

2023 Annual Report

Mullaley Public School



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Introduction

The Annual Report for 2023 is provided to the community of Mullaley 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 Mullaley Public School, we strive for excellence in an inclusive environment where every student maximises their potential through high expectations and strong community connections. We provide contemporary and future focused learning to provide success through empowerment of confidence, resilience and self-direction to develop life-long learners. Students will access a varied and differentiated curriculum for all key learning areas, with an emphasis on quality practices from passionate and committed teachers in every classroom.

The vision of Mullaley Public School will be underpinned by engaging and explicit instruction from dedicated teachers.

Excellence, Innovation, Technology, Success

School context

Mullaley Public School, with a current enrolment of 38 students, is a rural and remote school located 39kms west of Gunnedah. School numbers have fluctuated in recent years, with a slow decline over the past two years.

Previous school plans focused on continuous school improvement by encouraging student engagement through 21st Century Learning, and developing high quality learning experiences for students. Teachers have focused on creating engaging learning environments with high expectations that focused on the development of quality teaching practices and the implementation of evidence-based learning.

By analysing our situational analysis, we have identified a continued emphasis for developing quality teaching practices in literacy and numeracy, focusing on individualised and differentiated learning opportunities for students in an environment that fosters high expectations and a strong sense of belonging.

Providing staff with opportunities to develop their abilities to analyse and monitor student performance data by implementing various platforms will ensure they are able to make informed decisions regarding student learning and achievement. Differentiation will not only occur for classroom tasks, but also for assessment collection to ensure all students can express their knowledge and understanding to the best of their ability.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in regards to reading and numeracy, we will develop staff abilities and whole school processes to collect and analyse data, with a particular focus on interpreting and implementing data to provide appropriate provisions for every student. Staff will be encouraged to implement evidence-informed strategies and to work collaboratively to embed a self and collaborative evaluative practices.

Initiatives

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

- Literacy and Numeracy
- High Expectations

Resources allocated to this strategic direction

Socio-economic background
AP Curriculum & Instruction
Low level adjustment for disability
Literacy and numeracy
QTSS release
Aboriginal background
Professional learning
Integration funding support
Beginning teacher support

Summary of progress

In 2023 we split our classes into a three class structure. This occurred from Monday to Thursday, and classes collapsed on a Friday. We did this because we can offer more support for literacy and numeracy for four days a week, and timetable our Creative and Performing Arts (CAPA) and sport units on a Friday.

The school had a part-time teacher attend site three days a week. This staff member provided additional Release from Face-to-Face (RFF) for on-class teachers. This resulted in staff having more time for organising programs, analysing student data and taking students for individual assessments and individual learning programs. This resulted in an uplift in student results, particularly in regards to grammar and punctuation and spelling, as student point of need was identified sooner and programs designed around this.

A whole school mathematics program, Stepping Stones, was implemented across all classes. The implementation of this program ensured that staff were able to access appropriate content for each stage, as well as reducing gaps that occurred during transition between classes. This program was complemented with hands-on tasks which allowed students to apply their numeracy knowledge and skills to other contexts applicable in and out of the classroom.

Weekly professional learning was offered for all staff, with a focus on high expectations across all Key Learning Areas, but in particular literacy and numeracy. This encouraged staff to continuously challenge students within their zone of proximal development and ensure their teaching strategies and programs continued to support 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
Improve attendance rate at 92% and above.	The number of students attending school 90% of the time or more has increased by 35.5% from 2022 to 2023.
All students will make an increase in reading using school based assessments.	All students have made progress in reading in 2023, therefore the progress measure has been achieved.

All students will make an increase in numeracy using school based assessments.

All students have made progress in numeracy in 2023, therefore the progress measure has been achieved.

Strategic Direction 2: Effective differentiation

Purpose

To have a greater focus on providing effective differentiation for all students, including gifted and talented students, by providing a safe, engaging environment that will develop a whole school approach to improving student well being and abilities. Meaningful assessment will be a core focus to ensure student progress is monitored and adjusted for effective pedagogy and programming.

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.

- Assessment Practices
- Effective differentiation

Resources allocated to this strategic direction

Socio-economic background
Integration funding support
Low level adjustment for disability
Professional learning
Beginning teacher support
AP Curriculum & Instruction
Location
QTSS release
Per capita

Summary of progress

All staff attended weekly Professional Learning (PL) sessions for assessment practices during Term 3. Staff identified the various types of assessments and ensured that different types of assessments were implemented in their programming. Staff also began identifying easier ways to record informal assessment, such as observations, in a format that best suited them. A whole-school assessment schedule was developed and followed during 2023, as developed by the Principal and Assistant Principal of Curriculum and Instruction (APC&I). This assessment schedule and variety of assessments have ensured that all staff understand student point of need and differentiate their programs and teaching strategies to appropriately support and challenge all students.

