

2023 Annual Report

Hargraves Public School



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Introduction

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

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

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School vision

At Hargraves Public School we strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community, our goal is to deliver high quality, differentiated learning experiences that challenge all students to perform at their highest potential and develop the knowledge, critical thinking skills, and resilience necessary to succeed in a technologically advanced world.

School context

Hargraves Public School with a current enrolment of 14 students, is a small rural school situated 35 kilometres south-west of Mudgee in the Central West of N.S.W. We anticipate that student enrolments will range from 10-15 in the next few years.

Our Aboriginal student population fluctuates and is currently 28% of our student enrolments.

Our F.O.E.I. (Family Occupation & Education Index) is 149 and I.C.S.E.A. (Index of Community Socio-Educational Advantage) is 881, identifying us as a low socio-economic rural school.

The school fosters a culture of high expectations and students have access to high levels of technology for learning and a wide range of extra-curricular opportunities.

Hargraves School has excellent facilities featuring two well-resourced classrooms, Common Room and library and a spacious, attractive playground.

The school currently has 1 full time teacher, two part-time teachers, a full-time School Learning Support Officer, School Administrative Manager and General Assistant. The school also has an Assistant Principal Curriculum and Instruction who works with teachers one day per week. A small but enthusiastic P&C support the staff and students.

Through our Situational Analysis we have identified two areas of focus for Strategic Improvement Plan 2021-2024:

1. Student Growth and Attainment

When analysis was conducted against the student outcome measures it was evident that although the number of students at or above expected growth in reading and numeracy overall is above the state average and above that of statistically similar schools, not every student makes the expected growth target for reading and numeracy. This will be an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include:

Reading: - reading, viewing and comprehension strategies in different media and technologies.

Numeracy: - whole number and measurement.

Our whole school focus to improve student growth and achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update and What Works Best in Practice. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student.

2. Quality Teaching

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Our school focus will be on developing high impact teaching strategies, including learning intentions and success criteria as part of the quality teaching and learning cycle. This will become embedded practice across the school. Using high impact teaching strategies will provide opportunities for teachers to reflect and evaluate the effectiveness of current practices and use current research (What Works Best) to improve teacher practice.

Teaching staff will also focus on developing their skills and knowledge to use assessments strategically and effectively (for, of and as learning).

Through our situational analysis, we have also identified a need to use data driven practices in our teaching to ensure all students have access to stage appropriate learning. Teachers' data literacy and their capacity to use data in planning will be an area for professional development. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student in reading and numeracy and to build strong foundations for academic success, all staff will use relevant and quality data to understand the learning needs of every student.

Our focus will be to deliver high quality learning experiences that enables student growth across all key learning areas. Students will demonstrate autonomy & initiative to identify their learning goals and become self-directed learners.

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
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Aboriginal background
Low level adjustment for disability
AP Curriculum & Instruction

Summary of progress

Effective Classroom Practice/Personalised Learning

Focus was on the use of highly effective teaching practices to improve comprehension and additive strategies. High impact professional learning which included revisiting Effective Reading and Numeracy Guides, and support from the APC&I, guided teaching staff through the process of developing consistent practices and processes. Effective assessment strategies were implemented to identify point of need teaching.

Classroom teachers in K-2 and 3-6 met frequently to discuss individual learning needs in both reading and numeracy, and develop personalised student learning plans which include learning goals based on areas of identified need. Teachers then focused on the design of teaching and learning activities which addressed the identified goals within the classroom. Teachers used student data to plan and embed quality practices and differentiated instruction. Student learning has been tracked through a range of data sources, and analysis has shown improvement. In response to parent voice, the Home Reading program was re-established, highlighting to students the importance staff and parents place on Reading as a life skill. Daily monitoring of the Home Reading program and the collection, monitoring and evaluation of annotated reading data from each classroom/observation of reading behaviours are embedded practice in each classroom.

In 2023, basic number recall and automaticity of number facts by students was identified as an area for improvement. To support individual improvement in numeracy, the Quicksmart program was implemented. Collaboration was supported by our Assistant Principal Curriculum and Instruction and the Principal as Instructional Leader.

