

2023 Annual Report

Mullion Creek Public School



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Introduction

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

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

School contact details

Mullion Creek Public School

45 Long Point Rd

Mullion Creek, 2800

<https://mullionck-p.schools.nsw.gov.au>

mullionck-p.school@det.nsw.edu.au

6365 8382

School vision

At Mullion Creek Public School we believe in 'Striving for Success' within an inclusive, supportive future focused learning environment. We nurture respectful, responsible ambitious achievers, who strive for excellence while being creative and innovative.

Students are our priority with the school promoting an environment reflective of high expectations for all students through staffs' continuing evidence-based practice.

School context

Mullion Creek Public School has currently 69 students situated in a semi-rural setting 17 kilometres from the City of Orange. Students are given every opportunity to compete equally with students at larger city schools whilst still enjoying their rural lifestyle.

School enrolments have grown over the past 5 years and we anticipate this trend to continue as the Mullion Creek area is developed from the traditional rural land to smaller lifestyle blocks. Currently no students identify as non English speaking and 0.2% identify as Aboriginal.

The school maintains its strong culture which is based on continuous improvement and quality service. Staff continually enhance students' educational opportunities with the assistance of a highly interested, committed parent body and supportive local community.

Following the completion of the situational analysis of the school data, parent and student feedback we have identified the following areas for strategic improvement:

Student Attainment

A whole school approach to reading and numeracy will be refined. Areas that have been identified as requiring further development in reading are understanding grammar and inferential comprehension while in numeracy it is number and aspects of measurement.

Based on the outcomes of our situational analysis we have determined that we need to continue to develop our emphasis on embedding quality teaching practices across the school including professional learning for staff in using data to inform teaching. We also need to continue our journey in use of differentiated formative and summative assessment practices. Strengthening the use of feedback to enable students to achieve expected growth in their learning will also be a focus moving forward.

This will be coupled with professional learning to increasing staff capacity to use high impact teaching strategies and effective differentiation, to support students' growth and develop students' skills in identified areas. Staff will also use effective peer observations to continue the work in delivering best practice.

Empowered and Successful

There will be a continued focus on ensuring teaching and learning programs are evidenced based, explicit, differentiated and engaging as well as reflective.

Collaboration across the Community of Schools will be a focus of best practice, consistent teacher judgement and strategies to maximise students' learning.

Wellbeing continues to be an area of focus from the community and student voice to empower students through the development of skills including resilience, coping strategies and extending the use of goal setting in learning. These areas were noted to allow students to move forward from 2020 and to provide them opportunities to maximise their learning.

Specific areas of focus for writing development will be editing and genre types as well as ensuring all staff undertake evidence based professional learning to ensure a whole school approach is maintained.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students learning and outcomes are maximised in reading and numeracy, all staff will develop and deliver consistently high-quality collaborative, reflective evidence based teaching 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.

- Embedding assessment practices
- Data to inform practice

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Low level adjustment for disability

Integration funding support

Professional learning

Per capita

Location

Summary of progress

Numeracy

In our initial assessment, we identified numeracy, number sense, and place value as key areas needing improvement across the entire school. To address this, the Assistant Principal Curriculum and Instruction (APC&I) facilitated professional development sessions for staff. These sessions focused on implementing new mathematics programs aligned with the K-2 syllabus and targeted areas for improvement. Through data analysis, students requiring intervention were identified and provided with support in small group settings. Continuous assessment, overseen by the executive team was conducted to monitor progress in these focus areas. We adopted a holistic approach to data analysis, regularly examining whole-school data to pinpoint specific areas for improvement.

To enhance numeracy skills, we incorporated explicit instruction techniques during mathematics lessons. This method ensures that foundational math skills are thoroughly understood and can be applied across various contexts, including STEM and science subjects. Through this approach, we aimed to deepen students' comprehension of number sense and place value. We utilised a variety of data sources to triangulate evidence of progress, including assessments, observations, and student work samples. Our staff actively engaged in understanding and reflecting on this data to tailor their teaching to meet students' individual needs.

Our efforts indicated positive results, with significant improvements observed in students' numeracy skills. Triangulated data analysis indicated that the majority of students are now performing at or above the expected stage level. This improvement underscores the effectiveness of our targeted interventions and instructional strategies. Additionally, our staff's growing proficiency in data analysis and reflective practice has enabled them to better identify and address students' learning requirements in real-time.

Moving forward, we aim to deepen our understanding of data analysis and its role in driving learning outcomes. In 2024, we will continue our focus on reviewing data to pinpoint areas needing improvement in mathematics. This ongoing process will inform our strategic planning and help us identify new focus areas for professional development and instructional support. By leveraging data-driven insights, we are committed to sustaining and enhancing student achievement in numeracy and beyond.

