

# 2023 Annual Report

## Lisarow Public School



2407

# Introduction

The Annual Report for 2023 is provided to the community of Lisarow 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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Lisarow Public School  
17 MacDonalds Road  
LISAROW, 2250  
<https://lisarow-p.schools.nsw.gov.au>  
[lisarow-p.school@det.nsw.edu.au](mailto:lisarow-p.school@det.nsw.edu.au)  
4362 1048

## School vision

Lisarow Public School values authentic connections in a safe, nurturing environment with a commitment to high engagement, high expectations, explicit and individualised learning opportunities and visible leadership.

## School context

### ***PROUD COMMUNITY, QUALITY LEARNING***

Lisarow Public School is a comprehensive K-6 primary school with 220 students serving the Lisarow community on the Central Coast. Lisarow Public School prides itself on its long community connections from its beginnings in 1928. We are fortunate to have a genuine partnership with P & C and the wider community which ensures the school is well positioned in supporting quality outcomes for our students. The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel.

Our Aboriginal population fluctuates significantly and we currently have 19 Aboriginal students. 12% of students require different levels of EAL/D (English as an Additional Language or Dialect) support. Attendance is high with 84% of students attending with more than a 90% attendance rate.

The school is a proud member of the Valley Schools Learning Community with strong and positive links to Cooinda Local Aboriginal Education Consultative Group (AECG).

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using explicit teaching strategies will ensure students achieve expected growth and attainment in their learning. This will be achieved through the provision of highly effective and evidence-based professional learning for all staff. Staff will have the opportunity for collaboration and will be able to seek instructional leadership.

We have identified a need to consistently use data driven practices to ensure all students have access to reflective and targeted teaching. Continual monitoring of student performance data will determine areas of need and success at a class and school level. Further work will need to occur around how teachers successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

There will be a strong focus on continuing to develop staff and community knowledge in understanding the use of effective practices and strategies to support student wellbeing to ensure every student is known, valued and cared for.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise the student learning outcomes in reading and numeracy we will develop and sustain whole school processes to ensure evidence informed teaching and assessment practices are responsive to the individual learning needs of students.

### 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.

- High Impact Teaching Literacy and Numeracy
- Data Skills and Use

### Resources allocated to this strategic direction

QTSS release  
Professional learning

### Summary of progress

Throughout 2023, staff had a deep focus on embedding high impact pedagogies in classrooms by providing professional learning in literacy and numeracy. We underwent professional learning in Effective Teaching Practices in Mathematics, age-appropriate pedagogies, use of quality texts, guided reading, vocabulary and grammar and punctuation. Throughout the year, teachers shared resources, collaboratively designed and delivered lessons, observed each other's practice and provided professional feedback in literacy and numeracy.

Teachers were provided with additional release to engage with the curriculum reform. K-2 teachers met with the APCI once a fortnight to unpack syllabus content and adjust DoE provided units prior to teaching them. As the year progressed, K-2 staff required less support to adjust the units to suit their context. 3-6 teachers used this time to continue building high impact pedagogies including guided reading, data use and differentiation. In preparation for the 3-6 new curriculum implementation in 2024, the 3-6 team engaged in differentiated professional learning lead by the 3-6 AP in collaboration with the APCI in both numeracy and mathematics.

Whole staff were provided with professional learning on formative assessment as well as use of DoE assessments including the spelling diagnostic, fluency assessment tool and LLARS. Stage teams had scheduled opportunities to engage in reflection and conversations using data collected in numeracy whilst reflecting on the teaching and learning cycle. This informed programming and the development of individual student learning goals. Similar processes were followed with NAPLAN, Check In, phonological awareness and reading data. Data analysis was incorporated into stage meetings and staff acknowledged that time spent discussing data and planning where to next for students was valuable. Due to the release of the new curriculum minimal improvements were made to the LPS assessment schedule in order to minimise change for teachers. We will continue to refine summative and formative assessment

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increased proportion of students in Year 4 and year 6 can demonstrate reading growth - comprehension compared to 2022 as measured by Check-In.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading- comprehension has increased by 8% compared to 2022 in Year 4 and decreased in year 6.
An increased proportion of students in Year 4 and year 6 can demonstrate numeracy growth - number sense and algebra compared to 2022 as measured by Check-In.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy- number sense and algebra has increased by 9% compared to 2022 in Year 4 and 12% in year 6.