NEXT STEPS

All staff will continue to collaborate in order to achieve the common goal of sharing evidence-informed practices, knowledge and problem solving to effect change in student learning. The success of our collaborative inquiry will be the disciplined approach and ongoing reflection and evaluation against the teaching and learning cycle, supported by curriculum implementation. We will continue to ensure professional learning is at the centre of the school's focus on increased teacher effectiveness. We will establish regular reflection points that ensure staff are setting realistic targets for students.

Data Skills and Use

As a staff we continued to build our capacity to implement effective data practices, including engaging in collaborative data analysis to determine evidence of learning by individual students. Our focus in the area of data was to ensure there

was a common understanding of PLAN 2 and the language of the Learning Progressions. The effective use of the data walls is a practice that is continually refined to ensure consistent teacher judgement and shared understanding about the pedagogical approach to reading and numeracy instruction.

As a school we were able to determine consistent and reliable student assessment data in reading and numeracy, evidenced in teaching and learning programs. A commitment by all teachers to PLAN 2 has seen consistent monitoring of student progress.

In 2023, to identify, support, engage, organise and apply personal approaches to learning of our Aboriginal and Torres Strait Islander students, we developed a Personalised Learning Pathway (PLP) process. In consultation with parents and caregivers we aim to support improved learning outcomes and educational aspirations for our students. The PLP process has been customised to meet academic, social and cultural needs of our students.

NEXT STEPS

In 2024, staff will invest time and professional learning opportunities into developing a whole school approach to Literacy and Numeracy in line with new curriculum pathways and expectations, in particular, 3-6. Staff will continue to implement school wide expectations to support student learning through the quality teaching and learning cycle, pausing and reflecting at timely intervals to determine impact. There will be a continued focus on formative assessment strategies and authentic data collection to determine where to next for student and school programs. essential to success in this area will be the need for the timetabling of collaboration and APC&I support.

In 2024, staff will work closely with the Assistant Principal Curriculum and Instruction (APC&I) to ensure our commitment to tracking student learning via PLAN 2 is consistent. Considered use of Learning Progressions will allow for personalised tracking of student achievement and progress. Progression data suggests that improvement is being made, and the use of PLAN2 will support consistent teacher judgement to improve student achievement. To promote consistent and comparable judgement of student progress as well identify gaps in learning and areas for extension we will develop a whole school approach to assessment. We will ensure the collection and analysis of data is a component of our Implementation and Progress Monitoring, ensuring a focus on point of need instruction, clear learning intentions and success criteria, effective questioning and feedback as part of explicit quality instruction in Reading and Numeracy.

In 2024, with additive and multiplicative strategies as our focus areas in Numeracy, we will ensure that professional learning supports the strengthening of practice in explicit quality instruction of these areas. Through the implementation of data responsive teaching sprints and targeted intervention through Quicksmart, teachers will deliver quality lessons and determine success through appropriate assessment strategies such as work samples, observable behaviours, student reflections and data collection (IfSA). Collaborative analysis of data will inform future directions and address student need and any equity disadvantage. We will continue to collaborate and share data more broadly across the Community of Practice. In 2024, staff will work closely with the APC&I to develop a Mathematics Scope and Sequence aligning with the new syllabus.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school for more than 95% of the time to be above the current level of 95.6%	There has been an Increase in the percentage of students attending school for more than 95% of the time to 96.64%
All students will demonstrate growth in Reading Comprehension as measured against the Learning Progressions.	Most students will demonstrate growth in Reading Comprehension as measured against the Learning Progressions.
All students will demonstrate improvement and growth in Numeracy-additive strategies as measured by Learning Progressions.	Most students will demonstrate improvement and growth in Numeracy-additive strategies as measured by Learning Progressions.

Strategic Direction 2: Quality Teaching

Purpose

To ensure teaching and learning programs are dynamic, differentiated and show evidence of revisions based on feedback, teaching effectiveness, consistent & reliable student assessment data & continuous tracking of student progress & achievement.

All teachers will understand and implement the most effective, explicit teaching methods with the highest priority given to evidence-based teaching strategies.

Initiatives

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

- Assessment Practices
- Quality Learning Environment - Classroom Management

Resources allocated to this strategic direction

Professional learning Socio-economic background

Summary of progress

Assessment Practices

As a school our focus was on ensuring a consistent approach to assessment for, of and as learning. We needed to review our current assessment overview to ensure that data collected was relevant to our expected progress and achievement related to reading and numeracy instruction.

