

# 2023 Annual Report

## Mitchells Island Public School



2580

# Introduction

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

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

## School contact details

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## School vision

At Mitchells Island Public School we strive for an inclusive environment where every student is known, valued and cared for allowing them to maximise their potential and remain connected to culture. We provide opportunities for all students to connect with the wider community through making learning visible.

## School context

Mitchells Island Public School, with a current enrolment of 47 students, is a rural school located in the Taree area, 31 kilometres from our nearest regional centre. School numbers have been steady over the past 5 years with gradual growth, particularly over the last 3 years, with student numbers ranging from 26 to 47. We anticipate that this trend will continue in the future.

Our Aboriginal student population is stable with 20% of students identifying as Aboriginal. We have two students with English as a second language, who are all bilingual. Our Family, Occupation and Employment Index (FOEI) is 88 which has gone down significantly in the past 4 years and Index of Community Socio-educational Advantage (ICSEA) 930 identifying us as a low socio-economic rural school demographic.

The two strong threads through the previous two school plans focused on continual whole school improvement and the school community working collaboratively to support the wellbeing of all members of the school community. We were successful in attaining the planned improvement measures.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in Literacy and Numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

The school has identified the need to move towards deeper reflective practices based on quality data analysis. We will endeavour to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve continued use of data to inform all processes and practices across the school.

## 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
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

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Improved student growth and attainment will be achieved through whole school processes for collecting and analysing data based on highly effective and ongoing assessment practices. Data is expertly used by all staff to inform evidence based teaching practice.

### Initiatives

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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.

- Systems and Processes for effective whole school assessment
- Expertise in Data Skills and Use

### Resources allocated to this strategic direction

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Aboriginal background

Socio-economic background

Low level adjustment for disability

Per capita

Location

### Summary of progress

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#### Systems and Processes for effective whole school assessment

This year funding was allocated to enable an additional class, allowing us to have a straight Year 6 class so that we could better support and prepare students for the transition to high school. By doing this, we made class sizes smaller across the school. This allowed us to use data informed practices to create teaching and learning opportunities individualised to better access a students Zone of Proximal Development. This supported student and school priority areas with a focus on targeted intervention for students with personalised teaching and learning, as well as effective data use and skills. Additionally these strategies supported high levels of collaboration for staff planning and additional staff to enable administrative and classroom support to enable increased principal focus on school leadership and improvement.

This has resulted in a shared understanding of quality formative assessment tasks. Processes have continued to ensure quality formative assessments are evident in all teaching programs. Use of assessment data is more embedded in everyday practice, to indicate the learning needs of students. Students have developed more confidence to articulate their learning trajectory through the use of Visible Learning.

Enhanced processes are in place to support the explicit instruction model to monitor student learning progress and to differentiate learning for students. Staff are collaborating to ensure consistency of practice and share ideas to support ongoing capacity building on formative assessment. Students are confident to articulate their learning focus areas and demonstrate success by transferring knowledge, and are now identifying the next steps in their learning.

In 2024 our focus will be to put systems and processes in place to create learning conversations that support teachers to share assessment data with students so they are given the opportunity to revisit tasks and learn from mistakes.

#### Expertise in Data Skills and Use

In 2023, our focus in this initiative was to use data to inform teaching practice through collaboration. Funding allocation enabled the school to purchase the Essential Assessment platform to be used for both formative and summative assessment across Literacy and Numeracy. Staff participated in high impact professional learning targeting assessment and the development of teaching and learning programs focused on individual needs. This resulted in teachers using quality assessment strategies. Systems of data collection have been established resulting in a consistent whole school tracking process. Teachers are demonstrating greater confidence collecting, tracking, analysing and utilising information to plan for student learning needs.

In 2024, our focus will be continuing to embed data skill, particularly around the use of PLAN data. We will follow the process outlined by Collaborative Support in Unique Settings (CSUS) this year with a focus on Additive Strategies and Spelling.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Numeracy</b></p> <p>All students are able to demonstrate growth and achievement in Number and Place Value over the year, using the learning progressions.</p>	<p>All students have demonstrated growth in Number, Place and Value, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>Reading</b></p> <p>All students are able to demonstrate growth and achievement in Understanding Texts over the year, using the learning progressions.</p>	<p>All students have demonstrated growth in Understanding Texts, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>School Level Targets (Internal)</b></p> <p>All students are able to demonstrate growth and achievement in Creating Texts over the year, using the learning progressions.</p>	<p>All students have demonstrated growth in Creating Texts, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>School Excellence Framework</b></p> <p>In the element of <b>Data Skills and Use</b> in the Teaching Domain the school demonstrate <b>Sustaining and Growing</b> in the themes of <b>Data Use in Teaching</b>.</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of data skills. and use.</p>

## Strategic Direction 2: Excellence in Teaching

### Purpose

The school culture is strongly focused on learning, building educational aspiration and ongoing improvement through effective feedback and high expectations for all 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.

