

2023 Annual Report

Mudgee Public School



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Introduction

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

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

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School vision

At Mudgee Public School we are confident, engaged lifelong learners.

We are committed to providing a quality and equitable education.

Everyone belongs and is valued. Every student succeeds and thrives.

School context

Mudgee Public School has an enrolment of approximately 585 students and a proud tradition of providing quality public education since 1855. Currently, there are 22 mainstream classes, and 6 support classes for students with a variety of additional needs. The school serves a diverse rural community with a large range of SES. We have an Aboriginal population of approximately 18% and are building a strong relationship with the Mudgee AECG. The school is an integral member of the Cudgegong Learning Community.

The school focuses on providing a rounded education with a strong focus on curriculum differentiation, wellbeing, learning and support. Extra-curricular opportunities in Creative and Performing Arts, Sport and Leadership, enable our students to excel through a range of different experiences.

The whole school community, including staff, students, parents and the AECG were consulted during the Situational Analysis and following Strategic Improvement Plan processes. These processes along with the External Validation in 2020 have identified areas for improvement in three broad areas: Student Growth and Attainment in Literacy and Numeracy; Inclusive and Equitable education; Collaborative and Continuous Improvement.

Student Growth and Attainment in Literacy and Numeracy will be achieved through the development of teacher informed practices including consistent assessment, data collection and use, success criteria and learning intentions to deliver quality differentiated instruction. NAPLAN analysis, Check In Assessment results and internal data highlighted the need for improvement in Numeracy, Reading and Writing. Instructional leaders on each stage and professional learning around best practice in these domains will be used to upskill teachers and achieve system negotiated and school targets. The Literacy and Numeracy focus groups and External Validation collectively identified the need for consistent explicit teaching, collection and use of data and assessments across K-6.

Mudgee Public School has an existing culture of inclusive and equitable education. This can be further enhanced through new wellbeing initiatives. The Situational Analysis and External validation process highlighted that we excel in this area although there is a need for evaluative practices to measure the impact and effectiveness of our programs. The Forge Wellbeing program will be rolled out across the school to gather wellbeing data, beginning with Stage 3. Parents as Partners in Learning and improved parental communication processes will further enhance an inclusive and equitable education for the whole school community. To also ensure Mudgee Public School is culturally safe and aware, an Aboriginal Education focus will be a priority. Through the forming of an Aboriginal Education committee and ongoing relationship building with the local AECG and Wiradjuri peoples all students and staff will have the opportunity to build their knowledge and experiences in this area. Transitions and integration across the school will continue to improve. Through these initiatives all students will achieve a greater sense of belonging.

High expectations and ongoing improvement are priority values at Mudgee Public School. Teachers currently work collaboratively in a variety of teams to maximize quality teaching and learning, this was highlighted in the Situational Analysis as a strength but will continue to be further developed. The Teacher Leaders program initiative will upskill identified teachers through professional learning and mentoring and offer opportunities to take on further responsibility within the school. Executive staff will be given the role of Instructional Leaders to improve classroom practice. Involvement in the Social Ventures program will be an area for partnerships and connections to be developed where teachers will work collaboratively with like schools around Australia.

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

Strategic Direction 1: Student growth and attainment

Purpose

Every student shows growth every year through research informed and data driven, high quality teaching and learning.

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.

- Evidence-Informed Teaching of Literacy and Numeracy
- School-wide Assessment and Data Driven Practices
- Curriculum Reform

Resources allocated to this strategic direction

Professional learning

QTSS release

AP Curriculum & Instruction

Per capita

Low level adjustment for disability

Socio-economic background

New Arrivals Program

English language proficiency

Summary of progress

The focus for 2023 was building teacher capacity, especially in the area of the new curriculum and new pedagogies, creating a collective efficacy around visible learning and assessment, and focusing on Additive strategies, building both teacher capacity and student understanding of the most efficient strategies for different situations. This involved our teachers attending regular Curriculum Reform sessions, led by our Assistant Principals, Curriculum and Instruction (APC&I). These sessions were used to introduce teachers to the new curriculum and pedagogies, with a focus on Mathematics, specifically Additive Strategies. The practices and strategies introduced in the Curriculum Reform Sessions were then implemented in classrooms with APC&Is running demonstration lessons in classrooms and team teaching with classroom teachers, building capacity. All teachers were involved in professional learning (PL) around the effective use of Number Talks and formative assessment as well as the efficient use of PLAN2. From this PL, the teachers used the vehicle of Number Talks to conduct formative assessment in the area Additive Strategies, the data collected from this was then able to be plotted in PLAN2. All teachers plotted student achievement data in PLAN2 across 2023 showing growth for all students.