Our engagement in the suite of resources in ALAN (Assessing Literacy and Numeracy) indicated that there was diversity in professional understanding and professional practice. The staff were able to develop a shared understanding of baseline data from the Best Start Kindergarten Assessment and PLAN 2. to then inform the explicit strategies required to address the areas of student need.

Led by the APC&I, the school established a data wall that was used for tracking as well as detailed discussions about individual student learning.

NEXT STEPS

In 2024, professional learning time will be dedicated to collaboratively using data to inform planning, identify interventions and modify teaching practice. Working with the APC&I, we will reestablish a whole school assessment schedule inclusive of PLAN2 and other summative assessments that allow staff to plan for future learning. We will build on the work in 2023, and the use of a data wall, personal learning plans and progression plotting to ensure we are tailoring teaching and learning programs that meet the needs of our students.

In 2024, teachers will continue to embed formative assessment as part of the teaching-learning-assessment cycle in everyday practice. The development of a whole school assessment framework will support the development of student learning goals, inform explicit instruction and reflect research on best practice, including ongoing monitoring of success.

Quality Learning Environment - Classroom Management

In 2023, there was a whole school approach to the strengthening of systems and structures to support teaching and learning through the implementation of the evidence-based framework of PBL (Positive Behaviour for Learning). 4 clear concise school wide expectations were developed to promote positive student engagement. In conjunction with the development of All Settings and Classroom matrix and scope and sequence was the establishment of a new awards system. Operating in all classrooms, the positive rewards system is visible, highly transparent and linked directly to the expectations taught. Weekly awards at assembly mirror and add to the classroom process for rewarding positive behaviour. These awards have been highly effective in promoting positive behaviours in all students.

Implementation of PBL requires the commitment of the whole school community. Staff undertook PL in PBL process and practice, and active student voice and careful communication with parents was key to successfully developing and using a common vision, language and experience to support the new changes. S

In 2023, we enhanced communication with the wider community and promoted our proactive strategies through the reporting of student success and achievement in a range of positive ways including the weekly newsletter, school Facebook page and the local Nugget News magazine. Through P&C Meetings, parents become partners in the development of the whole school structures and processes being implemented. Individual student adjustments were communicated with parents when developing individual learning and behaviour plans as needed.

NEXT STEPS

In 2024, as a team all stakeholders are reviewing the current Student Behaviour Policy and School-wide expectations to ensure alignment with the new policy. The school will continue to build the behaviour policy and processes around 4 school wide expectations - Be Safe, Be Responsible, Be Respectful and Be Resilient. The school will implement an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework will support social, emotional, behavioural and academic outcomes for our students.

In 2024, staff will engage closely with students and parents to plan strategic, integrated whole-school behaviour management approaches in line with the Inclusive, Engaging and Respectful School policies. Professional Learning will focus on building teacher and SLSO capacity to reduce the occurrences of inappropriate behaviours, encourage positive behaviour and teach social and emotional skills. Staff will explicitly teach expected behaviours, collaboratively design intervention strategies to address academic supports, behavioural, and social/emotional competencies to reengage students in learning and give frequent and meaningful rewards for students demonstrating expectations.

In 2024, the school will look to add to visual rules and expectations around the school, ensuring they are accessible to all students.

Our systems, processes and procedures for Student Behaviour will continue to be updated and communicated in the School Student Behaviour Management Plan to be finalised by the end of Term 2, 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
<p>In the Learning domain Assessment - Sustaining and Growing</p> <p>In the Teaching domain Data Skills and Use - Sustaining and Growing</p> <p>In the Teaching domain Professional Standards- trending towards Excelling</p> <p>In the Teaching domain Effective Classroom Practice - trending towards Excelling</p> <p>In the Learning domain Wellbeing - trending towards Excelling</p>	<p>In the Learning domain Assessment - Sustaining and Growing</p> <p>In the Teaching domain Data Skills and Use is working towards Sustaining and Growing</p> <p>In the Teaching domain all teachers are working towards Sustaining and Growing</p> <p>In the Teaching domain Effective Classroom Practice is working towards Sustaining and Growing</p> <p>In the Learning domain Wellbeing is working towards Sustaining and Growing</p>
<p>In the Leading domain Educational Leadership - trending towards Excelling</p>	<p>In the Leading domain Educational Leadership - trending towards Sustaining and Growing</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$38,210.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hargraves 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"> • Effective Classroom Practice • Quality Learning Environment - Classroom Management <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Super 6 Comprehension Strategies to support student learning • employment of additional staff to support Home Reading program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: All students have made progress in Reading comprehension as assessed in progression tracking.</p> <p>After evaluation, the next steps to support our students will be: Take a deeper, narrower focus on improving vocabulary and fluency to support students to make continued improvements in Reading Comprehension.</p>
<p>Aboriginal background</p> <p>\$7,381.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hargraves 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: All students have made progress in additive strategies as assessed in progression tracking.</p> <p>After evaluation, the next steps to support our students will be: Take a deeper, narrower focus on improving multiplicative strategies to support students to make continued improvements as assessed in tracking progression.</p>
<p>Low level adjustment for disability</p> <p>\$18,768.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Hargraves 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"> • Effective Classroom Practice

