

2023 Annual Report

Clergate Public School



2668

Introduction

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

Clergate Public School

Clergate Lane

Clergate, 2800

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

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

6365 8256

School vision

At Clergate Public School we believe in 'Our Best Always'. Our school community is committed to creating a learning culture based on high expectations, providing quality educational opportunities and is dedicated to striving for school improvement.

Fundamental in achieving our vision is a focus on wellbeing, with an emphasis on the school's core values of being respectful, responsible achievers, guiding students to be confident and resilient community members.

School context

Clergate Public School is situated on the northern outskirts of Orange in a quiet rural setting. It has a current enrolment of 74. Our enrolment includes a population of 9% students that identify as Aboriginal. The school is strongly partnered with a supportive and active parent and community group that fosters a culture of high expectations for all students.

The school is led by highly dedicated staff, committed to providing a student focused, nurturing educational environment. Students access excellent resources and are supported by quality personalised educational programs designed in partnership with parents and carers.

Through our situational analysis we have identified the need for a continued commitment to embed quality teaching practices in literacy and numeracy. Implementing high impact teaching strategies and collaboration with colleagues will provide opportunities to improve teacher practice and ensure students achieve expected growth in their learning. The school will focus on this by developing feedback strategies in order for all staff to deeply reflect on teaching and learning.

Professional learning in effective data literacy to inform teaching will be a focus in the next school planning phase. The school will refine processes to systematically collect and review quality data. A deeper analysis and understanding of assessment tools and recording class data will provide opportunities to continually improve reflective teacher practice and enable students to achieve expected growth. Alongside data literacy, staff will continue to engage in Quality Teaching Rounds and professional learning focused on the literacy, numeracy and wellbeing needs of students.

Wellbeing remains a priority for students, staff and all families. There will be a strong focus on empowering the whole school community with knowledge, understanding and use of effective practices to support wellbeing. Student voice reports a positive sense of self-belonging. Ongoing targets include developing resilience strategies and ensuring every child is known, valued and cared for.

Attendance whilst positive will remain a priority given the notable link between attendance and achievement in learning. The school will work in partnership with parents and carers to increase the number of students attending greater than 90%

The school maintains a culture, which focuses on continuous improvement and personal best for staff and students.

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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes through the development and delivery of consistent high-quality collaborative, reflective teaching and feedback practices. The collection of quality, valid and reliable data will provide differentiated teaching for all students.

Initiatives

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

- Data skills and use for explicit teaching
- Embedding Assessment and Feedback practices

Resources allocated to this strategic direction

Integration funding support

Low level adjustment for disability

Professional learning

QTSS release

AP Curriculum & Instruction

Per capita

Summary of progress

In 2023 the staff, supported by the Assistant Principal Curriculum & Instruction (APCI), focused on building on and further developing the Spirals of Inquiry model from 2022 in the areas of Literacy and Numeracy. The model systematically set processes in place for targeted data collection, identification of focus areas, professional learning, embedding whole class and differentiated intervention tasks, and data harvest points. There was a focus on individualised student feedback after each round of intervention where pre and post assessments were shared with the students.

Staff have continued to embed the learning from the 2022 CSUS project and collaboratively engaging in high impact professional learning has deepened teacher understanding of the National Literacy and Numeracy Learning Progressions. The collective capability of staff to explicitly teach Comprehension- Understanding Texts (2-6), Phonics (K-2), Units of Measurement (2-6) and Decimal Place Value (2-6) AND collect, analyse and monitor student data to inform assessment practices, teaching and learning programs and classroom practice has been enhanced. The use of assessment tools including InitialLit, PAT, NAPLAN, Check-in, pre and post assessments tracked through PLAN2 as well as teacher observations has enabled staff to create and analyse data captures of where students are at with their learning and learning points in time for 'where to next' to individualise learning for all students. Through the use of data captures significant growth has been identified across all cohorts in our 2023 focus areas. These data captures have also highlighted future focus areas within literacy and numeracy.

A focus for 2024 will be to incorporate the new syllabus units of work in literacy and numeracy across Years K-6 whilst sustaining and embedding effective processes for capturing and analysing data to target areas of need across the school to ensure anticipated growth is achieved for 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
Increase the mean scaled score of Years 3 and 5 students from 2024 to 2025 in the Reading Check-in assessment.	In 2023 the Year 3 cohort demonstrated strong growth in literacy. Year 5 students did not meet the expected growth targets in literacy. Although the target was not reached, students demonstrated strong growth in Comprehension.
Increase the mean scaled score of Years 3 and 5 students from 2024 to 2025 in the Numeracy Check-in	In 2023 the Year 3 cohort demonstrated strong growth in numeracy. Year 5 students did not meet the expected growth targets in numeracy. Although the target was not reached, students demonstrated strong growth in

Strategic Direction 2: Empowered and Successful

Purpose

To enable successful and continuous school improvement that is driven by collaboration and evidenced wellbeing practices so the school community connects, succeeds and thrives.