Punctuation

We identified editing/punctuation skills and problem-solving as areas needing improvement across students in Years K-6 through assessments. The APC&I collaborated with staff to implement the new K-2 syllabus, focusing on supporting student development in these areas. Individualised support was provided to staff members to enhance their capacity in English instruction and best practices. Through data analysis, students requiring intervention were identified and supported in small groups.

We employed a collaborative approach, with the APC&I working closely with staff to implement the new syllabus and

enhance teaching practices. Small-group interventions were tailored to address individual student needs identified through data analysis. Progress was monitored through regular assessments, including a review of check-in data against baseline measures. This information guided adjustments to our teaching strategies and targeted interventions. Explicit instruction techniques were utilized across all Key Learning Areas (KLAs) to reinforce punctuation and writing skills.

Our efforts resulted in growth, with 85% of students showing improvement in the identified areas, as evidenced by school assessment data. Check-in data reviews at the end of Term 4 highlighted areas for further improvement, informing our focus areas moving forward. Staff feedback indicated increased skills and confidence, particularly in delivering in-class support. However, while there was improvement, many students remain below expected stage levels in literacy skills, as indicated by triangulated data analysis.

In 2024, we will continue to prioritize data analysis to drive our focus areas and instructional strategies in literacy. The Principal will lead a review process to identify the next focus area in collaboration with the APC&I. We will maintain an explicit instructional approach across all KLAs to reinforce punctuation and writing techniques. Additionally, we aim to address the challenge of transferring print convention knowledge into different activities by providing targeted support. Our commitment to targeting areas of need will persist as we strive to enhance student achievement in literacy.

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>Increase the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Numeracy Check-in assessment.</p>	<p>Students in year 4 showed significant growth in their results going from 60.6 to 70.2 which shows a 9.6% increase.</p> <p>Students in year 6 showed a decline in their results starting at 55.8 and at the end of year 6, their score was 50.8. This cohort consisted of 3 students only.</p> <p>Classroom teacher assessed all data and adjustments were made and explicit instruction increased.</p>
<p>Increase the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Reading Check-in assessment.</p>	<p>Year 4 students showed significant growth with start data indicating 63.4 and at the end of 2023, their cohort score was 72.2. This was an increase of 8.8%.</p> <p>Year 6 students showed slight growth starting at 48.3 and increasing to 49.2 (increase of 0.9%) . There were only 3 students in this cohort.</p> <p>Classroom teacher assessed all data and adjustments were made and explicit instruction increased.</p>

Strategic Direction 2: Empowered and successful

Purpose

To improve learning and wellbeing practices through collaboration and evidenced based teaching for continuous school improvement.

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.

- Empowered students
- Empowered teachers

Resources allocated to this strategic direction

Professional learning

Location

Socio-economic background

Per capita

Low level adjustment for disability

Summary of progress

Community Engagement/empowering students

In response to the disruptions caused by the Covid-19 pandemic and concerns regarding decreased student sense of belonging, we embarked on a comprehensive strategy to reconnect students and parents with schooling. Drawing upon various sources of data, including student focus groups, the TTFM survey, and staff collaborations, we identified areas for improvement and devised targeted interventions.

Our approach involved multiple initiatives aimed at fostering a sense of belonging and re-engaging students in their learning. These included, delivering innovative activities aligned with students' interests and individual PLPs, and enhancing connections with the local and Orange Community to support wellbeing. Additionally, we re-instated traditional school activities and strengthened communication with parents through social media and newsletters. Furthermore, we prioritized professional learning for teachers to analyse TTFM survey data effectively and deepen their understanding of standards 3.3.2 and 4.4.2 from the Australian Professional Standards for Teachers, particularly through Accidental Counsellor Training.

As a result of our efforts, the TTFM data indicated growth in students' sense of belonging. This improvement is crucial as it creates optimal conditions for student wellbeing and maximizes learning opportunities for all. Additionally, we saw a 2.9% increase in the percentage of students with attendance rates of 90% or above, although we fell slightly short of our 3% target. Overall attendance improved from 88.9% in 2022 to 91.8% in 2023. The numbers of parents/carers for school activities was well in excess of 100 for our grandparents afternoon during Term 4.

Moving forward, we aim to build upon our achievements and further strengthen our school community. We will continue to collaborate as a Community of Schools to engage in high-impact professional learning, particularly focusing on standards 3.3.2 and 4.4.2. This will empower our staff with the necessary knowledge and skills to positively influence change while preventing burnout. Additionally, we will continue to monitor attendance rates and implement strategies to ensure ongoing improvement in student attendance. Establishing baseline data and garnering support from all stakeholders will remain central to our approach as we strive for continuous enhancement in student wellbeing and engagement.