<p>Low level adjustment for disability</p> <p>\$18,768.34</p>	<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 <p>The allocation of this funding has resulted in the following impact: Identified students access required support for Reading and Numeracy needs. All students have individual learning plans, and have made success in these learning areas.</p> <p>After evaluation, the next steps to support our students will be: Take a deeper, narrower focus on improving multiplicative strategies to support students to make continued improvements as assessed in tracking progression.</p>
<p>Location</p> <p>\$8,375.93</p>	<p>The location funding allocation is provided to Hargraves Public School to address school needs associated with remoteness and/or isolation.</p> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: This funding allocation provides opportunities for the students to access high quality learning experiences which include excursions, incursions as well as access to up to date technology to address needs associated with remoteness and/or isolation.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to carefully select high quality learning experiences that link to the teaching and learning cycle that challenge students and provide experiences that they might otherwise not have.</p>
<p>Professional learning</p> <p>\$5,977.27</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 Hargraves 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"> • Effective Classroom Practice • Data Skills and Use • Quality Learning Environment - Classroom Management <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 <p>The allocation of this funding has resulted in the following impact: All staff revisited previous training our Super 6 strategies and worked with the APC&I to ensure explicit evidence practice is embedded in the teaching cycle.</p> <p>After evaluation, the next steps to support our students will be: Support reading instruction through a deep, narrow focus on vocabulary instruction, specifically Tiered Vocabulary.</p>
<p>QTSS release</p> <p>\$2,604.10</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hargraves Public School.</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$2,604.10</p>	<ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Funding provided opportunity for teacher release to support collaborative work with each other and APC&I.</p> <p>After evaluation, the next steps to support our students will be: Continue to support teachers with release time to work with the APC&I and each other to support the implementation of teaching and learning.</p>
<p>COVID ILSP</p> <p>\$15,929.99</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Release provided to teachers to analyse data sources to determine individual needs of students who were then supported in small group instruction.</p> <p>After evaluation, the next steps to support our students will be: Small group/individual instruction continue to be tailored to individual needs as required.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	12	10	9	9
Girls	17	7	4	4

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.2	77.7	87.2	94.6
1	96.2	94.1	70.2	88.6
2	97.9	88.9	92.2	73.9
3	95.5	75.6	88.0	93.3
4	81.1	93.6	84.0	89.8
5	83.7	95.6	84.0	91.3
6	93.6	93.1	89.4	94.6
All Years	92.5	90.8	87.0	90.1
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)	0.2
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark 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	60,740.70
Revenue	565,037.87
Appropriation	552,404.16
Grants and contributions	11,232.67
Investment income	1,401.04
Expenses	-488,364.46
Employee related	-445,953.72
Operating expenses	-42,410.74
Surplus / deficit for the year	76,673.41
Closing Balance	137,414.11

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	0
Equity Total	64,360
Equity - Aboriginal	7,381
Equity - Socio-economic	38,210
Equity - Language	0
Equity - Disability	18,768
Base Total	355,543
Base - Per Capita	3,383
Base - Location	8,376
Base - Other	343,784
Other Total	41,648
Grand Total	461,551

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

71% of parents reported that their child feels happy and safe at school and 100% of parents surveyed reported that their children's learning needs are being met. Parents commented on how capable staff are at accommodating the learning needs of all students. 69% of students agreed that their work is challenging and 85% of students feel happy and safe at school. Staff feel supported and have access to appropriate resources to ensure effective teaching and learning in classrooms.

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.