The school will maintain Sustaining and growing in Data Skills and Use in the Learning Domain.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.
The school achieves a 4% uplift in the number of questions correct in reading check in assessment from a 2020 baseline of 55% in year 3.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 1.2% since 2020.
The school achieves a 4% uplift in the number of questions correct in numeracy check in assessment from a 2020 baseline of 63.3% in year 3.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased to 70.3%, an uplift of 7% since 2020.

## Strategic Direction 2: High Expectations and Engagement

### Purpose

To build staff capacity to collaboratively plan, implement and reflect on teaching practices that are targeted, differentiated and enhanced with high quality, innovative and engaging teaching and learning practices.

### 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.

- Engaging Teaching and Learning
- Collaboration

### Resources allocated to this strategic direction

QTSS release

Low level adjustment for disability

AP Curriculum & Instruction

### Summary of progress

Throughout 2023, our staff embraced collaborative efforts in planning and programming, aiming to increase the time dedicated to setting high expectations and delivering explicit lessons. In the K-2, educators actively participated in professional development sessions focused on age-appropriate pedagogy within their classrooms. This initiative aimed to build upon existing practices, with staff engaged in delivering professional learning as part of the NSW Department of Education online suite of age appropriate professional learning. This year we have had 8 schools visiting from across NSW both in person and online. Teachers collaborated regularly both internally and with other schools to share curriculum knowledge, data and other information about student progress and achievement in order to maximise student achievement.

All teachers immersed themselves in collaborative professional learning with the Assistant Principal Curriculum and Instruction (APCI), delving into the intricacies of the new English and Maths units and syllabus documents. Individual, small group, stage groups and whole staff professional learning took place across the year helping to ensure staff were understanding new syllabus documents and were able to differentiate the new units to meet the needs of their class. Curriculum Release was provided to Assistant Principals to support their teams in achieving these goals through observations, collaborative work, and constructive feedback. This will continue in 2024, with a team of two staff working with the APCI on a fortnightly basis.

This year, our school has introduced a range of innovative initiatives, including new playground activities, a dedicated wellbeing hub, a breakfast club, the immersive Billabong nature play, and engaging coding and LEGO clubs. These additions have significantly contributed to the establishment of a differentiated and challenging curriculum that focuses on delivering high-quality, engaging programs across all Key Learning Areas. The incorporation of these initiatives has not only provided an avenue for students to explore diverse interests but has also elevated the overall engagement and quality of the curriculum. This comprehensive approach to education has resulted in a dynamic learning environment, fostering both academic excellence and holistic student development. This will continue to be refined in 2024.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The school will maintain sustaining and growing in Curriculum in the Learning Domain and sustaining and growing in the Teaching Domain: Effective Classroom Practice	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice and curriculum.
In the TTFM survey students state that teachers set clear goals for learning, establish expectations, check for	In the TTFM survey students stated that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback increased from 7.3 to 7.8, above the state norm.

understanding and provide feedback  
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norm.



## Strategic Direction 3: Positive and Inclusive Wellbeing

### Purpose

To strengthen a school culture that strongly focuses on wellbeing, attendance and inclusivity across the whole school community, celebrating success and achievement and a sense of belonging for all.

### 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.

- Inclusive classrooms
- Wellbeing

### Resources allocated to this strategic direction

Low level adjustment for disability  
English language proficiency  
New Arrivals Program  
Integration funding support  
Socio-economic background

### Summary of progress

Our focus for 2023 was on professional development for staff in the areas of The Resilience Project, and the development of the Learning Support Team and Professional Learning of the Learning Support staff. These focus areas were chosen based on student and staff needs. We worked closely with the Assistant Principal Learning and Support to up-skill staff and ensure we set up processes and programs such as Season for Growth that supported students' well-being. Staff were involved in many professional learning opportunities with The Resilience Project to ensure they had a thorough understanding of the purpose of the program and how to deliver it.