Essential Assessment was purchased during 2023 and staff received training in this platform. This assessment platform will be rolled out in 2024. An assessment schedule for 2024 will be developed with the Principal and APC&I in consultation with classroom teachers. Teaching programs and strategies will continue to be supported through 2024 to ensure that all staff continue to implement a variety assessment strategies and practices.

Differentiation professional learning was implemented on a weekly basis during Term 1, with differentiation practices being identified in teacher programs and student individualised learning plans during this time. All staff received this training to ensure students of all levels, from highly supported to gifted and talented, were appropriately challenged across all Key Learning Areas. Differentiation practices continued to be identified in teaching programs and teaching strategies through consultation with teachers and analysing student data. This has resulted in higher student achievement, particularly across literacy and numeracy, as seen in school based assessments.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
SEF-Assessment The school will self-assess itself as Delivering in the Element of Assessment using the School Excellence Framework.	The school's on-balance judgement in the Element of Assessment is Sustaining and Growing. Teachers use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school and teachers use a range of assessments to capture information about student learning. There is a whole school

<p>SEF-Assessment</p> <p>The school will self-assess itself as Delivering in the Element of Assessment using the School Excellence Framework.</p>	<p>approach to support consistency of teacher analysis and judgement about student achievement including sessions for collaboration and professional learning. Teachers share criteria for assessment with students through various formats including rubrics and whole-class discussion. Formative and summative assessments provide students with opportunities to receive, reflect on and offer feedback about their learning, fostering their sense of agency. There is a whole school assessment approach to ensure the learning of all students is systematically resourced and monitored</p>
<p>SEF-Curriculum</p> <p>The school will self-assess itself as Delivering in the Element of Curriculum using the School Excellence Framework.</p>	<p>The school's on-balance judgement in the Element of Curriculum is Delivering The school offers a curriculum that meets requirements of the NSW Education Standards Authority and Department of Education policies, providing equitable academic opportunities for students. Teaching and learning programs outline the implementation of NSW syllabus outcomes and requirements, describing what all students are expected to know, understand, and do. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Students have agency in articulating their learning and understand what they need to learn next to enable continuous improvement. The school provides support for staff to collaboratively plan, deliver, and evaluate the use of explicit literacy and numeracy teaching practices. Progress is monitored against syllabus outcomes and communicated with parents/carers to foster learning partnerships.</p>

Funding sources	Impact achieved this year
Professional learning \$8,486.67	<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 Mullaley 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"> • High Expectations • Effective differentiation • Assessment Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist to offer PL for reading, writing and phonics. • continuously provide scaffolded and increasingly more complex tasks - PL offered to put this in all teacher programs. <p>The allocation of this funding has resulted in the following impact: Additional teachers were hired to provide extra Release from Face-to-Face time for on-class staff. This time was allocated to providing professional learning opportunities, particularly in the areas of literacy and numeracy, either through Department of Education courses or learning opportunities provided by the Assistant Principal of Curriculum and Instruction. This resulted in staff reviewing and updating their understanding of assessment practices, the implementation of a whole-school assessment schedule, and a range of assessment being implemented across all Key Learning Areas.</p> <p>After evaluation, the next steps to support our students will be: To organise a whole-school assessment schedule for 2024 and to continue offering on-class staff additional Release from Face-to-Face to provide professional learning opportunities.</p>
Integration funding support \$25,722.00	<p>Integration funding support (IFS) allocations support eligible students at Mullaley 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"> • High Expectations • Effective differentiation • Assessment Practices <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: A SLSO was hired to provide additional support for students one day a week. This ensured that students were supported appropriately and experienced success in their learning. As a result, student confidence to complete independent tasks increased and student results improved.</p> <p>After evaluation, the next steps to support our students will be: To continue the program into 2024 to ensure continued success.</p>
Socio-economic background \$64,319.10	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mullaley 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</p>

<p>Socio-economic background</p> <p>\$64,319.10</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • High Expectations • Effective differentiation • Assessment Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Stepping Stones to support student learning • employment of additional staff to support MultiLit program implementation. <p>The allocation of this funding has resulted in the following impact: Additional staff, including teachers and SLSOs were hired to create a three class structure. These additional staff members provided more support for all students, provided a better teacher to student ratio, took individualised learning programs for identified students, and provided more Release from Face-to-Face teaching to ensure staff had adequate to engage in professional learning and consistent updating of their programs. As a result, student results improved across the areas of literacy and numeracy and student point of need was targetted ensuring all students were supported and challenged appropriately. This also ensured staff had adequate time to analyse student data and apply this knowledge to their programs and teaching strategies.</p> <p>After evaluation, the next steps to support our students will be: To continue providing a three class structure into 2024 due to the success of this program.</p>
<p>Aboriginal background</p> <p>\$22,143.88</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mullaley Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: The allocation of additional staff ensured that on-class staff were provided time to engage in professional learning around local Aboriginal culture. This encouraged staff to experience higher confidence when teaching and programming Gamilaroi language, stories and culture into lessons across all Key Learning Areas. Additional staff also provided additional support to Aboriginal students during class time, resulting in higher success and academic achievement.</p> <p>After evaluation, the next steps to support our students will be: To continue providing staff additional Release from Face-to-Face teaching to encourage learning of Gamilaroi culture. This time will also go towards reaching out to external sources for support, information and resources.</p>
<p>Low level adjustment for disability</p> <p>\$35,801.63</p>	<p>Low level adjustment for disability equity loading provides support for students at Mullaley 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</p>