In 2024, we will be continuing a focus on

New Curriculum Implementation: Expanding teacher capacity around using and teaching the new curriculum and implementing new pedagogies in all classrooms, K-6, including our Support Unit. Teachers and APC&Is will continue to work together in developing whole school scope and sequence documents linked to the teaching units and specifically the syllabus being used in all classrooms.

Differentiated Professional Learning: Offer and consider differentiated professional development opportunities to cater to the diverse needs of teachers in implementing the new curriculum and pedagogies. Provide targeted training sessions, workshops, and coaching support based on individual teacher readiness and areas for growth identified through self-assessment or performance evaluation.

Embedding Visible Learning and Formative Assessment Practices: Incorporate Visible Learning strategies into formative assessment practices to ensure their seamless integration into daily teaching across all classrooms. Offer continuous support and resources to teachers for the effective implementation of formative assessment strategies, including methods like Number Talks. Encourage teachers to utilise assessment data not only for evaluating student progress but also for informing instructional decisions and targeted student interventions, thereby enhancing the effectiveness of both formative assessment and Visible Learning strategies in mathematics instruction.

Parental Engagement and Communication: Keep parents informed and engaged in the school's efforts to implement the new curriculum and pedagogies. Provide regular updates, workshops, or information sessions for parents to understand the changes in teaching practices and how they can support their child's learning at home.

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
<ul style="list-style-type: none"> An increase in Check-in Assessment mean scaled score for Reading in Year 3, 4, 5 and 6 for 2024 compared with Year 3 and 5 in 2023. 	<p>Mean scaled scores for Year 3 reading has decreased from 2022 to 2023. Mean scaled scores have increased for Year 5 reading.</p> <p>Cohort percentage of questions correct for Year 5 indicate an increase from 45.7% in 2022 to 49% in 2023.</p> <p>Cohort percentage of questions correct for Year 3 indicate a decline from 52.4% in 2022 to 47.8% in 2023.</p>
<ul style="list-style-type: none"> An increase in Check-in Assessment mean scaled score for Numeracy in Year 3, 4, 5 and 6 for 2024 compared with Year 3 and 5 in 2023. 	<p>Mean scaled scores for Year 3 Numeracy have remained very similar compared to 2022. Year 5 Numeracy has seen a small increase in mean scaled scores from 2022.</p> <p>Cohort percentage of questions correct for Year 5 indicate an increase from 45.4% in 2022 to 54.8% in 2023.</p> <p>Cohort percentage of questions correct for Year 3 indicate an increase from 53.5% in 2022 to 58.4% in 2023.</p>
<p>Learning Intentions and Success Criteria are incorporated in 95% of classrooms in literacy and numeracy.</p> <p>50% of students can articulate the LISC.</p> <p>School self-assessment of the elements "Data Skills and Use" and "Assessment" indicates improvement to Sustaining and Growing</p>	<p>The 2023 Mudgee Public School Staff snapshot indicates that 93% of teachers were using Learning Intentions and Success Criteria in their classrooms and 87% felt confident doing so.</p> <p>The School Self Assessment elements were assessed by all teaching staff and Data Skills and Use and Assessment have improved to Sustaining and Growing.</p>

Strategic Direction 2: Inclusive and Equitable Education

Purpose

Support students to have equitable access to their education in order to connect, succeed and thrive in a safe, respectful, culturally aware and inclusive environment.

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.

- Wellbeing
- Parent and community engagement
- Aboriginal Education

Resources allocated to this strategic direction

Aboriginal background

Professional learning

Socio-economic background

Per capita

Low level adjustment for disability

Location

Integration funding support

Summary of progress

The focus for 2023 was on engaging our Mudgee Public School parent community as partners in learning. This involved hosting multiple community events to encourage our community to come together to share in their child's learning journey, immerse themselves in the school environment and be involved in the decision making and goal setting of the future education of their children. In 2024, the focus will be to continue to build strong parental and community relationships, implementing further events and learning opportunities for our families, reviewing current events and their impact on the school.

The focus for the Aboriginal Education team was on increasing the number of Aboriginal and Torres Strait Islander parents engaged with their child's Personalised Learning Pathway, increasing the attendance rate of Aboriginal and Torres Strait Islander students and an increase in the number of Aboriginal and Torres Strait Islander students reporting a feeling of sense and belonging. This involved implementing activities including the Yarn 'n' cuppa afternoon to consult with families regarding the creating of student Personalised Learning pathways (PLPs), as well as Staff PL led by the Aboriginal Education Team and Aboriginal Education Consultative Group (AECG) representative on embedding Aboriginal perspectives and latest policy regarding Aboriginal education. Furthermore, it focused on acknowledging and celebrating both Reconciliation Week and NAIDOC Week through whole school events and classroom teaching and learning opportunities. All the activities were successful and added to the sense of belonging of Aboriginal students in the school. In particular, the Yarn 'n' Cuppa afternoon and NAIDOC Week BBQ and assembly were highlights. Future improvement in all areas should include better evidence collection of activity, process and impact and improved oversight of the embedding of Aboriginal perspectives in teaching and learning programs across the school.