- A Culture of High Expectation
- Highly Effective Feedback
- High Expectation of Student Attendance

### Resources allocated to this strategic direction

#### Professional learning

#### QTSS release

#### AP Curriculum & Instruction

#### Socio-economic background

### Summary of progress

#### A Culture of High Expectation

Throughout 2023, the school has continued to focus on building leadership capacity to drive improvement in teaching and learning. The Principal has worked closely with the Assistant Principal, Curriculum & Instruction (APC&I) to continue to develop the professional capacity of teaching staff and to ensure appropriate professional development courses are sourced and delivered appropriately. This year the school has placed a large focus on completing the Mathematics course 'Big Ideas to Start Strong'. This was delivered by our APC&I to the whole staff body and focused on the connections and main concepts in mathematics. This professional learning will be used to guide the implementation and programming of mathematics across the school in 2023.

Executive and teaching staff have also worked closely with the CSUS team to identify student learning gaps and extension opportunities. Teachers have monitored and analysed classroom data based on the Numeracy progressions and the Number and Place Value Element.

This has resulted in continued growth in leadership capability of school leaders to support teacher focus on improvement. Executive collaboration has supported collegial professional learning and development of leadership skills. Professional learning by staff has contributed to whole school improvement through instructional leadership. The executive has further developed capabilities to manage complex situations through a series of mentoring meetings with key staff. The school culture is reflecting high expectations and aspirations for all students to continually improve and is utilising effective partnerships with families. There is an increasing student voice in the teaching and learning cycle.

In 2024 our focus will continue on building educational instructional leadership to support a whole school culture of high expectations. There will be an embedding of processes to support the APC&I role, with the aligning of whole school Professional Development Plan procedures. There will be a continued focus on student participation in the planning and monitoring of learning.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>System Negotiated Target</b> Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 70%	The number of students attending school 90% of the time or more has increased from 34% in 2022 to 56% in 2023. This is an increase of 22%.

