

2023 Annual Report

Matraville Public School



MATRAVILLE

PUBLIC SCHOOL

opportunity • excellence • success

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Introduction

The Annual Report for 2023 is provided to the community of Matraville 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

Matraville Public School empowers and values individual students as learners by promoting a culture of high expectations and a positive sense of belonging. Students are supported to achieve excellence and success through the implementation of evidence-based practices and explicit teaching. We strive to cultivate in our students the skills necessary to become lifelong learners who think critically and creatively, and are able to communicate and collaborate in a changing world. This creates a sense of belonging and positive wellbeing, in which our students can connect, succeed, thrive and learn.

School context

Matraville Public School has an enrolment of 240 students. 70% of whom are from a language background other than English and representing approximately 35 different language groups. 6% of the student cohort identifies as Aboriginal and/or Torres Strait Islander.

The school is characterised by its community's high regard for education and commitment to learning, and embraces the rich cultural makeup and the opportunities provided to build a strong and cohesive community. The school values and celebrates its diverse and inclusive community through the acknowledgement of special days and celebrations that involve local representatives. Bangla is offered as a Community Language to those students who are native speakers. The school facilities are also shared with a number of community users, including a community language group, which are attended by members of the wider community.

Matraville Public School has a dedicated staff who are committed to providing positive and innovative learning experiences for all students. The staff work cohesively to support the school, its students and the diverse community. Parents and carers are valued partners in their children's education and are supportive of the school and its programs.

The school has a strong focus on supporting the educational, social and emotional wellbeing of all students. Extra curricula programs are available in areas such as dance, sport, public speaking and debating. The school is a member of the Schools, Health and Community Together Project and works in partnership with NSW Health and four local primary schools. The school benefits from its close association with these partners, and the programs and initiatives which are shared across the schools involved.

Through the External Validation process conducted in 2020 and completion of a situational analysis, a number of areas to work towards improving across the school have been identified. There is a need to increase the effective use of data, including the analysis of data to determine strategies for differentiation for students across the full range of abilities. The implementation of formative assessment strategies will support students to take greater ownership and be more engaged in their learning. The school will work more closely with families to promote improved attendance in order to better engage students in the learning cycle and to promote a greater sense of belonging at school for all students. Evidence-based teaching practices will ensure teachers explicitly teach students. Through opportunities for collaboration, teachers will be supported to develop their teaching practice to maximise learning outcomes.

Targets for reading and numeracy have been identified and progress and improvement measures have been determined after careful consideration of baseline data relevant to other identified areas detailed in the Strategic Improvement Plan. The school will use a range of internal and external data and evaluation sources to regularly reflect on and evaluate progress towards the school's strategic directions to be achieved in this planning cycle.

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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

To build strong foundations for academic success and maximise individual student learning outcomes across all key learning areas. Effective practices to collect, analyse and respond to data will be embedded into whole school practice, with the aim to inform teaching practices and respond to the learning needs of individual 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.

- Personalised learning
- Effective use of data

Resources allocated to this strategic direction

Professional learning
Refugee Student Support
New Arrivals Program
Low level adjustment for disability
English language proficiency
Integration funding support
QTSS release
AP Curriculum & Instruction

Summary of progress

Activities undertaken to achieve targets for both initiatives within Strategic Direction 1 complemented each other. The activities to support goals set for personalised learning and effective use of data included the implementation of the new K-2 syllabuses; creation of whole school scope and sequences for teaching and learning and assessing; greater emphasis on data conversations within stage planning time; whole staff professional learning focused on Aboriginal Education, EAL/D learners and HPGE learners; and the trialing of several different assessment and tracking tools.

The effective implementation of the new K-2 English and mathematics syllabuses was a significant focus in 2023. A comprehensive scope and sequence for teaching and learning K-6 was developed to reflect the changes in the curriculum and to provide consistency throughout the school. Staff were involved in the process of the development of the scope and sequence and also undertook professional learning in the new syllabuses and units of work provided by the Department of Education.