The main focus in our Wellbeing initiative was cultivating positive and respectful relationships throughout the school community, thereby fostering a sense of connection and belonging. Ten additional staff members underwent training in the Berry Street Education Model (BSEM), serving as a valuable resource to enhance the skills of teachers and support staff in implementing trauma-informed practices. A Berry Street Team was established, comprising key personnel from both the Support Unit and Mainstream staff across various settings. Comprehensive professional development sessions were presented to the entire staff body, encompassing teachers, support and administrative staff. Consequently, more than 80% of the staff have incorporated trauma-informed strategies into their daily practice and a number staff have expressed interest in attending the BSEM course. Another 20 teachers will be trained in 2024 and BSEM practice will be embedded in every classroom. The BSEM will be used in conjunction with our School's Positive Behaviour for Learning (PBL) practices to align with current evidence informed research.

The school community actively reinforced the integration process for Support Unit students into mainstream settings. The Deputy Principal Inclusion and Support played a pivotal role in orchestrating a collaborative approach to provide comprehensive support for both students with disabilities and all staff members. This approach involved joint planning, coordinated timetables, and regular reviews, offering formal and informal opportunities for engagement with key stakeholders such as parents/carers, allied health professionals, and school and regional staff. Due to the success of the model in 2023 it will be extended throughout 2024 which will support improvement towards inclusion across the school.

Moving forward in 2024, the following opportunities will be at the forefront of our planning:

Strengthen Parent and Community Engagement: Build upon the success of community events and initiatives from 2023 by implementing further opportunities for parental and community involvement in the school. This could include hosting regular parent workshops, information sessions, and forums to enhance communication, collaboration, and partnership between home and school.

Enhance Aboriginal Education Programs: Continue to focus on increasing engagement of Aboriginal and Torres Strait Islander parents and students in the education process. Implement targeted strategies to further involve families in the development and review of Personalised Learning Pathways (PLPs). Ensure ongoing celebration and integration of Aboriginal perspectives and cultures across the curriculum, supported by improved evidence collection and monitoring of impact.

Expand Wellbeing Initiatives: Consolidate and expand initiatives aimed at promoting positive relationships and fostering a sense of connection and belonging within the school community. Provide additional training opportunities in trauma-informed practices, such as the Berry Street Education Model (BSEM), for staff members. Embed trauma-informed strategies into classrooms and integrate them with existing Positive Behaviour for Learning (PBL) practices.

Support Integration of Support Unit Students: Extend the collaborative approach to supporting students with disabilities in mainstream settings throughout 2024. Continue to facilitate joint planning, coordinated timetables, and regular reviews involving key stakeholders. Provide ongoing professional development for staff to enhance their capacity to support inclusion and meet the diverse needs of all 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
<ul style="list-style-type: none"> Increase in the proportion of students attending school more than 90% of the time, by at least 3.8% 	48.9% of students attending more than 90% of the time, an increase of more than 5%.
<ul style="list-style-type: none"> The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at school increases beyond state norms on <i>Tell Them From Me</i> Data. 	<p>The measurement for Sense of Belonging was below the NSW State Norm. Advocacy: 7.3 school mean and 7.7 state norm.</p> <p>Expectations for Success: school mean 7.9 and 8.7 state norm.</p>
<p>Forge Wellbeing wellness reports are used effectively in 80% of classrooms to monitor and proactively address student wellbeing.</p> <p>Data is analysed at a Stage and Executive level and informs future interventions and planning.</p>	Forge Wellbeing data is being used in more than 80% of classes and it is analysed at a teacher, stage and executive level four times a year.
70% of students surveyed on Forge Wellbeing's wellness report, score at or above 80%	92% of students met the target of a total wellness score of 80%
Increase of 5-10% of parents attending parents as partners in learning opportunities	All community events hosted during 2023 had an increase of more than 10% of parent attendance and engagement.

Strategic Direction 3: Collaborative and Continuous Improvement

Purpose

To develop and strengthen our school culture through building leadership capacity in staff and students and embedding collaborative practice.

Initiatives

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

- Building Staff Capacity
- Collaborative Practice

Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

Per capita

Socio-economic background

Location

Low level adjustment for disability

Summary of progress

The focus in 2023 was to build staff capacity by ensuring opportunities and structured systems exist for developing teacher and leadership capacity across the school. Staff were actively supported and encouraged to develop their leadership capabilities. This involved encouraging staff to complete a survey listing their interest in being an aspiring leader and then allocated responsibilities within the Strategic Plan with the support of a current executive member. Several aspiring leaders were successful in taking up relieving Assistant Principal roles on a full time or part time basis and have been mentored by the senior leadership team. High Impact Professional Learning (HIPL) continues to build the capacity of all staff. The new and existing executive team of twelve, was further developed in their leadership through weekly professional learning meetings. The School Leadership Institute resources were explored to support this leadership building.

