

2023 Annual Report

Kempsey West Public School



2279

Introduction

The Annual Report for 2023 is provided to the community of Kempsey West 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 Kempsey West Public School we are committed to developing the potential of every student through a culturally inclusive and relevant curriculum. We provide intensive professional learning for our staff to enable them to deliver high impact teaching. We empower students to embrace challenge and celebrate the success that comes with effort. We foster strong community connections to build open and trusting partnerships, focused on maximising the achievements of every student.

School context

Kempsey West Public School is the largest and oldest state primary school in Kempsey, located on the Mid North Coast of New South Wales. Our school population is currently 454 students and is increasing. KWPS consists of 19 mainstream classes and 6 support classes. The Support Unit (Learning Hub) caters for students with a range of physical, emotional and intellectual needs. These classes are classified as IM, IO/IS and four Multi Categorical classes. The school is staffed by 35 teachers. Our executive team consists of five assistant principals, an assistant principal curriculum and instruction, an assistant principal teacher mentor, a senior leader community engagement (SLCE) and a principal.

Kempsey West PS caters for an increasing proportion of students coming from lower socio-economic backgrounds and has a Family Occupation and Education Index (FOEI) of 175. The school has historically had a high student mobility rate. Kempsey has a high level of government support agencies that serve the community. The proportion of Aboriginal students enrolled by the school is 56%. A small number of English as additional language/dialect (EAL/D) background students are enrolled. The school is supported by two Aboriginal education officers and all classrooms are supported by experienced school learning support officers (SLSOs).

The school has completed a situational analysis that has identified three areas of focus for this school improvement plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around literacy and number sense.

External (NAPLAN) and internal (student work samples) data sources indicated that students at KWPS were working at well below stage outcomes in the area of writing. Teacher observations indicated many students were reluctant to write and would write for a brief amounts of time on a small range of topics and generally did not display high levels of engagement. Analysis of internal and external school data identified that students were working below the expected level in number, demonstrating the need for professional learning of staff in maths.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by '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 in every classroom.

Connected Communities (CC)

The school is part of The Connected Community strategy. The Connected Communities strategy is an approach that schools and communities can use to strengthen the educational outcomes for Aboriginal students and all students. It brings the community closer with the school, brings in Aboriginal culture, and allows the school to work with government and non-government groups to help support the education of the school's students.

National Consistent Collection of Data (NCCD)

A significant number of students are identified as requiring learning adjustments.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	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

Improve student achievement of outcomes through a school-wide, systematic approach to effective classroom practice.

Initiatives

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

- Effective Classroom Practice
- Data Driven Practice

Resources allocated to this strategic direction

Integration funding support

Aboriginal background

Low level adjustment for disability

Socio-economic background

Per capita

AP Curriculum & Instruction

Summary of progress

We had a large investment in 2023 in staff, with an SLSO employed to support in every classroom across the school. The focus for SLSOs K-4 was to improve curriculum outcomes, where as the focus in year 5-6 was to improve student engagement and well-being through targeted interventions. SLSOs worked with targeted students in a planned and strategic way. We used our Learning and Support Teacher allocation to reduce student numbers across the school, forming an extra class in K-2 and an extra class in years 3-6. We were allocated two demountable buildings and needed to hire 2 new classrooms to accommodate these classes.

Our focus for 2023 staff professional learning was to further deepen teachers' understanding of two elements of data use and assessment to enhance the learning outcomes of students. School leaders continued to create the culture and structures, including supporting resources, to build a cycle of professional learning; an inclusive environment that enables learning and growth in every teacher in which new learning is applied to teaching practice. Professional dialogue was led by the school leadership team at whole school staff meetings focussing on data use and practice and assessment from the 'What Works Best in Practice' document. This ensured student learning was at the forefront of all practices, targeted at student need. Teachers shared evidence of their teaching practice with colleagues and as a result, adapted teaching and learning programs to support the focus elements. Assessment and five week data collection cycles are now embedded in teacher practice. Executive reflected on what worked well and what didn't work well and why and what further support was needed. Our Assistant Principal Curriculum and Instruction (APC&I) continued to create a culture that enables every teacher to ensure ongoing progress and achievement for all students. Regular analysis of student data and data conversations were held at K-4 stage meetings. Targeted literacy and numeracy programs were collaboratively developed in line with the new curriculum, for identified students performing below or above the expected level for their stage. These were supported by literacy professional learning in Close Reading and in class mentoring of Close Reading strategies. Staff engaged in professional learning on additive strategies and implemented these strategies into their classrooms.