The updating of the schedule for assessments and structured timeframes for when each assessment was to be completed led to a consistent set of meaningful data being collected throughout the year. This data informed teaching and identified students who would benefit from targeted interventions for support or enrichment. Collaborative planning sessions provided opportunities for grade and stage partners to work alongside the Assistant Principal Curriculum & Instructions, to engage in effective conversations involving the analysis of data and enhance their understanding of the data collected and how best to use it to improve teaching and learning.

The outcomes of these initiatives saw consistency in the teaching of curriculum across stage teams. Classroom and support teachers were able to effectively use data to identify specific needs in student learning and adapt their teaching to cater for these needs, either through differentiation in classroom programs or specific small withdrawal intervention groups. The effectiveness of the tracking of student growth and accommodations made to meet individual student learning needs in literacy and numeracy were evident in the demonstrated growth of students in both domains in Check In and PAT tests.

Future directions for 2024 will include reviewing the current tracking tools and identifying a contextually appropriate method of assessing and tracking student growth year on year, as well as ensuring this growth is communicated effectively when students transition between classes or school settings. Implementation of the new 3-6 English and mathematics syllabuses will be given high priority, as will a focus on contextualising the units and providing explicit instruction for students.

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
35% of Year 3 and Year 5 students in the Middle Upper Group and Upper Group in Check In-Numeracy	50% of Year 3 students achieved in the Middle Upper and Upper Groups in Check-In Numeracy. 46.5% of Year 5 students achieved in the Middle Upper and Upper Groups in Check-In Numeracy
Year 5 students achieve growth from Year 3 to Year 5 on PAT-Maths	76% of Year 5 students whose data can be tracked demonstrated growth from Year 3 to Year 5 on PAT-Maths
40% of Year 3 and Year 5 students in the Middle Upper Group and Upper Group in Check In-Reading	50% of Year 3 students achieved in the Middle Upper and Upper Groups in Check-In Reading. 27.6% of Year 5 students achieved in the Middle Upper and Upper Groups in Check-In Reading
Year 5 students achieve growth from Year 3 to Year 5 on PAT-Reading	90% of Year 5 students whose data can be tracked demonstrated growth from Year 3 to Year 5 on PAT-Reading

Purpose

To increase the level of engagement of our school community and create a school-wide, collective responsibility that is focused on high expectations and continuous improvement. Individual students will be valued and supported in their learning, creating a positive sense of belonging to the school.

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.

- Active learners
- Attendance
- Developing Creative Arts and Sport skills

Resources allocated to this strategic direction

Aboriginal background

Per capita

Socio-economic background

Summary of progress

Activities undertaken to achieve targets set within the Active Learner initiative were focused on engagement with community, in order to provide opportunities for our students to connect their learning with real world situations. Team members built new and strengthened existing relationships with community groups. The school benefited from these connections, including through the receipt of funding for Breakfast Club, which enabled continuation of this important wellbeing program for students.

In 2023, efforts were made to engage Aboriginal and Torres Strait Islander students, parents and carers throughout the learning process to support learning and share expected outcomes. The school worked through a consultation process to update the Personalised Learning Pathways (PLP) documents used to support the learning and wellbeing of Aboriginal and Torres Strait Islander students. A number of examples were sourced, before a draft template was created. Consultation took place with executive members of the Aboriginal Education Consultative Group (AECG) and with the school's Aboriginal and Torres Strait Islander families.

