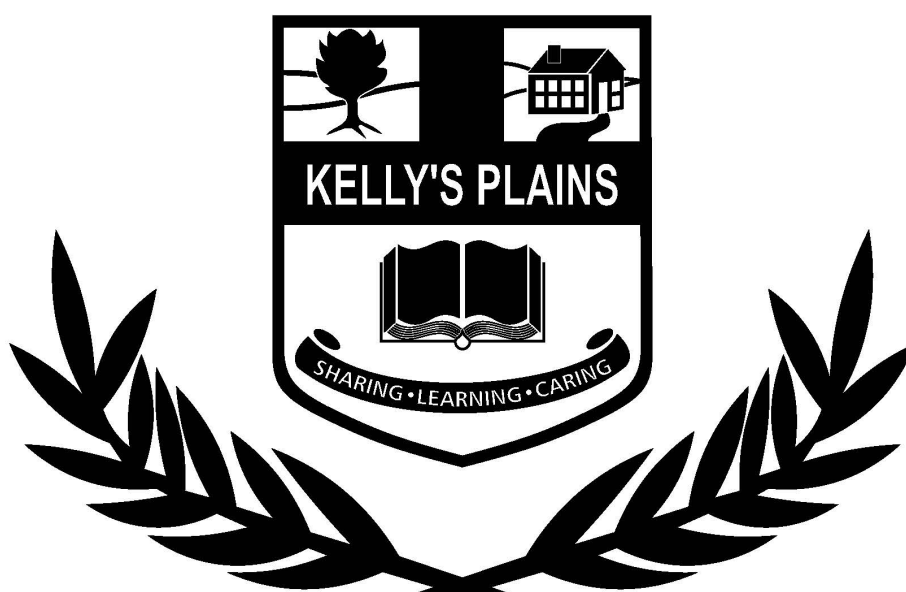


# 2023 Annual Report

## Kellys Plains Public School

### KELLY'S PLAINS PUBLIC SCHOOL



2273

# Introduction

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

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

## School contact details

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## School vision

At Kelly's Plains Public School we are:

Leaders of learning.

Collaborative within and across schools lead by expert Kelly's Plains staff.

Focused on student learning and well-being at the core of every decision.

Ensuring students have the skills and confidence to lead within and beyond our community.

## School context

Kelly's Plains Public School is a small school located 12km outside of Armidale with a current enrolment of 28 students. The school currently consists of two multi-stage classes and is surrounded by a supportive school community. Kelly's Plains Public School has strong community ties with a focus on student, parent and teachers collaborating to ensure success in all areas of schooling and beyond. Kelly's Plains Public School collaborates extensively with the Thunderbolt's Alliance of Small Schools. These schools include Kentucky PS, Rocky River PS and Kingstown PS. Multistage teacher development across schools is identified, targeted and collaborative to ensure expert teacher development.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality assessment practices in literacy and numeracy focusing on individualized improvement for students. We will look to plan and focus school wide to ensure formative assessment drives all teaching and learning including each students' Personalised Learning Plan (PLP).

## 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	Delivering
LEARNING: Wellbeing	Delivering
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Planning, programming, lessons and learning opportunities need to be explicit and engaging. Individually and collaboratively both internally and across the Thunderbolt's Learning Alliance off Small Schools will need to evaluate the effectiveness of their teaching practices. This will be driven by the 'What Works Best Document'.

We are continuing to develop teachers' use and implementation of formative and summative practices. This needs to be implemented and embedded across K-6 by all teachers. Professional Development and peer collaborative observation will support this practice. Personalised Learning Plans for all students are to be implemented in 2021. These will focus on 'Assessment' 'Explicit teaching' and 'Use of Data to inform teaching' as in the 'What Works Best'. The Schools' SEF/SaS analysis for 2018, 2019 and 2020 also identified in the learning domain that both Assessment and Student performance measures have been working towards delivering. The next theme is in the Teaching Domain where the areas of Effective classroom practice and Data skills and use are also at working towards delivering.

### 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.

- Informed teacher practice and capacity
- Personalised Learning for future leaders

### Resources allocated to this strategic direction

Integration funding support  
Socio-economic background  
Aboriginal background  
Low level adjustment for disability  
Professional learning  
QTSS release  
AP Curriculum & Instruction

### Summary of progress

As a school we have incorporated PLAN 2 assessments into everyday teaching and learning. This was driven and supported by the Assistant Principal Curriculum (APCI). The APCI analysed this data and made informed decisions with the K-2 teachers around students learning needs and developed individual learning plans for students based on the data. The Upper Division teachers used PLAN 2 for assessing students in Creating Texts, Understanding Texts, Number and Place Value and Additive Strategies. Students were assessed using the assessment within PLAN 2 to triangulate data to make informed decisions on individual student needs. In Term 3, teachers in K-2 and 3-6 met with all families to compile a Personalised Learning and Support Plan (PLSP) for each student. The data gained from this supports the teaching and learning within the classroom. This will be revisited in Term 2 2024. Assessment data was gathered in Term 4 on each student. Analysis of NAPLAN, Check-in assessment, student work samples and PLAN 2 were used to form judgements on students.