Next year in this initiative we will work with staff to continue to establish a culture of learning building on this year's topics to move on to Effective Feedback and Classroom Management from 'What Works Best in Practice', revisit focus elements and build processes to improve data collection across the school. Teachers will begin to analyse their own class data to support the implementation and monitoring. This has put us on track to achieve our annual progress measures.

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
System negotiated target - growth	The Check-in Assessment mean scaled score for year 3 reading has increased by 14.6 when compared to 2022 results.

<p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scaled score for year 5 reading has increased by 0.1 when compared to 2022 results.</p>
<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Check-in Assessment mean scaled score for year 3 numeracy has decreased by 7.4 when compared to 2022 results.</p> <p>The Check-in Assessment mean scaled score for year 5 numeracy has increased by 0.9 when compared to 2022 results.</p>
<p>At least 70% of K-2 students achieve end of year benchmarks determined by the literacy progressions using internal school reading data.</p>	<p>53% of kindergarten students achieved end of year benchmarks determined by the literacy progressions on internal school reading data. This is an improvement of 2%.</p> <p>61% of year 1 students achieved end of year benchmarks determined by the literacy progressions on internal school reading data. This is an improvement of 14%.</p> <p>60% of year 2 achieved end of year benchmarks determined by the literacy progressions on internal school reading data.</p>
<p>SEF</p> <p>In the element of learning and development in the teaching domain we demonstrate sustaining and growing in the themes of collaborative practice and expertise and coaching and mentoring.</p> <p>In the element of effective classroom practice in the teaching domain we demonstrate sustaining and growing in all themes.</p>	<p>Self assessment against the School Excellence Framework shows the school currently performing at delivering in the themes of collaborative practice and feedback, and coaching and mentoring.</p> <p>Self assessment against the School Excellence Framework in the element of effective classroom practice shows the school currently performing at delivering in the themes of explicit teaching, feedback and classroom management and sustaining and growing in lesson planning.</p>
<p>At least 70% of K-2 students achieve end of year benchmarks determined by the numeracy progressions using internal school data.</p>	<p>61% of kindergarten students achieved end of year benchmarks determined by the numeracy progressions on internal school numeracy data. This is an improvement of 1%.</p> <p>65% of year 1 students achieved end of year benchmarks determined by the numeracy progressions on internal school numeracy data. This is an improvement of 14%.</p> <p>65% of year 2 students achieved end of year benchmarks determined by the numeracy progressions on internal school numeracy data. This is an improvement of 6%.</p>

Strategic Direction 2: Engagement

Purpose

Improve student achievement of outcomes by increasing student engagement and sense of well-being in a culturally responsive curriculum.

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.

- Student Engagement
- Student Wellbeing

Resources allocated to this strategic direction

Professional learning

Location

English language proficiency

Aboriginal background

Low level adjustment for disability

Socio-economic background

Summary of progress

We employed two Deputy Principals Well-being to support whole school well-being and guided behaviour programs. The Deputy Principals Well-being also supported and improved whole school attendance systems and processes. The well-being team held weekly well-being meetings targeting attendance, specific students and discussing and implementing ways to improve the attendance of focus students. Executive analysed weekly attendance patterns and passed recommendations onto the well-being team. After the well-being team meetings some families were offered school transport to increase positive communication with families and increase the attendance of focus students.

Seesaw and Facebook were used to improve communication with parents and carers. Sentral text messaging has been used when ever a student is absent to communicate with families to increase attendance and improve school processes for collecting reasons for absence.