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.

- Collaboration
- Wellbeing for success

Resources allocated to this strategic direction

Professional learning
Aboriginal background
Socio-economic background
Location

Summary of progress

In 2023 the collaboration focus was across two areas.

The first area: Collaboratively engage as a Community of Schools in high impact professional learning to deepen teacher understanding and build the collective capability of staff in standards 3.3.2 and 4.4.2 from the Australian Professional Standards for teachers through the Accidental Counsellor Training. (NSW Accredited training)

Staff attended the Accidental Counsellor training as part of Community Of Schools in both 2022 and 2023, expressing how practical the course and its resources have been in assisting with difficult conversations and guiding others when faced with grief, social situations and relationships.

The school will continue to support new and existing staff with training and utilise the resources available through the Accidental Counsellor training site.

The second area: The Aboriginal Education Staff Development Day enabled collaboration and discussion around supporting cultural safety and education within our small schools, gave some areas of focus, and provided colleagues with points of need for their schools and contexts. The day provided opportunities for investigation for our schools to follow up on and provided a platform for our schools to act upon setting up culturally safe communities. The day enabled us to make key connections with the AECG and Local Aboriginal Lands Council as our main sources of information regarding Aboriginal Culture.

Commencing the Reconciliation Action Plan gave our school a base point for setting our school up to be a culturally safe community. It enabled staff to critically analyse the initiatives in place. Committing to a Reflect RAP allowed our staff to spend time scoping and developing relationships with Aboriginal and Torres Strait Islander stakeholders, deciding on our vision for reconciliation, and exploring our sphere of influence, before committing to specific actions or initiatives. This is still very much in the planning process.

The developing stage of the process has given us the opportunity as school staff time reflect on what we are doing well and the next steps we need to follow to support our students and their families in terms of cultural safety. Staff have a greater understanding of where to go to provide cultural-based local information and advice.

The Reconciliation Action Plan is still in the planning process and in 2024 we intend to strengthen our initiatives and bring our community closer together in the process of developing the plan using the guided support provided by the AECG and Local Aboriginal Lands Council.

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
TTFM Wellbeing data (advocacy, belonging, expectations) improves by 5.4% to be at or above the lower bound system-negotiated target.	The school is still working towards achieving this target.
Increase percentage of students attending school more than 90% of the time by 3.6% or above.	Although the percentage of students attending school more than 90 % of the time did not increase by the nominated percentage, the attendance rate is above the State, Network, and Statistically Similar Schools Group. Students attending more than 90% is above the State and Network averages and the same as the Statistically Similar Schools Group.
<p>Self-assessment of the School Excellence Framework at consolidating sustaining and growing in the:</p> <p>Element: Effective Classroom Practice - Theme: Explicit Teaching</p> <p>A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.</p>	Self-assessment against the School Excellence framework shows the theme of Effective Classroom Practice: Explicit Teaching to be excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$81,095.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Clergate 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 skills and use for explicit teaching <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) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Students requiring support and intervention were identified early through program assessment. These students were set revision tasks implemented on a daily basis. All students have shown growth toward their personalised learning plan.</p> <p>After evaluation, the next steps to support our students will be: Integration Funding Support will continue to be utilised to employ Student Learning and Support Officers to support students to achieve goals in literacy, numeracy, and wellbeing.</p>
<p>Socio-economic background</p> <p>\$36,346.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Clergate 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"> • Collaboration <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 literacy and numeracy program implementation. • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. <p>The allocation of this funding has resulted in the following impact: Teachers have developed personal learning plans in collaboration with parents, students and the Learning and Support Teacher. The Support Teacher Learning Assistant has worked closely with class teachers to implement the school's learning and support programs. Working closely with identified students to support their learning and wellbeing needs. Staff were well supported by the SLSO staff to assist with implementing wellbeing measures for identified students. Students that have been referred and where interventions have occurred have enhanced learning outcomes in literacy, numeracy, speech, and language. Specialised programs have been adopted in partnership with the school and home. The information gained from assessments has been shared with the families.</p> <p>After evaluation, the next steps to support our students will be: Continual SLSO support in 2024 will provide individualised and targeted learning to students to address gaps by implementing intervention programs in literacy and numeracy. They will also work closely with teachers to assist</p>

