel they belong at Glenquarry Public School and this is an increase of 26% from last year. They reported that the things they appreciate most about our school are:

- Fewer students
- Learning
- The teachers
- Art and sport
- Our playground - the freedom
- Kind people

Most students indicated that something that would improve our school would be to increase our student numbers and further improve our playground facilities.

When asked to reflect on learning, students revealed that they benefit from close teacher support and extra teachers in the learning spaces. They also enjoy hands-on activities and working in groups.

Our staff reported the most positive practices at Glenquarry Public School were the personalised approaches to learning, our focus on equity and inclusivity. 100% of staff believe that the school is well led and managed and say they feel valued and safe whilst working towards a shared vision, in an environment with high relational trust amongst staff. All teaching and non-teaching staff report enjoying working and teaching at the school. They suggest that potential areas for improvement could be improving the optics and visibility of the school and continuing to foster positive community involvement.

60% of parents engaged in a survey and 100% of these would recommend our school to others. The results showed that parents believe the school's promotion of:

- Academic learning - to an adequate to great extent
- Student wellbeing - to a good to great extent
- Attendance - to a great extent
- Inclusivity - to a great extent

When asked to comment on suggested improvements for Glenquarry Public School, parents referenced updating the playground and classroom technology resources. They would also like to see a school bus and/or before and after school care to support working parents. Some parents would like to see more regular learning updates.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.