The school Dunghutti language and culture program was delivered by an Aboriginal Elder to all students K-2 to support the continuity of language, skills and cultural knowledge. The SLCE and AEOs supported students, staff and community in building and improving links between school and home.

A focus was to improve student engagement in 2023. A variety of strategies were used to support this. The Deadly Cooking program was continued to develop positive food habits through practical experiences with all students participating K-6. This was linked to the Hickeys Creek Campus programs. Students discussed healthy food choices and prepared food to take on excursions. The stage 2 and 3 RFF program was delivered at the Hickeys Creek Campus to support both attendance and engagement. Additional activities focussed on improving student engagement included structured break time activities such as football, soccer, netball and basketball, dance groups across the school, public speaking and a garden program.

The Digital Innovation teacher developed and delivered high quality targeted professional learning to staff in order to embed technology into everyday teaching and learning. Students have increased their engagement and use of technology by using Microsoft Teams to improve teaching and learning practices. The Digital Innovation Teacher works closely with students, ensuring students are able to access and have the skills to safely use online and app based digital platforms.

The house purchase was finalised and will begin to be utilised in 2024.

Next year we will continue to implement highly engaging teaching programs and embed culture and language into more aspects of school life whilst providing targeted support for every student. This will further support student engagement across the school. We will continue to employ a Digital Innovation Teacher to increase teacher quality and student learning in digital technologies.

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>System Negotiated: Attendance</p> <p>An uplift of 7% of students attending school 90% of the time from the baseline.</p>	<p>The number of students attending greater than 90% of the time or more has increased by 18.19%. Demonstrating that we have achieved this target.</p>
<p>System Negotiated Target: Wellbeing</p> <p>TTFM student data for Advocacy, Expectations and Belonging increases by 4.5% from baseline.</p>	<p>Tell Them From Me data shows positive wellbeing outcomes have decreased by 4.9%, including a 5.71% decrease in advocacy at school, 0.96% decrease in sense of belonging and 7.55% decrease in expectations of success indicating that progress is yet to be seen towards this system negotiated target.</p>
<p>A decrease in suspension data by 20% from baseline</p>	<p>Suspension data showed a decrease of 57.2% demonstrating that we have achieved this target.</p>
<p>In the element of Well-being in the Learning Domain we demonstrate that we are consolidating at sustaining and growing in the theme of individual learning needs.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of individual learning needs of a whole school approach and behaviour.</p>
<p>School Level Target</p> <p>An increase of 8% in parents/carers following school attendance procedures to explain when students are absent or arriving late.</p>	<p>There was an increase of 6% in parents/carers explaining why their child was absent or late for school in 2023.</p>
<p>School data shows a 8% reduction in late arrivals.</p>	<p>Data shows that late absences decreased by 7.3% in 2023.</p>
<p>Improve attendance of Aboriginal students by 10% from baseline.</p>	<p>The attendance rate for Aboriginal students has increased by 8.2%. in 2023 from 2022 data.</p>

Strategic Direction 3: Connection

Purpose

Develop an outstanding performance framework through collaboration within the whole school community to embed a culture of high expectations.

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.

- Community Connection
- Transition

Resources allocated to this strategic direction

Summary of progress

Our focus in 2023 was to establish and embed processes to begin to build genuine partnerships with the local community. We focused on improving our communication methods to parents and community, so all key stakeholders are provided with clear consistent and culturally appropriate communication. We modified our use of Facebook and Sentral messaging to improve their effectiveness as communication tools. Seesaw and Facebook are now embedded into our daily practice. Parents were regularly invited in to the school to celebrate student achievement through their involvement in sport carnivals, k-4 assemblies and special school events.

All students across the school have had a PLaSP developed which are individualised and show short and long term goals.

There was no SACC facilitator employed for the majority of the 2023 school year. Transition programs supported students and their families for preschool to kindergarten and year six to year seven transitions.

Next year in this initiative we will continue to build community links and improve relationships through embedded school processes and genuine partnerships with the local community.