The impact on students has been positive. Having the PLSP meetings with all families enabled the teachers to work collaboratively to support their child's learning. The impact on teachers is that we are more informed about each individual student and have a plan that clearly states the education learning needs for targeted students.

The enablers have been that the staff are very flexible in taking on new approaches to learn more about students and families and to change some teaching strategies to support their students. Some barriers are that we have not followed a specific assessment schedule but this will be a focus for 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
<b>Attendance</b> The school will increase its baseline	Kelly's Plains has seen an increase in attendance this year compared to 2022. This will continue to be a focus for 2024.

target from 70% to 85% of students attending at 90% or above..	
<b>SEF - 'Curriculum' - Working Towards Sustaining and Growing</b>  School will self assess itself as working towards Sustaining and Growing in the Element of Curriculum, using the School Excellence Framework.	Kelly's Plains offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Teaching and learning programs describe what all students are expected to know, understand and do. Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of identified students are advised about adjustments made.
<b>Reading Growth</b>  The number of students achieving growth on internal Reading data improves from the previous year.	Kelly's Plains internal reading data shows that all of the students have shown growth in Understanding Texts.
<b>Numeracy Growth</b>  The number of students achieving growth on internal Numeracy data improves from the previous year.	Students at Kelly's Plains have shown growth in Numeracy data in the area of Number and Place Value.

## Strategic Direction 2: Quality teaching and Assessment

### Purpose

Quality teaching will be used to support evidence based teacher quality and student improvement. The Learning Alliance will play a significant role in supporting the collaboration and consistent teacher judgement of assessment, learning and teaching 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.

- School wide assessment practices
- Quality Teaching Framework
- Cross School Collaboration
- Collaborative Practice Lower Division Teacher and APCI

### Resources allocated to this strategic direction

#### Location

#### Per capita

#### Aboriginal background

### Summary of progress

At the beginning of the year there was a focus on cross school collaboration. During the second semester of the year, there was more of a focus within the school and community. There have been conversations around quality teaching practices and implementing these practices across the Thunderbolt's Learning Alliance. This provided teachers with support and resources to effectively teach. The APCI and the K-2 teacher have worked closely on Mondays with data, spelling and reading. The APCI has provided some professional learning around these areas to support the implementation of the new curriculum. The collaborative practices with the APCI and K-2 Teachers has been effective. An extra teacher was employed on a Monday to support this practice.

The impact on students has been positive. They are being provided with best practice teaching that has been driven by the APCI. The K-2 teachers have been up skilled in the delivery of reading, phonics, spelling with the support of the APCI and this will be a continued focus for 2024. The K-2 teacher has received significant support in accessing PL and is encouraged to attend PL when opportunities arise.

There have been time and resource barriers. The whole school assessment schedule needs to be revised and modified to suit the school. Unfortunately this is yet to be finalised and was difficult to have something for the whole school in Semester Two.

### 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
<b>SEF - 'Assessment' - Working Towards Sustaining and Growing</b>  School will self assess itself as working towards Sustaining and Growing in the Element of Assessment, using the School Excellence Framework.	The school's on-balanced judgement, using the School Excellence framework, in the Element of Assessment is that it is Delivering. Staff came to this conclusion because of the following observations. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. Assessment is planned and undertaken regularly in all classes and data is systematically collected. Students know when and why assessment is undertaken. There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.
<b>SEF - 'Explicit Classroom Practice' - Working Towards Sustaining and Growing</b>	Our school is making steady progress towards attaining Sustaining and Growing in relation to the School Excellence Framework in the Elements of Assessment, Student Performance Measures and Data Skills and Use. We

<p>School will self assess itself as working towards Sustaining and Growing in the Element of Explicit Classroom Practice, using the School Excellence Framework.</p>	<p>will continue to target professional learning around these Elements in our staff meetings in 2024.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$38,260.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kellys Plains 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>• Informed teacher practice and capacity</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>• Employed School Learning and Support Officer.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has enabled targeted students to access the curriculum through the assistance of the School Learning and Support Officer. School Learning and Support Officer has been able to follow individualised learning plans to support student needs. Individualised programs have been devised to support students through Centre for Effective Reading, with ongoing professional learning and assessments to show student performance. As a result, there has been an increase in reading achievement. The school has utilised other flexible funds to ensure these students receive the appropriate support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To employ a full time Student Learning and Support Officer to fulfill the individual needs of students.</p>
<p>Socio-economic background</p> <p>\$2,560.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kellys Plains 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>• Informed teacher practice and capacity</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>• employment of additional staff to support effective Literacy and Numeracy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding was used to employ a third teacher to work with the Stage Two and Stage Three students three days a week. This enabled teachers to meet the needs of the students and differentiate instruction, particularly for literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide quality instruction and optimal and equitable access to the curriculum, which is achieved through having a second teacher in setting.</p>
<p>Aboriginal background</p> <p>\$1,465.83</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kellys Plains Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed teacher practice and capacity</li> </ul>