Attendance processes in 2023 changed as the school moved to School Bytes to record attendance. This new software enabled emails to be sent out to families to request an explanation for student absences. This resulted in a greater number of absences being explained in a timely manner. Executive teachers continued to actively monitor students with high levels of absences and liaised with families to put supports in place where necessary. To encourage and improve attendance, the school worked on improving the visibility and uptake of Breakfast Club and the provision of food for students who may require Crunch and Sip, recess or lunch. Staff members actively welcomed and encouraged students to attend Breakfast Club through positioning themselves near the school entrance or by reminding students in the playground that food was available. Distribution of food was streamlined after several different methods were attempted throughout the year and the current system is easy for students to serve themselves and has minimised waste. This resulted in an increase in the amount of students accessing Breakfast Club and/or the extra food provision service. Positive impact was seen in the wellbeing of many students who accessed the service, as they were also provided with the ability to engage in social opportunities while participating in Breakfast Club, and several students demonstrated reduced anxiety when transitioning to the classroom in the morning.

Creative Arts was a school focus throughout the year as we worked towards a whole school performance. Each class created a performance around the theme 'Colour' which was culminated in a matinee and evening performance. Classes showcased aspects of visual art, dance and instrumental performance, and the choirs and dance groups were able to perform for the wider school community. The school focus on the creative arts was evident in classrooms and students were empowered to lead the creation of their class performance items. The final product was enthusiastically enjoyed by the community.

Many opportunities were provided for students to participate in sporting programs that enhanced their sporting skills and gave them opportunities to work within teams and develop a positive mindset towards sport. Opportunities included having SEDA run block sessions on rugby league, AFL and soccer, and other sporting groups attended for term blocks to teach students hockey and volleyball skills during sport time. Souths Cares offered sessions at the new Heffron Centre that had a health education focus and a practical component to enhance physical fitness. Many students competed at the zone levels of PSSA, including in swimming, cross country and athletics, and one student progressed through all

levels of athletics to reach the state competition in running. A number of students trialed for zone sport teams. All students participated enthusiastically in the Premier's Sporting Challenge. At a curriculum level, teachers worked in stage groups to refine the scope of fundamental movement skills K-6 and further developed assessments around these.

Future directions for 2024 will include continuing to broaden and strengthen community engagement in the hope to create more connections with people in the community who can provide positive examples of the relevance of being an active, life-long learner. The school will work to strengthen relationships with our Aboriginal and Torres Strait Islander families and connect these families with each other. Attempts will also be made to link these families to local organisations that will be able to support their children's connection to Country. The new Personalised Learning Pathways template will be implemented. The school will continue to provide Breakfast Club and will look for further sources of funding to ensure it is able to run for the length of the year.

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
89.8% of students report positive wellbeing according to the Tell Them From Me survey data	76.3% of students report positive wellbeing
Increase percentage of students reporting they are interested and motivated in their learning according to the Tell Them From Me survey data from the previous year	Tell Them From Me data showed a 9% increase in students reporting they were interested and motivated in their learning throughout 2023
80% of students report a positive sense of belonging according to the Tell Them From Me survey data	70% of students reported a positive sense of belonging
77.8% of students attend school 90% or more of the time	57.7% of students attended school 90% or more of the time

Strategic Direction 3: Effective teaching practices

Purpose

To embed systems for collaboration and feedback to ensure high-quality and explicit teaching practices across the school. The implementation of evidence-based teaching strategies to optimise learning progress for all students will be prioritised.

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.

- Explicit teaching
- Collaborative practice

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

Socio-economic background

QTSS release

Low level adjustment for disability

Summary of progress

Activities undertaken to achieve targets set within the Explicit Teaching initiative were focused on ensuring consistency in the delivery of a high quality, phonics-based approach in K-2 reading and writing. To achieve this, teachers worked alongside the Assistant Principal Curriculum & Instructions (APC&Is) to identify, understand and implement explicit teaching methods that best suited our student cohort. Training and development was led by the APC&Is to deliver a consistent approach to the implementation and delivery of Component A of the English Units across K-2 classes. This was achieved through theoretical professional learning sessions, lesson demonstrations, mentoring and peer observations and feedback, and was further enhanced by additional training from SPELD around the development of and effective use of daily phonics reviews in the classroom. K-2 classrooms were resourced with decodable readers, assessment tools, online resources and support kits to support this implementation. The explicit teaching of phonics is evident in all K-2 classrooms in a systematic and consistent manner.