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
We achieve an uplift in parents feedback on Inclusion of 5% and that the School supports Learning of 5% from baseline.	No data available for 2023.
In the element of Learning Culture in the Learning Domain we demonstrate that we are consolidating at sustaining and growing in the theme of High Expectations In the element of Educational Leadership in the Leading Domain we demonstrate that we are consolidating at sustaining and growing in the theme of Community engagement and High Expectations Culture.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of high expectations. Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the themes of community engagement and high expectations culture.
School Level Data: TTFM We achieve an uplift in staff feedback	No data available for 2023.

regarding '***the learning culture in classrooms***' by 5% from baseline.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$451,461.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kempsey West Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Implementation of targeted programs to differentiate teaching and learning programs • Intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: In kindergarten there was a 46% increase between February and September for the mean on the SPAT assessment. Student behaviour in 2023 showed a marked improvement. There was a decrease of 29% in the negative incidents recorded in Sentral.</p> <p>After evaluation, the next steps to support our students will be: The success of the SLSO intervention program has been shown with 100% of teachers recommending the program continues in 2024. Professional learning will be provided to SLSOs to increase their skills. Teacher survey recommendations indicate the need for more opportunities for SLSOs to build on their strengths to support students.</p>
<p>Socio-economic background</p> <p>\$1,100,879.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kempsey West 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 • Student Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support Deadly Cooking program implementation. • Professional development of staff through Depth and Breadth whole school staff meetings to support student learning <p>The allocation of this funding has resulted in the following impact: All classes k-6 including the Learning Hub participated in Deadly Cooking lessons throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Continue to run the Deadly Cooking program in 2024.</p>
<p>Aboriginal background</p> <p>\$701,159.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kempsey West 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>

<p>Aboriginal background</p> <p>\$701,159.87</p>	<ul style="list-style-type: none"> • Effective Classroom Practice • Student Engagement • Student Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students • Employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: The attendance rate for Aboriginal students has increased by 8.2% in 2023 and decreased the suspension rate by 57.2% from baseline data.</p> <p>After evaluation, the next steps to support our students will be: Continue to use teacher and SLSO targeted interventions across the school in 2024.</p>
<p>English language proficiency</p> <p>\$9,341.83</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kempsey West 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"> • Student Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement co-teaching programs to provide intensive support for all students <p>The allocation of this funding has resulted in the following impact: The Digital Innovation Program has increased teacher's knowledge of new technology and helped to integrate this in to classroom programs. All classes in years 1 to 6 use Microsoft Teams for collaborative learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ a digital innovations teacher to work alongside staff to further integrate technology in to their classroom practice and improve student learning outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$318,514.38</p>	<p>Low level adjustment for disability equity loading provides support for students at Kempsey West 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 • Student Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Due to increased support 79% of year 3 students are working at the</p>