<p>Socio-economic background</p> <p>\$36,346.35</p>	<p>students with wellbeing measures identified in Personal Learning Plans. Students will continue to be referred to the Learning and Support team for intervention programs such as the Centre For Effective Reading and MultiLit programs. The partnership between the NSW Allied Health Speech Pathology will continue as students are referred and re-assessed if already accessing support.</p>
<p>Aboriginal background</p> <p>\$11,545.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Clergate 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"> • Collaboration <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: Students who have been referred and where interventions have occurred have enhanced learning outcomes in literacy and numeracy. Students were supported to participate in extracurricular activities allowing achievement in identified areas of talents and needs. A focus on creating opportunities for students to take part in extra curricula activities such as cultural dance, sport, art, games were provided for all students.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to be supported by the Learning and Support Team, including SLSOs to achieve the goals set out in their Personalised Learning Pathway plans in literacy, numeracy and wellbeing. The funds will be utilised to create opportunities for students to participate in cultural learning and pursue areas of interest. One staff member will be trained in the Stronger Smarter Program.</p>
<p>Low level adjustment for disability</p> <p>\$50,667.73</p>	<p>Low level adjustment for disability equity loading provides support for students at Clergate 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 skills and use for explicit teaching <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 <p>The allocation of this funding has resulted in the following impact: The Support Teacher Learning Assistant has worked in partnership with class teachers to identify students and to implement the school's learning and support programs. Staff were supported by the SLSO staff to assist with implementing in class activities as well as wellbeing measures for identified students.</p> <p>After evaluation, the next steps to support our students will be: Continual SLSO support in 2024 will provide individualised and targeted learning to students to address gaps by implementing intervention programs in literacy and numeracy. SLSOs will also work with teachers to assist students with wellbeing measures identified in Personal Learning Plans.</p>

<p>Location</p> <p>\$1,703.33</p>	<p>The location funding allocation is provided to Clergate 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 for success <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • teaching resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Staff were trained in the Accidental Counselor program.</p> <p>After evaluation, the next steps to support our students will be: New staff and those wishing to refresh skills in the Accidental Counselor course or complete extra modules will be offered this opportunity in 2024.</p>
<p>Professional learning</p> <p>\$8,574.28</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 Clergate 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 skills and use for explicit teaching • Embedding Assessment and Feedback practices • Collaboration • Wellbeing for success <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Completion of mandatory training • teacher relief for staff engaging in professional learning • other methods of learning designed to improve student outcomes including staff release for consistent teacher judgment and preparation of teaching, learning, and assessment tools.. <p>The allocation of this funding has resulted in the following impact: Routines were established for assessment (pre and post-testing) and to allow time for the children to see their results, review data, and plan for future learning. Staff regularly attended meetings to determine the impact of the intervention activities and new areas of focus with the ACP & I. The data and intervention activities were shared with all staff.</p> <p>After evaluation, the next steps to support our students will be: The processes and routines established in 2023 will transfer into using the new English and Maths syllabus and new target areas of focus will continue into 2024. Staff indicated that they would like to further their knowledge of implementing the new syllabus units of work and this will remain a priority for strategic direction 2 within the school plan. The funding will support a staff member to train in the Stronger Smarter Program. Staff have also indicated the need for professional learning in special needs targeted areas of focus.</p>
<p>QTSS release</p> <p>\$17,163.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Clergate 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 skills and use for explicit teaching • Embedding Assessment and Feedback practices <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$17,163.36</p>	<p>funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Staff are actively looking for ways to improve their teaching practice and support students in focus areas that have been identified. Students are more aware of the need for pre and post-assessments to provide them with the feedback required to take the next steps to achieve their goals in PLPs. The students are all working towards personal goals regarding comprehension, editing their work, and working with decimals. Students identified in the Nationally Consistent Collection Of Data were supported in the classroom and the playground with wellbeing needs by additional SLSO time allocation.</p> <p>After evaluation, the next steps to support our students will be: The allocation will continue to be utilised in 2024 to continue working on improving student areas of focus in English and mathematics across the whole school as a part of the QTSS funding in collaboration with the Assistant Principal Curriculum and Instruction.</p>
<p>COVID ILSP</p> <p>\$32,129.74</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"> • employing staff members to coordinate, implement and embed programs for individuals and small groups of students to enhance targeted needs in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: School data shows positive trends for students in the program. Each student has demonstrated growth against personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: The data gathered and student groupings for intervention from the previous year will be used to further support targeted students and their growth in literacy and numeracy. Next year Intensive Learning and Support funding will be used to engage SLSOs to continue to deliver initiatives and programs put in place across K-6 over the past two years.</p>
<p>Per capita</p> <p>\$22,122.10</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Clergate 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 skills and use for explicit teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • A specialist music teacher was employed to deliver music programs across the school and to support teachers with entry into local performances and music competitions. • SLSO's were employed to support student wellbeing and embed learning programs to enhance literacy skills for targeted students. <p>The allocation of this funding has resulted in the following impact: Every student was involved in school performances and weekly music</p>