The whole school focus on making learning visible through the use of learning intentions and success criteria as part of each lesson is an ongoing focus from previous years. Professional learning sessions were held to upskill new staff members and to refresh the practice of existing staff. A staff survey indicated a desire to upskill their use of effective feedback strategies in their classrooms and this learning was delivered as part of weekly professional learning sessions. This Visible Learning approach has continued to be discussed in planning sessions and is evident in programming and teaching. A staff survey indicated that 100% of staff are using learning intentions and success criteria strategies in their classroom.

Digital collaboration tools were utilised to create shared drives where staff could easily access and work collaboratively on teaching, learning and assessment resources. This resulted in greater collaboration between grade and stage teams and more efficient access to resources. Collaboration with professionals in fields that support learners has enhanced the entry to school transition. Engagement with a speech pathologist during Kindergarten orientation sessions led to the identification of students who will require language support prior to commencing school in 2024. This screening process resulted in a significant number of students being provided with the opportunity to access school readiness programs prior to starting Kindergarten. Other external professionals have supported teachers in identifying specific strategies to assist identified students in their classes, through professional learning sessions and individualised advice. These collaborations have resulted in identified students having greater success at school and engaging with the curriculum more effectively as their individual needs were better accommodated.

Future directions for 2024 will include providing the same opportunities and strategies used to implement the new syllabus units within K-2 classrooms, into the 3-6 classrooms as they commence teaching the new English syllabus and utilising the Department of Education's units in 2024. Explicit teaching strategies and the use of learning intentions and success criteria to make learning visible to students will continue to be utilised in each classroom and a focus on student goal setting will be applied throughout the school. Digital collaboration tools will continue to be made accessible to all staff. Collaboration with external professionals will continue so as to provide the most effective support to ensure development for identified students, and opportunities to engage a speech pathologist to work with students from Years 1-6 will be investigated.

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
SEF - Sustaining & Growing in Teaching > Effective Classroom Practice > Explicit teaching	SEF Self-Analysis results for 2023: Sustaining & Growing for Teaching > Effective Classroom Practice > Explicit teaching
SEF - Sustaining & Growing in: Teaching > Learning and Development > Collaborative practice and feedback.	SEF Self-Analysis results for 2023: Sustaining & Growing for Teaching > Learning and Development > Collaborative practice and feedback

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,666.85</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • supplementation for resources and learning experiences to support inclusion • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact: Refugee students have received intervention support as required to assist them to access the curriculum and ensure they successfully participate in learning alongside their peers in mainstream classes. They have also been supported to engage confidently in the broader Australian community.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support in English language development, access to curriculum and social-emotional support for students and families.</p>
<p>New Arrivals Program</p> <p>\$64,780.00</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 Matraville 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"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: New Arrivals students have received intervention support as required to assist them to access the curriculum and ensure they successfully participate in learning alongside their peers in mainstream classes. They have also been supported to engage confidently in the broader Australian community.</p> <p>After evaluation, the next steps to support our students will be: Transition students from the New Arrivals Program to the EAL/D support program, and provide continued support to develop their written and oral English language skills.</p>
<p>Integration funding support</p> <p>\$180,263.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Matraville 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"> • Personalised learning

<p>Integration funding support</p> <p>\$180,263.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Identified students have received support to assist them in their academic learning as well as their social and physical development. Personalised learning programs were developed in collaboration with parents/carers, teachers and support staff for these students.</p> <p>After evaluation, the next steps to support our students will be: Review and modify supports provided and individual students' learning plans, to ensure ongoing growth for identified students.</p>
<p>Socio-economic background</p> <p>\$35,753.06</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Matraville 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"> • Active learners • Attendance • Explicit teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff to support the implementation of the curriculum <p>The allocation of this funding has resulted in the following impact: A class structure that enabled students to be placed in classes that best supported their learning needs was able to be created. Identified students benefited from support to access learning resources.</p> <p>After evaluation, the next steps to support our students will be: Evaluate the needs of students each year to determine the most beneficial use of this funding.</p>
<p>Aboriginal background</p> <p>\$6,872.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Matraville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Active learners <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 and Torres Strait Islander students in the areas of literacy and numeracy • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Aboriginal and Torres Strait Islander students received support in their learning in the areas of literacy and numeracy. Personalised Learning Pathways templates were reviewed and a consultation process was undertaken with parents/carers, community and the AECG.</p>