<p>Aboriginal background</p> <p>\$1,465.83</p>	<ul style="list-style-type: none"> <li>• School wide assessment practices</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>• staffing release to support development and implementation of Personalised Learning and Support Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has led to an increase in Aboriginal families engaging in the PLSP process and, more importantly, conversations became more authentic and individualised to each child. These rich conversations have lead to cultural days led by Dave Widders and NAIDOC Celebrations being held with the Thunderbolt Learning Alliance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. - Yarning Circle, Anaiwan language being used within classrooms and embedding more local culture into daily routines.</p>
<p>Low level adjustment for disability</p> <p>\$19,519.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Kellys Plains Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed teacher practice and capacity</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>• Employ Learning and Support Officer</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in an increase of students achieving at or above expected growth in internal assessment data PLAN Data, Stage Based Assessments. The schools data for Literacy and Numeracy has displayed growth across K-6 based on previous years data. 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.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be to further expand the impact of the learning support team, the school will provide additional learning and support to student with identified learning needs.</p>
<p>Location</p> <p>\$8,739.37</p>	<p>The location funding allocation is provided to Kellys Plains 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>• School wide assessment practices</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>• student assistance to support excursions</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding was used equitably to ensure full inclusion and participation in all excursions and incursions and other additional school activities. As a result, students sense of belonging is promoted as they know they will be included with all opportunities. It has also assisted in improving student</p>

<p>Location</p> <p>\$8,739.37</p>	<p>attendance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide the students with equal access to internal and external learning experiences and resources to ensure that the learning environment for the students is conducive for learning. The provision of classroom resources will continue to provide equitable access to the curriculum and extra-curricular activities.</p>
<p>Professional learning</p> <p>\$6,419.71</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 Kellys Plains 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>• Informed teacher practice and capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in increased capacity of all teachers to embed effective practices in the explicit teaching of reading, phonics and Spelling, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$6,628.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kellys Plains 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>• Informed teacher practice and capacity</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Developing a deep understanding of curriculum implementation and evidence based research professional learning with the Assistant Principal Curriculum and Instruction, this has resulted in an increased confidence in consistent, sequential curriculum delivery. It has been beneficial to have effective collaboration time to analyse student data and identify individualised learning needs and make adjustments to curriculum as needed. Access to collegial collaboration, resources and time, resulting in improved understanding and delivery of the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further collaboration within the school and the alliance around the delivery of the curriculum within a small school context with a focus on co-teaching.</p>
<p>COVID ILSP</p> <p>\$13,454.00</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>COVID ILSP</p> <p>\$13,454.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"><li>• Other funded activities</li></ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"><li>• employment of teachers/educators to deliver small group tuition</li><li>• releasing staff to participate in professional learning</li><li>• employment of additional staff to support the monitoring of COVID ILSP funding</li></ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>To employ a Learning and Support Teacher to assist the identified students in need of extra learning support programs. The majority of the students in the program achieved significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To support our students with this funding will be to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	13	15	18	17
Girls	8	11	8	7

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.4	91.1	91.3	80.4
1	97.5	88.8	85.6	91.1
2	95.9	95.3	85.1	89.7
3	95.0	93.8	93.9	75.8
4	94.0	93.5	92.7	92.7
5		92.5	88.4	93.0
6		86.0	74.3	94.4
All Years	94.5	92.1	88.5	89.1
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		92.1	87.2	90.3
6		91.5	86.3	89.8
All Years	92.1	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)	0.73
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Aboriginal and Torres Strait Islander school workforce composition

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

## Financial information

### Financial summary

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

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	80,869.56
<b>Revenue</b>	646,799.92
Appropriation	634,699.73
Sale of Goods and Services	-110.00
Grants and contributions	9,698.52
Investment income	2,511.67
<b>Expenses</b>	-635,229.80
Employee related	-585,785.86
Operating expenses	-49,443.94
<b>Surplus / deficit for the year</b>	11,570.12
<b>Closing Balance</b>	92,439.68

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>	38,260
<b>Equity Total</b>	23,545
Equity - Aboriginal	1,466
Equity - Socio-economic	2,560
Equity - Language	0
Equity - Disability	19,519
<b>Base Total</b>	403,271
Base - Per Capita	6,767
Base - Location	8,739
Base - Other	387,765
<b>Other Total</b>	48,358
<b>Grand Total</b>	513,434

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

The parent/caregiver, student, teacher surveys have indicated that the school community is very friendly and welcoming. Every student is known and supported according to their individual needs. A high percentage of responses were excited to see a clear school vision and direction. Of the staff, student and community surveys conducted, sense of belonging, small community, individualised support and providing new opportunities were consistent words and phrases mentioned.

# 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.