<p>Low level adjustment for disability</p> <p>\$318,514.38</p>	<p>expected level in writing and 75% of students in year 4 are working at the stage expected level in writing.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ extra staff to support improvement in student learning outcomes in 2024.</p>
<p>Location</p> <p>\$3,763.70</p>	<p>The location funding allocation is provided to Kempsey West Public School to address school needs associated with remoteness and/or isolation.</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"> • Student Engagement • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: All students in kindergarten to year 4 were given the opportunity to travel to see performances at The Glasshouse.</p> <p>After evaluation, the next steps to support our students will be: Continue to use these funds to provide opportunities for all students.</p>
<p>Professional learning</p> <p>\$53,186.62</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 Kempsey West 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"> • Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • School trainers unpack data with teachers to explain why comprehension, connecting ideas and language features is a focus area in supporting student's reading comprehension • Staff professional learning on the new Curriculum and using additive strategies to promote working mathematically <p>The allocation of this funding has resulted in the following impact: Reading data for stage 2 has shown improvement in the percentage of students achieving stage expectations after completing the Close Reading professional learning. 75% of year 4 students and 79% of year 3 students are reading at the expected level. After completing the Additive Thinking professional learning 69% of year 4 students and 64% of year 3 students are working at the expected level in additive strategies.</p> <p>After evaluation, the next steps to support our students will be: Targeted professional learning will continue in 2024 with a focus on individual teacher learning needs.</p>
<p>QTSS release</p> <p>\$97,416.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kempsey West 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$97,416.86</p>	<ul style="list-style-type: none"> • Assistant principals provided with additional release time to support differentiated classroom writing programs • Additional teaching staff to implement quality teaching initiatives focussing on lower achieving students <p>The allocation of this funding has resulted in the following impact: Classroom programs have been collaboratively developed with support from assistant principals. Program focus has been on using the writing process to improve student writing quality. This has resulted in a decrease in the number of students working below stage expectations (year 1 - 23%, year 2 - 6%, Aboriginal students year 1 - 7%, year 2 -6%).</p> <p>After evaluation, the next steps to support our students will be: Continue to release assistant principals to support collaborative classroom programming. Focus will expand to move students further along the achievement continuum.</p>
<p>COVID ILSP</p> <p>\$326,654.08</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>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"> • Other funded activities <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 and numeracy • Leading professional learning for COVID educators • Employment of interventionists to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Regular 5 weekly data collection and analysis has continued in kindergarten to year 2 and has begun in stage 2. All stage 2 teachers now collate data on a five weekly cycle and all stage 2 students have an individual assessment profile.</p> <p>After evaluation, the next steps to support our students will be: Continue five weekly data collection cycles in kindergarten to year 4 and extend this data collection across the whole school. There will be further data analysis to show trends and provide targeted support. Continue to employ staff as interventionists to improve student learning outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	214	203	216	213
Girls	188	200	238	242

Student attendance profile

School				
Year	2020	2021	2022	2023
K	88.4	81.4	79.4	85.0
1	84.7	84.2	76.7	85.7
2	84.5	84.3	77.6	83.3
3	85.9	80.8	79.4	83.3
4	86.2	79.8	74.1	83.5
5	85.6	82.0	75.4	82.7
6	87.2	84.8	78.0	78.4
All Years	86.0	82.4	77.3	83.2
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)	7.4
Classroom Teacher(s)	22.04
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	12.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2023 Actual (\$)
Opening Balance	1,060,454.39
Revenue	10,111,476.28
Appropriation	9,932,213.48
Sale of Goods and Services	118,418.26
Grants and contributions	42,846.88
Investment income	17,997.66
Expenses	-9,857,448.91
Employee related	-7,892,688.04
Operating expenses	-1,964,760.87
Surplus / deficit for the year	254,027.37
Closing Balance	1,314,481.76

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	348,551
Equity Total	2,129,895
Equity - Aboriginal	701,160
Equity - Socio-economic	1,100,879
Equity - Language	9,342
Equity - Disability	318,514
Base Total	4,251,681
Base - Per Capita	126,887
Base - Location	3,764
Base - Other	4,121,031
Other Total	2,040,607
Grand Total	8,770,735

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

Our P&C focus group discussed school events like NAIDOC, Easter Hat Parade, parent/ teacher interviews and The Big Show and how we can improve parent and community engagement in existing and new events. The P&C focus group reported that students were very happy when their parents, carers and family members came to school events and liked when their parents were involved. The P&C members enjoyed being able to share these events with their children and grandchildren. The timing of events was brought up, and the focus group liked that events are scheduled to allow all parents the opportunity to participate. The parents liked the mix of events during school time and after hours, although were mindful that first and foremost student need would dictate the timing of events. The focus group discussed sound at the different events and were pleased that we had upgraded the school sound system later in the year to enable better sound quality and announcements to be heard.

Classroom teachers were asked for their feedback on the role of School Learning and Support Officers (SLSOs) in their classrooms. Teachers valued being part of an educational team with SLSOs focussing on improving student learning outcomes. All teachers completing the survey wanted SLSOs to continue to work with students to improve student learning outcomes in literacy, numeracy and social skills.

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.