<p>Aboriginal background</p> <p>\$6,872.94</p>	<p>After evaluation, the next steps to support our students will be: Implement the updated Personalised Learning Pathways templates. Provide opportunities for student, parent/carer and community engagement to strengthen connections to Country.</p>
<p>English language proficiency</p> <p>\$232,096.02</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Matraville 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"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students in the different phases <p>The allocation of this funding has resulted in the following impact: Students at varying levels of English language development were supported by specialised EAL/D teachers through withdrawal intervention groups or in-class support.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor and assess student progress and review student groupings to ensure students receive ongoing targeted support for the development of their English language skills.</p>
<p>Low level adjustment for disability</p> <p>\$129,804.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Matraville 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"> • Personalised learning • Collaborative practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based intervention programs, such as MiniLit and MacqLit, to increase learning outcomes • employment of Learning and Support teacher <p>The allocation of this funding has resulted in the following impact: Students identified with additional learning needs were supported by the Learning and Support Teacher through in-class and small group withdrawal. The focus of each group was determined based on the learning needs of the students. Explicit programs were used to support groups with particular needs in reading and comprehension. School Learning Support Officers worked within classrooms to supplement the explicit teaching that occurred in the small groups.</p> <p>After evaluation, the next steps to support our students will be: Monitor students currently receiving learning support and analyse assessment data of all students to identify new gaps in learning, and provide support as required. Groups will be formed according to skills requiring improvement as opposed to class/grade groups.</p>
<p>Professional learning</p> <p>\$20,652.99</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 Matraville</p>

<p>Professional learning</p> <p>\$20,652.99</p>	<p>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"> • Personalised learning • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: All teachers gained knowledge of the new curriculum in English and mathematics, as well as identified areas for development as evidenced in their Performance and Development (PDP) goals. Teaching practice was strengthened and positively impacted student learning.</p> <p>After evaluation, the next steps to support our students will be: Analyse student learning data to identify opportunities to improve student learning outcomes, wellbeing and teacher practice. Expertise of current staff will be utilised, and external specialists in areas such as literacy, oral language and supporting EAL/D learners will be engaged for future teacher professional development.</p>
<p>QTSS release</p> <p>\$43,441.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Matraville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective use of data • Explicit teaching • Collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Collaboration between grade and stage partners ensured consistency of programming and assessment. Collaboration between class teachers and specialist EAL/D and Learning and Support teachers ensured effective differentiation to support the learning needs of identified students. The professional development of classroom teachers was further enhanced as they worked alongside Assistant Principals to develop their knowledge of whole school assessment, teaching strategies and the scope of learning K-6.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities and structures for effective collaboration and strengthening of explicit teacher practice.</p>
<p>COVID ILSP</p> <p>\$56,639.51</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition

<p>COVID ILSP</p> <p>\$56,639.51</p>	<ul style="list-style-type: none">• providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact: Small group tuition in the area of literacy was provided by qualified teachers to students who were identified as requiring additional opportunities to consolidate their learning.</p> <p>After evaluation, the next steps to support our students will be: Ongoing evaluation of data to identify students requiring additional support and continue to meet the needs of already identified students through explicit teaching strategies.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	109	109	118	130
Girls	86	97	102	110