Accidental Counsellor

We embarked on a collaborative effort as a Community of Schools to engage in high-impact professional learning aimed at deepening teacher understanding and enhancing staff collective capability in standards 3.3.2 and 4.4.2 from the Australian Professional Standards for Teachers. This was achieved through participation in the Accidental Counsellor Training, facilitated by Humanconnections.

To build staff capacity, we conducted professional learning sessions, including the Accidental Counsellor Training, delivered during the school holidays to ensure accessibility for all staff members. Staff meetings were utilized to review and reflect upon training modules, with each teacher leading a session to share insights. Additionally, staff were provided with reflection sheets to document skills acquired during the training.

Through this process, staff developed the necessary knowledge and skills to effectively connect with individuals and influence positive change, all while preventing burnout. Equipped with tools and strategies, staff members now feel more confident and certain in responding to individuals in need. Baseline data was established through presentations on Sentral incident reports and pre-surveys, providing insight into current skill levels and areas for improvement. The impact was measured through post-training surveys, analysis of incident reports, and teacher feedback via Professional Development Plans (PDPs).

Moving forward, we will continue to collaborate and reflect on our progress. We will review the process for improvement and identify the next focus area through the Reflect and Reset process. Our aim is to increase the percentage of students in domains such as Positive Sense of Belonging, Advocacy at School, and Expectations for Success in the Tell Them From Me Survey to greater than 97%. This ongoing effort ensures that we continually strive to enhance student engagement and wellbeing within our school community.

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
Increase the percentage of students in the Tell Them From Me Survey domains of <i>Positive sense of belonging</i> , <i>Advocacy at school</i> and <i>Expectations for success</i> to greater than 97%	The school is still working towards achieving this target.
Increase by 3% the percentage of students with attendance rate of 90% or above.	The school is still working towards achieving this target and just fell short of the 3% target making a 2.9% increase. Overall attendance increased from 88.9% attendance rate in 2022 to 91.8% attendance rate in 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$203,916.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mullion Creek 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"> • Data to inform practice • Embedding 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 to access the curriculum on a daily basis. • students with additional needs have been supported through targeted interventions and individual learning plans resulting in the achievement of set goals. • 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: We continue to use personalised data and tailored interventions to assist our integrated students to progress in skills and knowledge to achieve against personal learning goals and progress against modified targeted outcomes. Most students have demonstrated growth measured by formative and summative assessment tools against their personalised learning plans. Individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: The employment of School Learning Support staff has demonstrated successful impacts so this mode will continue in 2024. The school will continue to provide targeted professional learning for all SLSO's to continue their professional knowledge to support students.</p>
<p>Socio-economic background</p> <p>\$18,446.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mullion Creek 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"> • Empowered teachers • Empowered students <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 support classroom programs implementation. • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Increased parent engagement through targeted parent and community in school activities. Integration activities that included Ten Pin Bowling this also included the Indigenous Day with Orange City Council. Students were fully able to access the extra curriculum activities.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ additional staff to meet the needs of the students as</p>

<p>Socio-economic background</p> <p>\$18,446.05</p>	<p>well as providing support to students to provide equity of access to curriculum.</p>
<p>Aboriginal background</p> <p>\$2,605.68</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mullion Creek 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: Explicit teaching, being guided by evidence informed practices has seen all identified students achieving personal growth as measured by internal school data and department of education assessment tools. Cohort size does not allow the publication of percentages however, individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: The identified support for Aboriginal students and the model deployed at Mullion Creek Public School is successful so this will continue in 2024.</p>
<p>Location</p> <p>\$1,695.26</p>	<p>The location funding allocation is provided to Mullion Creek 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"> • Embedding assessment practices • Empowered teachers <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: All students being full able to participate in overnight school excursion.</p> <p>After evaluation, the next steps to support our students will be: Continue to offer assistance to all families to allow students to participate in all activities.</p>
<p>Professional learning</p> <p>\$8,404.35</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 Mullion Creek 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"> • Data to inform practice • Embedding assessment practices • Empowered teachers <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • teacher relief for staff engaging in professional learning