Teacher Learning Communities (TLC) continued in 2023, with new and existing aspiring leaders, facilitating the discussions and new learning in topics including Visible Learning, Aboriginal Education and evaluative practices. Across stage collaboration continues to be highly valued by staff.

The leadership team were again in 2023, collaboratively engaged in enhancing school planning and implementation through the Social Ventures Australia (SVA) program. Members of the executive visited four schools in metropolitan and regional NSW. They also attended Thought Leadership Gatherings in Adelaide and Melbourne. Topics presented included: Deep Learning, Deep Thinking, Using Frameworks to Implement Explicit and Direct Instruction, Developing Leadership, Creating Environments that Flourish and Maintaining Equity in a Digital Landscape.

The local Deputy Principal Network was formed in 2023. Approximately eighteen Deputy Principals engaged in professional conversations and sharing of resources to enhance school planning and their leadership skills.

The middle leaders had the opportunity to participate in Middle Leadership Professional Learning, all members found this valuable learning and an opportunity to build connections locally.

In 2024 we will continue to build staff capacity and work collaboratively by:

Further Embedding Collaborative Practices: Strengthen and expand collaborative practices across the school community. Encourage regular collaboration among staff members through initiatives such as TLCs and stage collaboration. Foster a culture of sharing resources, knowledge, and best practices to support continuous improvement in teaching and learning.

Sustaining and Expanding Leadership Development: Continuously support and nurture aspiring leaders within the

school community. Provide ongoing opportunities for staff to develop their leadership capabilities through mentorship, professional learning, and hands-on experiences. Expand the leadership development program to include more staff members and ensure that leadership opportunities are accessible to all. The TLCs and mentoring supports will also continue to provide leadership opportunities for new and existing Aspiring Leaders and teachers.

Expanding Middle Leadership Opportunities: In particular, provide additional opportunities for middle leaders to develop their skills and leadership capacity. Offer tailored professional learning experiences, networking opportunities, and mentorship programs specifically designed for middle leaders. Empower middle leaders to take on greater responsibilities and contribute to school-wide improvement initiatives.

Further Deep Engagement with Professional Learning: Continue to prioritise high-impact professional learning (HIPL) opportunities that enhance staff capacity and effectiveness. Provide targeted professional development sessions aligned with the school's strategic priorities and emerging needs. Explore innovative approaches to professional learning, such as online courses, peer mentoring, and action research projects. Through the use of APC&Is leading HIPL across the school.

Sustaining External Partnerships and Networks: Maintain and nurture external partnerships and networks to support school planning and leadership development. Continue engagement with organizations such as the School Leadership Institute, Social Ventures Australia (SVA), and local networks to access resources, share best practices, and stay informed about emerging trends and research in education. The Deputy Principal Network will continue with a focus on developing these leaders through the use of School Leadership Institute experts and resources. Middle Leadership development opportunities will be expanded through a Middle Leadership Network and new professional learning opportunities offered by the Primary Principal Association.

In relation to Social Ventures Australia, Mudgee Public School will continue to be a member of SVA, building connections throughout NSW and beyond including expanding work with Dr George Otero from the United States of America and the Centre for Relational 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
<p>80% of staff display confidence and competence in engaging in effective collaborative practice within the school.</p> <p>Staff engage in stage and cross stage collaboration to enhance teaching practices and learning experiences for students.</p> <p>The Leadership team engage in collaborative activities with other schools and leaders to enhance school planning and implementation</p>	<p>95% of staff display confidence and competence in effective collaborative practice within the school in the Teacher Learning Communities (TLCs).</p> <p>All members of the Leadership team have engaged in collaborative activities with other schools and leaders through the SVA program, Deputy Principal Network, Middle Leadership professional learning and other professional learning opportunities which have enhanced school planning and implementation.</p>
<p>Teachers willing to be coaches and those seeking mentoring are identified and matched to ensure ongoing and targeted support. Whole school formalised program of coaching and mentoring support for ongoing development of beginning teachers, experienced teachers and aspiring leaders</p>	<p>Three Aspiring Leaders were identified and engaged in leadership activities and roles from within the school plan. Coaching and mentoring support is embedded across the school for beginning and existing teachers.</p>
<p>There is uplift in self-assessment of data collected in the High-Impact Professional Learning Self-Assessment Tool to suggest the school is moving from delivering to sustaining and growing across all five elements</p>	<p>The data collected from the HIPL Self Assessment Tool showed:</p> <p>HIPL Element 1: Professional learning is driven by identified student needs: Delivering</p> <p>HIPL Element 2: School leadership teams enable professional learning: Sustaining and Growing</p>