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.7	94.9	84.3	88.4
1	90.9	94.8	85.7	90.9
2	89.8	93.5	90.2	90.5
3	91.1	93.1	86.7	93.3
4	93.7	91.8	87.8	91.9
5	91.7	94.8	85.7	88.1
6	90.8	91.7	88.3	89.8
All Years	91.5	93.4	86.5	90.2
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)	3
Classroom Teacher(s)	9.19
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher EAL/D	1.4
School Administration and Support Staff	2.42
Other Positions	0.6

*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	704,049.37
Revenue	3,371,160.64
Appropriation	3,250,279.36
Sale of Goods and Services	1,947.50
Grants and contributions	98,535.16
Investment income	18,798.62
Other revenue	1,600.00
Expenses	-3,211,686.57
Employee related	-2,883,245.82
Operating expenses	-328,440.75
Surplus / deficit for the year	159,474.07
Closing Balance	863,523.44

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	155,935
Equity Total	404,527
Equity - Aboriginal	6,873
Equity - Socio-economic	35,753
Equity - Language	232,096
Equity - Disability	129,805
Base Total	2,006,091
Base - Per Capita	57,257
Base - Location	0
Base - Other	1,948,834
Other Total	346,477
Grand Total	2,913,029

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

In 2023, the school sought the opinions of parents, students and teachers through surveys and requests for feedback. Information and satisfaction data in regard to community engagement, wellbeing and teaching practices were gathered via Tell Them From Me surveys.

Students from Years 4 to 6 completed the Tell Them From Me surveys twice in 2023. The Tell Them From Me 2023 II Survey included nine measures of student engagement alongside the five drivers of student outcomes. In the area of Social Engagement, the school mean for students with a positive sense of belonging was 70%, 95% participate in school sports and clubs, and 74% of students report they have positive relationships at school. In the area of Institutional Engagement, 88% of students value schooling outcomes, 90% feel they demonstrate positive behaviour at school and 51% of students display positive homework behaviours. In the area of Intellectual Engagement, 59% of students are interested and motivated, 74% put effort into their learning and 84% feel they are provided with quality instruction at school. A small percentage of students display signs of disengagement. In regard to the Drivers of Student Engagement, four school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success. The school mean for each was similar to the NSW Government norms. Results in the trend report from survey I to II indicate that five of the nine areas of Social-Emotional Outcomes show a decrease of 2% or less, and the other four outcomes show a decrease of less than 12%. The two open ended questions regarding what students believe bullying is and their experience (if any), and any potential areas for improvement, provided valuable information for future planning. The main responses regarding areas the students highlighted as opportunities for improvement across the school included ideas for extra-curricular groups, enhancements to the bathroom facilities and more frequent access to technology. There were many positive responses regarding the 3-6 playground upgrade completed in 2023.

Parents/carers were invited to participate in the Tell Them From Me Parent Survey. In the area of two-way communication with parents, the school mean for parents feeling welcome was 7.9 and parents feeling informed had a mean of 6.6. 17% of parents surveyed indicated they had spoken to their class teacher less than two times in the year, with 28% speaking to them more than three times about learning or behaviours. 24% of parents indicated they were involved in school committees. In the area of parents supporting learning at home, the mean was 7.2. School support of learning had a mean of 7.1 and school supports positive behaviours had a mean of 7.7. In the area of school supporting children's behaviour, safety at school had a mean of 7.6 and being an inclusive school had a mean of 7.2. Parents also provided ideas around ways we could improve our school with most responses being around communication, use of technology or provision of extra-curricular activities. The responses to the questions regarding what bullying is and has their child experienced bullying provided a positive data set that when combined with the student responses showed that bullying is very infrequent in our school.

Teachers were offered the opportunity to complete the Tell Them From Me Teacher Survey; however, less than the minimum number required to protect the privacy of the participants completed the survey so no analysis of survey responses was possible. In Term 3, teachers completed an internally created survey which focused on ways that they as professionals could be supported in the implementation of the new syllabus. A key theme across the responses was that teachers found value in working collaboratively within their teams to develop their practical knowledge of the new English and mathematics syllabuses and to contextualise the teaching units for their cohort.

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.