Throughout the year, parents had many opportunities to engage with staff and their child's learning through Yarn Ups, parent teacher conferences, review meetings and Class Dojo. We held three parent information sessions this year focusing on Literacy, Numeracy and The Resilience Project. The Learning and Support team used data and evidence-based programs to provide intervention to students in literacy and numeracy using the COVID ILSP program.

In 2024, the structure of the LST will remain, as data has shown how beneficial it has been. We will continue to streamline processes to ensure all staff are following PBL rules, and contacting their APs before referring or calling for help from Learning Support Staff. We will continue The Resilience Project in 2024, with a focus on parent workshops and increasing student voice.

### 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
In the TTFM survey students will believe they have a positive -teacher relations will increase from 7.7 to above 8.2.	Students believed they had a positive- teacher relations increased from 7.7 to 8.3, above the state norm.
The school achieves an uplift of 4% of students attending school 90% of time or more.	The number of students attending greater than 90% of the time or more has increased from 56.4% of students attending more than 90% to 65.9% in 2023.
The school will maintain excelling in Wellbeing in the Learning Domain.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,191.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Lisarow 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>• Inclusive classrooms</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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Student progressing to Stage 4 decodables, on par with her peers. Phonics assessment from 7% in term 1 to 85% in term 3.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support using EALD funding in 2024 and beyond. This will be in class support and small group tuition.</p>
<p>Integration funding support</p> <p>\$249,132.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lisarow 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>• Inclusive classrooms</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were updated each term and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$17,435.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lisarow 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>• Wellbeing</li> <li>• Other funded activities</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>• professional development of staff to support student learning</li> </ul>

<p>Socio-economic background</p> <p>\$17,435.75</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support The Resilience program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students able to access excursion, uniforms along with their peers. Every student has had weekly lessons on the The Resilience project, developing skills in mindfulness, gratitude and resilience. The wellbeing hub has been established for students to be able to access quiet time, breakfast and fresh fruit.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the wellbeing hub in a new space so all students can access time with staff, food or sensory breaks when required to cater for all diverse needs. The Resilience project has been funded by the P &amp; C in 2024, to continue developing interpersonal and social skills with the students.</p>
<p>Aboriginal background</p> <p>\$12,403.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lisarow 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>• Other funded activities</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 specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Tell Them From Me data indicated 86% of Aboriginal students feel like their culture is valued at school. A quarter of the students were unsure of what a PLP was, as only two families attended PLP meetings this year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to grow the profile of PLP informal meetings with both staff and families to ensure all students know and understand the purpose and value of their PLP.</p>
<p>English language proficiency</p> <p>\$10,571.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lisarow 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>• Inclusive classrooms</li> <li>• Other funded activities</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 delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student progress showing high growth on the EAL/D learning progressions, with 80% of EAL/D students achieving expected or above expected growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing professional learning of all staff to help identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>

<p>Low level adjustment for disability</p> <p>\$91,277.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Lisarow 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>• Engaging Teaching and Learning</li> <li>• Inclusive classrooms</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An overhaul of the Learning and Support team process, with a systematic and easy to follow support system in place for staff. This has allowed more staff to have individualized support in their classrooms after referring students to the LST. PLASPS were completed termly with all staff having a better understanding of the process and purpose. The development of the wellbeing hub has allowed students to have access to a quiet space with sensory objects that supports their individual needs. Professional learning by the Learning and support teacher on a fortnightly basis for SLSO's to ensure they understand the differentiated programs they are delivering. This has led to enhanced capability.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To provide more professional learning on behaviour and trauma to all staff. We will continue to provide support to families by holding information nights on anxiety and The Resilience project and establishing a playgroup on site fortnightly.</p>
<p>Professional learning</p> <p>\$15,453.55</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 Lisarow 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>• High Impact Teaching Literacy and Numeracy</li> <li>• Data Skills and Use</li> <li>• Other funded activities</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>• engaging a specialist teacher to unpack evidence-based approaches and explore the new English and Mathematics Syllabus</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of phonics, guided reading using decodables and a hands on approach to teaching mathematics. Resulting in improved check in data for years 3-6 in mathematics, 63% compared to 35% in 2022 of Year 1 students meeting expected score in phonics screener.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching for staff in years 3-6 and the delivery of the new syllabus in 2024.</p>
<p>QTSS release</p> <p>\$41,547.17</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lisarow Public School.</p>