Professional learning \$8,404.35	<p>The allocation of this funding has resulted in the following impact: Whole school professional learning in the facilitation and implementations of wellbeing. All staff attended "Accidental Counsellor Training" and our School Wellbeing Teacher attended Berry Street training to plan an implementation program at Mullion Creek Public School.</p> <p>After evaluation, the next steps to support our students will be: Interschool visits by staff to see wellbeing programs modelled and implement into Mullion Creek Public School.</p>
QTSS release \$14,914.37	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mullion Creek 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"> • Data to inform practice • Embedding assessment practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Assistant Principal worked with Beginning Teacher to develop and implement high quality teaching programs to ensure student success. Staff were provided allocation time to improve teaching quality and enhance their professional practice. Release was provided for collaboration which improved the explicit pedagogical practices which in turn ensured student growth. LaST Teacher assisted classrooms in implementation of targeted programs for identified students for continued growth and success. Individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: This model of collaborative support will be continued and enhanced in 2024.</p>
COVID ILSP \$22,420.00	<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"> • Employing support staff to provide intensive small group tuition for identified students in literacy and numeracy dependent upon individual need. <p>The allocation of this funding has resulted in the following impact: Identified students who engaged in the small group intervention program have all demonstrated areas of growth as measured by internal school data and the program tools. Individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Due to reduced funding, Small Group Intervention finances will be combined with other funding to employ a School Learning Support Officer to work side by side with the classroom teacher in the support of students and their learning.</p>

<p>Low level adjustment for disability</p> <p>\$32,922.97</p>	<p>Low level adjustment for disability equity loading provides support for students at Mullion Creek 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"> • Data to inform practice • Embedding assessment practices • Empowered students <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 LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: LaST Program implemented into classrooms to support targeted students to increase outcomes. Support Staff intervention and classroom support structures has seen all identified students achieving personal growth as measured by internal school data and department of education assessment tools. Individual student progress is reported directly to parents and carers throughout the year.</p> <p>After evaluation, the next steps to support our students will be: As this model has proven to be successful, this will continue in 2024.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	42	40	41	33
Girls	23	31	36	29

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.6	93.0	89.6	92.0
1	93.9	95.3	89.3	89.6
2	93.7	93.5	93.1	90.6
3	93.5	92.8	89.4	92.7
4	94.0	96.1	90.5	91.3
5	88.8	96.1	91.6	89.6
6	93.6	92.9	89.6	86.3
All Years	93.6	94.1	90.3	90.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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)	2.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*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	124,683.11
Revenue	1,175,782.92
Appropriation	1,131,802.63
Grants and contributions	40,487.55
Investment income	3,492.74
Expenses	-1,137,724.19
Employee related	-991,774.82
Operating expenses	-145,949.37
Surplus / deficit for the year	38,058.73
Closing Balance	162,741.84

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	203,916
Equity Total	53,975
Equity - Aboriginal	2,606
Equity - Socio-economic	18,446
Equity - Language	0
Equity - Disability	32,923
Base Total	721,735
Base - Per Capita	20,040
Base - Location	1,695
Base - Other	700,000
Other Total	62,042
Grand Total	1,041,668

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 Satisfaction

The school sought the opinions of the students on areas of school life through a survey. 20 students responded. Year 6 students data was suppressed due to low student numbers.

In the area of social-emotional outcome, 100% of students in year 4 and 5 indicated that schooling is useful in their everyday life and has a strong bearing on their future. Students showed pleasing statistics in relation to positive behaviour at school with both year 4 and year 5 being above state average. Students have shown improvement all areas of Quality Instruction and Intellectual Engagement with the strongest response in interest and motivation with 100% of students giving their full effort.

Parent Satisfaction

The school sought the opinions of parents and caregivers through a variety of ways. It formally requested feedback on aspects of the student academic reporting structure through a survey. This required families to indicate on the new format of student reporting where they were given in each subject up to 3 areas that their child was achieving in and 3 areas of where to next for their learning. 35 families were surveyed with 16 families responding. All 16 families that responded indicated that they preferred the new format of student academic reporting.

From these results, academic reporting was changed across the school for all grades.

Staff Satisfaction

Staff feedback is provided on a regular basis through staff meetings and other meetings. Formally the staff were surveyed following a combined CCMCSH Community of School training. This was the Accidental Counsellor training.

Responses were received from teaching, school administrative staff and school learning support officers. The years working in education covered from 30+ to less than 1 year.

The majority of responses rated their overall experience of the course as good. When providing responses to how did this course develop you professionally answers included how to deal with people asking for guidance, engagement of families and how to respond better to situations in the classroom.

Personally, for respondents the benefits of the course were learnt skills to help mental health, confidence to engage with families and strategies to manage challenging thoughts and identify what I can and can't control. From the course what will you now do differently responses included share what I have learnt, know I can't help everyone, think differently to support my students.

In evaluating the course, the most useful activities identified included breathing and tapping, hands on experience and engagement with family activities. Follow up topics identified were all of it, more wellbeing and difficult conversations with parents and carers. Overall comments were I liked it all and would have liked longer, fantastic information it was interesting and engaging. The majority of respondents noted they would recommend this course to others and that it had met their needs and expectations.

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.