There is uplift in self-assessment of data collected in the High-Impact Professional Learning Self-Assessment Tool to suggest the school is moving from delivering to sustaining and growing across all five elements

HIPL Element 3: Collaborative and applied professional learning strengthens teaching practice: Sustaining and Growing

HIPL Element 4: Professional learning is continuous and coherent: Sustaining and Growing

HIPL Element 5: Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement: Delivering

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$23,852.00</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 Mudgee 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"> Evidence-Informed Teaching of Literacy and Numeracy <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: Targeted students improving English vocabulary and completion of activities that support their learning.</p> <p>After evaluation, the next steps to support our students will be: If relevant, continue to integrate the EAL/D program/teacher and continuation of this model of support with new students.</p>
<p>Integration funding support</p> <p>\$344,447.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mudgee 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"> Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> additional staffing to assist students with additional learning needs consultation with external providers for the implementation of various strategies specific to student needs intensive learning and behaviour support for funded students release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: The students with specific learning and wellbeing needs received personalised support. Individual Education Plans (IEPs) were developed by teachers and implemented in conjunction with Student Learning Support Officers (SLSOs).</p> <p>After evaluation, the next steps to support our students will be: In 2024 the identified students needing individualised learning goals will continue to be supported by SLSOs.</p> <p>Continuous Review and Evaluation: Regularly review the effectiveness of the personalised support provided to students with specific learning and wellbeing needs. Gather feedback from teachers, support staff, students, and parents to assess the impact of interventions and identify areas for improvement.</p> <p>Refinement of Individual Education Plans (IEPs): Continuously update and refine (IEPs) in collaboration with teachers, support staff, and external providers. Ensure that IEPs are tailored to each student's evolving needs, goals, and strengths, and that they are aligned with evidence-based practices and the latest research for students with additional learning needs.</p>

<p>Integration funding support</p> <p>\$344,447.00</p>	<p>Professional Development: Provide ongoing professional development opportunities for teachers, support staff, and external providers to enhance their skills and knowledge in supporting students with disabilities and additional learning needs. Offer training on effective instructional strategies, behavior management techniques, and assistive technology tools.</p> <p>Enhanced Collaboration and Communication: Strengthen collaboration and communication among all stakeholders involved in supporting students with disabilities. Facilitate regular meetings, case conferences, and workshops to share information, coordinate interventions, and ensure that everyone is working together towards common goals.</p> <p>Expansion of Support Services: Explore opportunities to expand support services for students with disabilities, such as access to counseling, therapy services, or specialised interventions. Collaborate with external agencies, community organisations, and other schools to access additional resources and expertise.</p> <p>Inclusive Practices: Promote inclusive practices within the school community by fostering a culture of acceptance, understanding, and respect for diversity. Provide training and resources to staff to create inclusive classrooms and environments where all students feel valued and supported.</p> <p>Advocacy and Awareness: Advocate for the needs of students with disabilities and raise awareness within the school community about the importance of inclusion and equity. Encourage a culture of empathy and understanding, and celebrate the strengths and contributions of all students.</p>
<p>Socio-economic background</p> <p>\$521,253.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mudgee 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"> • Evidence-Informed Teaching of Literacy and Numeracy • Parent and community engagement • Building Staff Capacity • Wellbeing • Collaborative Practice <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 • providing students with economic support for educational materials, uniform, equipment and other items • employment of additional staff to support a variety of teaching and learning programs and initiatives <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased staff across the school to implement learning and wellbeing programs including teaching positions, administrative positions and external providers.</p> <p>Staff capacity built with direct access to Speech and Occupational Therapist. Tier One, Tier Two and Tier Three Interventions have had a positive impact, measured by total wellness scores on Forge Wellbeing reports.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The Speech Therapist and Occupational Therapist Program is highly valued and will continue in 2024. We will continue to expand our Wellbeing programs and interventions to support all students. This includes the expansion of the Chaplaincy program to extend an additional day in Term 1 2024, with the possibility of extension.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mudgee Public School. Funds under this</p>