<p>QTSS release</p> <p>\$41,547.17</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>• High Impact Teaching Literacy and Numeracy</li> <li>• Data Skills and Use</li> <li>• Engaging Teaching and Learning</li> <li>• Collaboration</li> <li>• Other funded activities</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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers have a strong focus on formative assessment and using data to drive differentiated curriculum. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Staff from 8 schools have visited Lisarow Public School to see age appropriate pedagogy in action after taking part in the NSW Department suite of Professional learning on play based pedagogy. 90% of staff believe they have a strong understanding of the new syllabus and the evidence behind them after professional learning by the APCI and AP's. .</p> <p><b>After evaluation, the next steps to support our students will be:</b> Using QTSS funding to support curriculum release time in 2024 to enable staff to work shoulder to shoulder with the APCI to ensure a strong understanding of the content and new units in English and maths. Staff will meet on a fortnightly basis to plan and evaluate units and analyse data.</p>
<p>COVID ILSP</p> <p>\$38,872.17</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><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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals in both numeracy and phonics. Covid ILSP tutors have mentored and supported SLSO's to run small group tuition in classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	125	106	108	99
Girls	103	102	100	105

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.3	93.1	90.3	94.0
1	95.1	94.0	87.6	93.1
2	94.2	94.9	88.8	90.0
3	93.7	94.8	90.3	91.9
4	95.1	91.8	87.8	93.3
5	91.8	92.7	89.4	89.6
6	92.9	92.2	88.2	89.7
All Years	94.1	93.4	89.0	91.7
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

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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)	2.8
Classroom Teacher(s)	6.99
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.12

\*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>	276,562.42
<b>Revenue</b>	2,563,536.87
Appropriation	2,443,179.19
Sale of Goods and Services	40,209.33
Grants and contributions	72,739.58
Investment income	7,408.77
<b>Expenses</b>	-2,530,626.07
Employee related	-2,332,122.72
Operating expenses	-198,503.35
<b>Surplus / deficit for the year</b>	32,910.80
<b>Closing Balance</b>	309,473.22

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>	215,740
<b>Equity Total</b>	131,688
Equity - Aboriginal	12,404
Equity - Socio-economic	17,436
Equity - Language	10,572
Equity - Disability	91,277
<b>Base Total</b>	1,656,023
Base - Per Capita	54,134
Base - Location	0
Base - Other	1,601,889
<b>Other Total</b>	225,276
<b>Grand Total</b>	2,228,727

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

83 parents completed the TTFM survey, our highest participation rate in years.

Parents reported they feel welcome when they visit the school with an average score of 8.9, a increase from last year.

Parents/caregivers identified that their child feels safe at school with an average score of 8.0, and increase from last year and 89% of parents stating they would recommend our school to other parents.

77% of parents reported that their child had mentioned The Resilience Project at home and had discussed strategies they were using or learning in class.

78% of parents/caregivers indicated that they had spoken or met with their child's class teacher two or more times throughout the year.

Staff are regularly provided with opportunities to feedback through surveys on leadership, communication and forums/meetings are held for direct feedback to the school leadership group. Executive staff utilise weekly meetings to feedback on school direction.

Student feedback is sought and collected through the Student Representative Council/ School Leadership Team and the TTFM surveys.

# 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.