<p><b>School Excellence Framework</b></p> <p>In the Element of <b>Educational Leadership</b> in the Leading Domain the school will maintain <b>Sustaining and Growing</b> in the theme of <b>High Expectations Culture</b>.</p> <p>In the Element of <b>Effective Classroom Practice</b> in the Teaching Domain the school will maintain <b>Sustaining and Growing in the theme of Feedback</b>.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the theme of High Expectations Culture to be sustaining and growing</li> <li>• Self-assessment against the School Excellence framework shows the theme of Feedback to be sustaining and growing.</li> </ul>
<p><b>School Level Target</b></p> <p>Improvement in the Tell Them From Me Student data (Sense of Belonging) to be at or above the lower bound system negotiated target of 85%</p>	<p>Students reporting positive well-being outcomes has been sustained, indicating the school has made progress towards the achievement of the system negotiated target.</p>
<p><b>Essential Assessment</b></p> <p>At least 70% of students achieve 0.4 or more growth within a year as measured by Essential Reading assessments from Years 2 to 6</p> <p>At least 70% of students achieve 0.4 or more growth within a year as measured by Essential Numeracy assessments from Years 2 to 6</p>	<p>75% of students achieved 0.4 or more growth within a year as measured by Essential Reading assessments from Years 2 to 6. This was a slight decrease to the 79% of students who achieved this last year.</p> <p>52% of students achieve 0.4 or more growth within a year as measured by Essential Numeracy assessments from Years 2 to 6. This was a decrease to the 82% of students who achieved this last year. This was in part due to the CSUS focus on Number and Place Value. 92% of students made improvements in this area according to Essential Assessment data.</p>
<p><b>Visible Learning</b></p> <p>Increase the percentage of students being able to identify and engage in the school Learning Dispositions from 5% to 40% according to the school "Learner Power Questionnaire</p>	<p>This year, the percentage of students being able to identify and engage in the school Learning Dispositions, is 91%. Having already achieved our 40% student target last year, this year we implemented "The Resilliance Project". to ensure our students were able to experience further growth and confidence in their ability to identify and engage in the school Learning Dispositions.</p>
<p><b>Learning Intentions and Success Criteria</b></p> <p>Increase the percentage of classroom teachers co-constructing and deconstructing Learning Intentions and Success Criteria with students from 23% to 40%</p>	<p>During 2023, the school has had a focus on implementing Visible Learning within the classroom. The percentage of classroom teachers co-constructing and deconstructing Learning Intentions and Success Criteria (LISC) this year has increased to 72%. The staff have actively and collaboratively worked to create and review our expectations around Visible Learning with a focus on mathematics and literacy. Staff have set aside a small portion of the lessons to support the implementation and have a conversation about what teachers are looking for and how to support students in becoming successful learners.</p> <p>100% of teachers indicate that they deliver timely feedback. 100% of teachers indicate that they give feedback to support student learning.</p>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$32,272.91</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mitchells Island 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>• Systems and Processes for Effective Whole School Assessment</li> <li>• High Expectation of Student Attendance</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 enable additional class to better meet students at point of need</li> <li>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff through Choice Theory to support student learning and wellbeing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Improved attendance across the school, from 34% to 56% of students at school, equal to or above 90% of the time.</li> <li>- Targeted teaching in small groups to support students working within their Zone of Proximal Development. Additional teaching staff allowed classes to be formed with smaller numbers and a dedicated year 6 class which contributed to the smooth transition of students to Stage 4.</li> <li>-</li> </ul>
<p>Aboriginal background</p> <p>\$5,489.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mitchells Island 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>• Systems and Processes for Effective Whole School Assessment</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 deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> <li>- continued engagement from 100% of Aboriginal families in the PLP process and</li> <li>- 100% of Aboriginal students describing school as a safe, happy and supportive environment.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will be continue using additional funding to allow the school to provide smaller group instruction for all students.</p>
<p>Low level adjustment for disability</p> <p>\$33,669.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Mitchells Island 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>

<p>Low level adjustment for disability</p> <p>\$33,669.72</p>	<ul style="list-style-type: none"> <li>• Systems and Processes for Effective Whole School Assessment</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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> See Socio-Economic Funding Source</p> <p><b>After evaluation, the next steps to support our students will be:</b> See Socio-Economic Funding Source</p>
<p>Location</p> <p>\$2,375.55</p>	<p>The location funding allocation is provided to Mitchells Island Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Systems and Processes for Effective Whole School Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding has allowed</p> <ul style="list-style-type: none"> <li>- the teaching principal to perform individualised testing to establish a students Zone of Proximal Development and analyse data.</li> <li>- classroom teachers to be released by the principal to work with the APC&amp;I.</li> <li>- 100% of students attended all excursions with the school using location money to provide subsidy for transport.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use location funding source to provide subsidised transport for school excursions</p>
<p>Professional learning</p> <p>\$6,892.10</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 Mitchells Island 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>• A Culture of High Expectation</li> <li>• Highly Effective Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding allowed all teaching staff to complete 'Basic Intensive Training in Choice Theory', 'Quality Feedback' professional learning as well as a variety of other subject based professional learning throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024 we will continue to build our expertise in data driven practises. We will continue to review our student performance data to ensure our work remains on the areas identified as in need of the most support and we will continue to depen our knowledge, understand and use of explicit instruction in the classroom.</p>