<p>\$173,379.45</p>	<p>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"> • Aboriginal Education • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: With additional support staff and targeted programs, Aboriginal students may experience improvements in their academic outcomes, particularly in literacy and numeracy. Collaborating with community leaders and elders provided valuable insights and resources to further support Aboriginal students' educational needs. By striving to match or exceed the performance of the broader student population, these initiatives contribute to closing the achievement gap between Aboriginal and non-Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: Continued Evaluation and Monitoring: Regularly assess the effectiveness of the programs and initiatives implemented to ensure they are meeting the intended goals. Collect data on student outcomes, feedback from staff and students, and community engagement to inform future decision-making.</p> <p>Professional Learning: Provide ongoing professional development opportunities for staff to further enhance their capacity to support Aboriginal students' learning needs effectively. This may include culturally responsive teaching training, trauma-informed practices, and specialised literacy and numeracy instruction.</p> <p>Expansion of Support Services: Identify any gaps in support services and resources and explore opportunities to expand or enhance them. This could involve securing additional funding and/or leveraging community partnerships.</p> <p>Community Engagement and Collaboration: Continue to foster meaningful partnerships with local Aboriginal community to ensure their voices are heard and their perspectives are integrated into decision-making processes. This can involve hosting community events, personal invitations to committee meetings, and seeking input on program development and implementation.</p>
<p>English language proficiency</p> <p>\$2,462.22</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mudgee 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"> • Evidence-Informed Teaching of Literacy and Numeracy • School-wide Assessment and Data Driven Practices <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 staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds

<p>English language proficiency</p> <p>\$2,462.22</p>	<p>The allocation of this funding has resulted in the following impact: Targeted students improving English vocabulary and completion of activities that support their learning.</p> <p>After evaluation, the next steps to support our students will be: If relevant, continue to integrate the EAL/D program/teacher with any New Arrivals funding, and continuation of this model of support with new students. Further exploration through new syllabus implementation and current evidenced based intervention to support learners.</p>
<p>Low level adjustment for disability</p> <p>\$324,844.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Mudjee 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"> • Evidence-Informed Teaching of Literacy and Numeracy • Wellbeing • Collaborative Practice • School-wide Assessment and Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with various evidence-based intervention to increase learning outcomes in literacy and numeracy • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in the following impact:</p> <p>Improved Literacy and Numeracy Skills: Engaging specialist staff to collaborate with classroom teachers and providing evidence-based interventions has led to improvements in literacy and numeracy skills for students with disabilities or additional learning needs. By tailoring instruction to meet the individual needs of these students, they are more likely to make progress in these foundational academic areas.</p> <p>Enhanced Wellbeing: By providing targeted support and interventions, students with disabilities or additional learning needs have experienced improved wellbeing as evidenced through Forge Wellbeing data.</p> <p>Strengthened Collaborative Practice: Collaborating with specialist staff and implementing evidence-informed teaching practices has fostered a culture of collaboration among teachers and support staff. This has led to more effective teamwork, better sharing of resources and expertise, and ultimately improved outcomes for students with disabilities or additional learning needs.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continued Monitoring and Evaluation: Monitor the effectiveness of the initiatives implemented in relation to low-level adjustments for disability through ongoing data collection and evaluation. Assess student progress, teacher practices, and the impact of support services to identify areas of success and areas for improvement.</p> <p>Refinement of Intervention Strategies: Continuously refine intervention strategies based on data and feedback from students, teachers, and</p>

<p>Low level adjustment for disability</p> <p>\$324,844.44</p>	<p>specialist staff. Tailor interventions to meet the evolving needs of students with disabilities and ensure that support services are aligned with evidence-based practices.</p> <p>Professional Learning Opportunities: Provide ongoing professional learning opportunities for staff to deepen their understanding of best practices for supporting students with disabilities. Offer training sessions, workshops, and coaching to build teacher capacity in areas such as inclusive teaching strategies, behavior management, and differentiated instruction.</p> <p>Enhanced Collaboration: Foster collaboration among staff members, including classroom teachers, specialist staff, and support personnel, to ensure a coordinated and holistic approach to supporting students with disabilities. Encourage regular communication, shared planning, and collaborative problem-solving to maximize the impact of support services. Exploration of possible inclusive education podcast to enhance teacher collaboration across wider educational community.</p> <p>Family and Community Engagement: Engage families and the broader community in supporting the educational needs of students with disabilities. Provide resources, information, and opportunities for families to be involved in their child's education and collaborate with school staff to ensure a unified approach to supporting student success.</p>
<p>Location</p> <p>\$19,712.09</p>	<p>The location funding allocation is provided to Mudgee Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Collaborative Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • staff access to high quality professional learning including travel and accommodation costs • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased Student Participation: Subsidising student excursions and providing assistance to support these outings has ensured that all students have the opportunity to participate in valuable learning experiences outside the classroom. This inclusivity has led to improved social skills, broader perspectives, and increased engagement with their education.</p> <p>Professional Development for Staff: Access to high-quality professional learning opportunities has empowered teachers with new skills, knowledge, and teaching techniques. This has resulted in improved instructional practices, increased leadership capacity, increased student achievement, and a more dynamic learning environment.</p> <p>Enhanced Technology Integration: Investing in technology resources can modernize teaching methods, cater to diverse learning styles, and increase student engagement. This can prepare students for the digital world, improve their digital literacy, and create more interactive and personalized learning experiences.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Support Academic Excursions, Incursions and Programs/Initiatives through a strong equity lens. Potentially allocate further funding for student assistance.</p> <p>Continuous Professional Learning: Continue investing in professional learning opportunities for staff to ensure they remain up-to-date with the latest teaching methodologies, technology trends, and strategies for</p>