<p>Low level adjustment for disability</p> <p>\$35,801.63</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • High Expectations • Effective differentiation • Assessment Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MultiLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Additional teaching staff and a Student Learning Support Officer were implemented across all three classes. These staff members provided additional support to students and organised evidence-based intervention programs, such as MultiLit and programs from the NSW Centre of Effective Reading. This resulted in students experiencing success in their learning due to an increase in confidence and a willingness to attempt independent tasks with less assistance.</p> <p>After evaluation, the next steps to support our students will be: Due to success of this program, it will be implemented again in 2024.</p>
<p>Location</p> <p>\$14,986.48</p>	<p>The location funding allocation is provided to Mullaley 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"> • Assessment Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching release to engage in professional learning, particularly involving assessment • additional staffing for providing time to engage in frequent observations • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: This funding ensured a third teacher could be hired for four days a week to provide a three class structure, which encouraged further support for students and resulted in improved results in literacy and numeracy. This funding also went towards providing assistance for students when paying for excursions. This ensured all students could participate in the excursion to Canberra, which consequently improved student sense of belonging and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide the students with equal access to internal and external learning experiences and resources to ensure that the learning environment for the students is conducive for learning. This will also occur by continuing to provide a three class structure. The provision of a three class structure and supporting incursions and excursions will continue to provide equitable access to the curriculum and extra-curricular activities.</p>
<p>QTSS release</p> <p>\$7,693.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mullaley 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>

<p>QTSS release</p> <p>\$7,693.92</p>	<ul style="list-style-type: none"> • Literacy and Numeracy • Assessment Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The funding of an extra teacher. This enabled our teachers to have the time to collaborate and compare internal and external data points, and develop teaching strategies to meet our students learning needs.</p> <p>After evaluation, the next steps to support our students will be: To continue implement this program into 2024 due to its success.</p>
<p>COVID ILSP</p> <p>\$21,401.56</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 <p>The allocation of this funding has resulted in the following impact: The COVID ILSP funding enabled the school to utilise an extra teacher as a means to implementing our Targeted Teaching sessions. During each session, each student within the classroom received targeted support in literacy and numeracy which enabled the teaching staff to fill any 'gaps in learning' that students were experiencing.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to run Targeted Teaching Sessions as a means of providing explicit individualised support for each student in the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	25	23	23	20
Girls	16	14	16	13

Student attendance profile

School				
Year	2020	2021	2022	2023
K	85.8	80.2	79.3	95.7
1	90.8	85.9	89.3	87.4
2	90.8	90.5	84.5	96.0
3	89.1	93.0	91.8	88.8
4	92.0	90.6	88.2	94.7
5	89.1	91.5	88.1	93.9
6	93.1	94.5	88.7	87.0
All Years	90.2	90.1	87.7	91.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	20,500.28
Revenue	815,317.96
Appropriation	773,814.53
Sale of Goods and Services	-1,112.28
Grants and contributions	42,038.61
Investment income	577.10
Expenses	-781,542.17
Employee related	-638,229.60
Operating expenses	-143,312.57
Surplus / deficit for the year	33,775.79
Closing Balance	54,276.07

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	25,722
Equity Total	122,265
Equity - Aboriginal	22,144
Equity - Socio-economic	64,319
Equity - Language	0
Equity - Disability	35,802
Base Total	536,413
Base - Per Capita	10,150
Base - Location	14,986
Base - Other	511,276
Other Total	52,621
Grand Total	737,020

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

Students engage in surveys and School Representative Committees. These results have shown a general satisfaction and sense of belonging of students. This data has also shown a desire for students to want to continue improving in their learning, but through additional resources provided by the school. Student wellbeing has been consistent, however, it has been shown that students seek more resources to encourage further sense of belonging and engagement, particularly to be used during play time. Student data has also shown that students want to attend school, however students would like more time to socialise with students from other schools through external events.

Teacher opinions are gathered through staff meetings and one-on-one conversations. These conversations have shown that staff possess a high sense of belonging. These results have also demonstrated a willingness for staff to continue to improve their teaching practices and knowledge, particularly around the new syllabus' that are being implemented. Staff have demonstrated high satisfaction in their job, however, this is largely around being provided additional Release from Face-to-Face to ensure that they are completing all work inside of school hours.

Parents and Carer opinions are gathered during P&C meetings, interviews and meetings, and additional conversations. These results have indicated that there is a general sense of belonging for parents and carers, and their children. Holding events such as whole-school assemblies, Easter Hat Parades and musical events have shown to bring the community together. Data has indicated that parents would like to be more involved in school ground maintenance through Working Bees and to work closely with school staff to improve school resources.

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.