<p>QTSS release</p> <p>\$8,640.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mitchells Island 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>• A Culture of High Expectation</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The APC&amp;I role has provided valuable middle level leadership support to our school. This role has supported staff to build capacity around research based best practice in the delivery of Literacy and Numeracy programs. The Principal and APC&amp;I have collaborated together to develop a comprehensive Professional Development Plan, which was designed to support the SIP, as well as building teacher and leader capacity to manage complex situations and conversations. 100% of teachers indicate through feedback that they value the support and guidance from the APC&amp;I.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support collaboration between teachers, APC&amp;I and principal to ensure everyone has a shared vision and teaching practice to support improvement in student outcomes. Mentoring sessions with the APC&amp;I will be scheduled in the timetable in 2024.</p>
<p>COVID ILSP</p> <p>\$16,766.25</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> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy -Number and Place Value</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This year funding was allocated to assist students in achieving learning growth. Intensive COVID support was provided according to student needs. Teaching staff regularly collected, analysed and monitored pre and post assessment data throughout the year and modified their practice accordingly. Data was used by teachers to evaluate student understanding of lesson content. Teachers continued to use Essential Assessment and use data to inform learning goals for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Literacy and Numeracy support will continue in 2024 with the LaST supporting students both in the classroom and as part of small group withdrawal.. A teacher will work with small groups once learning needs are identified from assessments. These assessments will include Essential Assessments in Literacy and Numeracy, Check-In assessments, NAPLAN, DoE Interviews for Student Reasoning, DoE on demand assessments and Plan 2.</p>
<p>Integration funding support</p> <p>\$259,340.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mitchells Island Public School in mainstream classes who require moderate to high levels of adjustment.</p>

<p>Integration funding support</p> <p>\$259,340.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students receiving Integration Funding demonstrating progress towards their personalised learning goals. All Personal Learning Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Integration funding decision making will be incorporated into communication meeting discussions, 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>Per capita</p> <p>\$12,752.74</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mitchells Island 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>• Systems and Processes for Effective Whole School Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• See Socio-Economic Funding and QTSS Funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> See Socio-Economic Funding and QTSS Funding</p> <p><b>After evaluation, the next steps to support our students will be:</b> See Socio-Economic Funding and QTSS Funding</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• A Culture of High Expectation</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead evaluative practice where a range of data supports the analysis of Literacy and Numeracy teaching and learning across the school</li> <li>• lead the implementation of evidence-informed Literacy and Numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance Literacy and Numeracy instruction in classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> See QTSS Release</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

AP Curriculum & Instruction	See QTSS Release
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\$31,017.60

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	21	21	26	28
Girls	14	16	23	16

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.1	91.7	87.0	88.7
1	88.2	91.8	85.9	87.9
2	89.8	74.1	90.9	90.3
3	93.7	86.1	62.9	86.8
4	93.9	91.6	79.0	72.2
5	81.4	81.3	89.2	85.6
6	94.9	85.1	77.4	88.5
All Years	91.6	87.5	83.3	86.7
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)	0.2
Classroom Teacher(s)	1.43
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <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 Actual (\$)
<b>Opening Balance</b>	64,223.88
<b>Revenue</b>	977,348.76
Appropriation	951,847.23
Sale of Goods and Services	1,090.80
Grants and contributions	21,804.44
Investment income	2,606.29
<b>Expenses</b>	-986,763.90
Employee related	-910,743.10
Operating expenses	-76,020.80
<b>Surplus / deficit for the year</b>	-9,415.14
<b>Closing Balance</b>	54,808.74

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>	259,340
<b>Equity Total</b>	71,432
Equity - Aboriginal	5,489
Equity - Socio-economic	32,273
Equity - Language	0
Equity - Disability	33,670
<b>Base Total</b>	540,517
Base - Per Capita	12,753
Base - Location	2,376
Base - Other	525,389
<b>Other Total</b>	55,342
<b>Grand Total</b>	926,631

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

Each year schools are required to seek the opinions of parents/carers, students, and teachers about the school. Comments were requested through surveys and the information collated and summarised as follows:

100% of the parent body, students and staff believe the school is well resourced, the whole school environment is well maintained, and the school climate provides a positive, welcoming atmosphere.

85% of parents support the positive acknowledgement of students' success and achievement through Facebook posts, class awards, newsletters, assemblies and presentation night.

100% of students believe they are supported to be the best they can be in the classroom and on the playground and that our teachers are fair and consistent.

89% of students believe they have a voice which is heard and valued. They feel ownership over decisions made about playground structures and classroom opportunities to express themselves.

95% of the community believes that the school provides an open, welcoming, and supportive environment where they feel valued, heard, and respected.

100% of staff believe they have access to quality professional development, and it is valued by the staff and all staff are included in whole school planning and processes.

Extracurricular activities provided by the school including excursions and incursions are supported and valued by 100% of both students and parents.

The whole school community believes that the school sets high standards which are modelled by the staff.

All parents support the school in being involved in the wider community through our involvement in ANZAC Day ceremonies, Mother's Day and Father's Day celebrations, NAIDOC celebrations and our first ever Carols by Candlelight, which was supported by 170 family members and community members.

# 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.