<p>Location</p> <p>\$19,712.09</p>	<p>supporting student wellbeing.</p> <p>Integration of Technology: Continuously evaluate and update technology resources to align with educational goals and curriculum requirements.</p>
<p>Professional learning</p> <p>\$56,958.12</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 Mudgee 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"> • Evidence-Informed Teaching of Literacy and Numeracy • Aboriginal Education • Building Staff Capacity • Collaborative Practice • School-wide Assessment and Data Driven Practices <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 • other methods of learning designed to improve student outcomes. • engaging a specialist consultant to unpack evidence-based approaches to teaching numeracy <p>The allocation of this funding has resulted in the following impact:</p> <p>Improved Teaching Practices: By providing opportunities for teachers to engage in professional learning activities such as workshops, courses, and presentations, staff members can enhance their knowledge and skills in various areas of teaching and learning. This can lead to the implementation of evidence-based practices that are more effective in supporting student learning and achievement.</p> <p>Increased Teacher Confidence and Job Satisfaction: Investing in professional learning opportunities can boost teacher confidence in their abilities to meet the diverse needs of students. As teachers develop their skills and expertise, they may experience greater job satisfaction and a sense of fulfillment in their roles, which can contribute to a positive school culture and climate.</p> <p>Results from High Impact Professional Learning Self-Assessment Survey suggest:</p> <p>HIPL Element 1: Professional learning is driven by identified student needs: Delivering</p> <p>HIPL Element 2: School leadership teams enable professional learning: Sustaining and Growing</p> <p>HIPL Element 3: Collaborative and applied professional learning strengthens teaching practice: Sustaining and Growing</p> <p>HIPL Element 4: Professional learning is continuous and coherent: Sustaining and Growing</p> <p>HIPL Element 5: Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement: Delivering</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Evaluation of Impact: Conduct a comprehensive evaluation of the impact of professional learning initiatives on teaching practices and student outcomes. This could involve collecting data on changes in instructional practices, student engagement levels, and academic performance to determine the effectiveness of the investments made in professional development. A focus on HIPL Element 1, through further collaborative inquiry, is an opportunity for future focus.</p> <p>Targeted and Differentiated Support: Identify areas of need or areas where further professional development is required and provide targeted support to address these areas. This could involve offering additional training sessions, workshops, or coaching opportunities for staff members who may require</p>

<p>Professional learning</p> <p>\$56,958.12</p>	<p>further assistance in implementing new strategies or approaches.</p> <p>Collaboration and Sharing: Encourage collaboration and sharing of best practices among staff members by providing opportunities for peer learning and collaboration. This includes the continuation of our Teacher Learning Communities, organising collaborative planning sessions, or facilitating further opportunities for teachers to observe and provide feedback to their colleagues.</p>
<p>QTSS release</p> <p>\$139,674.24</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mudjee 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"> • Evidence-Informed Teaching of Literacy and Numeracy • Building Staff Capacity • School-wide Assessment and Data Driven Practices <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <p>Enhanced Teacher Collaboration: The additional staffing provided for supporting staff collaboration in curriculum implementation fostered a culture of teamwork and collaboration among teachers. This collaboration led to the sharing of best practices, collective problem-solving, and the development of innovative teaching strategies, ultimately enhancing the overall quality of instruction.</p> <p>Improved Classroom Programs: Assistant principals having additional release time to support classroom programs resulted in more focused attention on the implementation of high-quality curriculum and instructional practices. This led to more effective classroom management, differentiated instruction, and targeted support for students, contributing to improved student learning outcomes.</p> <p>Professional Learning Alignment: The staffing release to align professional learning to the Strategic Improvement Plan ensured that professional development opportunities were closely aligned with the school's goals and priorities. This targeted professional learning enhanced teacher effectiveness, built capacity, and supported the implementation of evidence-informed teaching practices in literacy and numeracy.</p> <p>Teacher Wellbeing and Professional Growth: Providing teacher relief for staff engaging in professional learning alleviated workload pressures and supported teacher wellbeing. This created a conducive environment for professional growth, as teachers had dedicated time and resources to engage in meaningful professional development opportunities, ultimately leading to increased job satisfaction and retention.</p> <p>Overall, the QTSS release strategy had a positive impact on teacher quality, enhancing professional practice, and contributing to improved student outcomes at Mudjee Public School. By providing additional support and resources for teacher collaboration, classroom programs, professional learning alignment, and teacher well-being, this strategy fostered a thriving learning environment where all students had the opportunity to succeed.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Monitoring and Evaluation: Continuously monitor the impact of the QTSS initiatives on teaching practices and student outcomes. Collect data on</p>

<p>QTSS release</p> <p>\$139,674.24</p>	<p>student achievement and teacher effectiveness/confidence levels to assess the effectiveness of the investments made in teacher quality and professional practice..</p> <p>Targeted Support and Coaching: Provide targeted support and coaching to teachers who may require additional assistance in implementing high-quality instructional practices. This could involve offering personalised professional development opportunities, classroom observations, and feedback sessions to help teachers refine their teaching techniques and strategies.</p> <p>Leadership Development: Continue to invest in leadership development opportunities for assistant principals and other instructional leaders to further enhance their capacity to support teacher quality and professional practice. This could include participation in internal and external leadership training programs, mentoring opportunities, and collaborative learning experiences with other school leaders.</p>
<p>COVID ILSP</p> <p>\$224,697.82</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy including programs such as MiniLit, MultiLit, Quicksmart Numeracy and Quicksmart Literacy • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <p>Addressing Learning Gaps: Targeted interventions such as MiniLit, MultiLit, Quicksmart Numeracy, and Quicksmart Literacy have effectively addressed specific learning gaps that students may have experienced during remote or flexible learning periods. This focused approach has helped students catch up to their peers and bridge any disparities in their education.</p> <p>Professional Learning for Staff: Releasing staff to participate in professional learning enables educators to enhance their teaching skills and strategies, particularly in delivering small group tuition and implementing evidence-based programs. This investment in professional learning has resulted in more effective teaching practices and ultimately benefitted a wider range of students beyond those directly supported by the COVID intensive learning support program.</p> <p>Improved Academic Performance: The employment of teachers/educators to deliver small group tuition and providing targeted, explicit instruction in literacy and numeracy has contributed to improvements in student learning outcomes. Students who received personalised support have demonstrated greater likelihood to make progress in these foundational skills, leading to increased academic achievement and confidence.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Targeted students will continue to be supported with differentiated classroom programs and COVID Intensive Learning Support if funded in 2024. Train more SLSO staff in evidence-informed intervention programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	359	345	318	292
Girls	311	302	305	310

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.4	91.2	86.7	88.8
1	91.9	91.0	87.2	88.6
2	92.1	90.1	87.9	88.1
3	95.0	90.6	86.4	87.6
4	92.8	90.2	83.4	88.3
5	91.3	90.1	86.0	83.4
6	92.5	88.9	84.9	86.3
All Years	92.8	90.3	86.1	87.2
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
Deputy Principal(s)	2
Assistant Principal(s)	6.6
Classroom Teacher(s)	25.55
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	11.26
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2023 Actual (\$)
Opening Balance	891,829.17
Revenue	8,963,889.57
Appropriation	8,767,952.26
Sale of Goods and Services	14,127.54
Grants and contributions	172,081.30
Investment income	9,628.47
Other revenue	100.00
Expenses	-8,637,250.96
Employee related	-7,726,398.47
Operating expenses	-910,852.49
Surplus / deficit for the year	326,638.61
Closing Balance	1,218,467.78

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	227,813
Equity Total	1,021,940
Equity - Aboriginal	173,379
Equity - Socio-economic	521,253
Equity - Language	2,462
Equity - Disability	324,844
Base Total	5,679,406
Base - Per Capita	172,886
Base - Location	19,712
Base - Other	5,486,808
Other Total	1,003,964
Grand Total	7,933,123

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

Student Survey

Areas of strength in the Student Survey included:

- Students having positive relationships at school
- Students valuing school as being useful in their everyday life and their future

Opportunities for development in this domain include:

- Student perseverance levels when faced with obstacles, particularly with girls.

Parent Survey

Areas of strength in the Parent Survey included:

- Student safety at school is recognised with high scores in relation children feeling safe and supported at school
- Parents feel that students are clear about the rules for school behaviour
- Parents feel welcome at school

Opportunities for development in this domain include:

- Ways to inform parents of school activities through improved communication mechanisms

Teacher Survey

Areas of strength in the Teacher Survey included:

- Overall TTFM results are very close to State data
- Learning goals for students are challenging and visible

Opportunities for development in this domain include:

- improving areas of teacher wellbeing

The staff also completed staff snapshot surveys, mainly in relation to mapping confidence and the ability to carry out areas of focus in the Strategic Improvement Plan. Pleasing findings include:

- 95% of teachers are confident or extremely confident engaging in collaborative practices within their stage to improve learning experiences for students
- High number of staff have indicated they are confident in writing, numeracy (In particular additive strategies); as well as an increased confidence in, and use of numeracy and literacy progressions
- Teacher Learning Communities have had a positive effect on classroom practice and collaboration

An area for improvement from this survey would be increasing the percentage of teachers ability to implement effective surface, deep and transfer tasks in Mathematics.

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.