<p>Per capita \$22,122.10</p>	<p>lessons from Term 1 until the end of 2023. Students were engaged in expertly presented music lessons culminating in whole school and community performances led by the specialist music teacher. SLSOs supported student growth by delivering literacy programs.</p> <p>After evaluation, the next steps to support our students will be: The specialist music teacher will work with a smaller group of students taking part in the Clergate Choral Choir to perform at the Opera House in Sydney and coordinate the eisteddfod choir program. The specialist music teacher will continue to run these programs for 2024 as a part of student wellbeing, to engage and promote choir participation to enhance wellbeing across the K-6 classes.</p> <p>Student Learning and Support Officers will be employed in 2024 to assist students with targeted areas of need to support focused individualised interventions designed in literacy and numeracy resulting in growth for every student.</p>
<p>AP Curriculum & Instruction \$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>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 skills and use for explicit teaching • Embedding Assessment and Feedback practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Staff established a whole school schedule for data collection and collaboration of internal and external assessment for analysis throughout each term and semester. Staff collaborated to design effective assessment tools that matched the outcomes of the focus areas and delivered high-quality summative and formative assessment tasks as well as recording the data on PLAN2 for future reference when reporting to parents. Built staff capacity to provide students with timely and specific feedback about what they need to do to achieve growth as a learner</p> <p>After evaluation, the next steps to support our students will be: This process for identifying areas of need will continue into 2024. The children will be supported to identify their personal goals through pre and post-assessment tools regularly. They will be more capable of understanding the process and devising their own where to next using the feedback provided by the teachers.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	42	45	46	42
Girls	36	39	39	36

Student attendance profile

School				
Year	2020	2021	2022	2023
K	97.6	95.6	89.7	91.7
1	95.1	95.5	91.5	91.0
2	96.7	91.0	92.4	91.3
3	96.8	95.4	91.7	93.4
4	96.7	94.7	91.7	88.0
5	95.7	91.8	90.5	93.3
6	95.7	95.7	91.0	87.2
All Years	96.4	94.1	91.2	90.5
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)	3.48
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.54

*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	97,305.89
Revenue	1,249,366.72
Appropriation	1,192,530.91
Sale of Goods and Services	2,051.12
Grants and contributions	52,514.63
Investment income	2,270.06
Expenses	-1,131,674.82
Employee related	-1,003,014.50
Operating expenses	-128,660.32
Surplus / deficit for the year	117,691.90
Closing Balance	214,997.79

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	57,271
Equity Total	98,560
Equity - Aboriginal	11,546
Equity - Socio-economic	36,346
Equity - Language	0
Equity - Disability	50,668
Base Total	857,546
Base - Per Capita	22,122
Base - Location	1,703
Base - Other	833,720
Other Total	74,663
Grand Total	1,088,039

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

Each year the school, through a variety of means, seeks the opinions of parents/caregivers, students and teachers.

Tell Them For Me - Student Satisfaction

Thirty-seven students in Years 4-6 completed the shortened Tell Them From Me Survey at the end of 2023

Key Findings whereby the results were positive included:

- Advocacy at school
- Expectations for success
- Students know where to seek help if bullied
- Student results reported the top 4 programs that talk positively about were sport, excursions, playing in the playground, fitness groups and maths games
- 100% of Year 5 students with positive behaviour at school
- 78% of students being interested in being a leader at our school and would like help to become a better leader.
- Areas the school will look not further are:
- Positive learning climate
- Students with a positive sense of belonging

In the extended responses students noted going to the zoo, maths games and help from teachers as ways that helped them learn converting measurement and using decimals.

A full range of responses were provided on the things you like about the school such as teachers, lots of safe areas, the oval, friends and the small numbers in the school.

The things that would make the school even better cover many areas including have a canteen, more animals, more free time to play and get basketball hoops.

Tell Them For Me - Parent Satisfaction

Parents were surveyed using the 'Partners in Learning' Parent Survey where 6 respondents completed the Parent Survey. Given the small number of respondents, the results will be reported in general terms to ensure privacy.

Areas that were positive included:

- Parents feel welcome
- Parents talks with a teacher
- Parents attend meetings
- School supports learning
- School supports positive behaviour
- Inclusive school
- The school is a culturally safe place for all students.

The two highest areas parents reported were excursions and sport that students speak positively about.

Areas for further investigation are:

- Parents are informed
- Parents support learning at home
- Reports indicate how to best support child learning
- Support for mathematics learning at home

In the extended responses, comments acknowledged the staff and the small school feel. Respondents acknowledge time as a major challenge facing parents.

School Plan Implementation -Staff

Staff feedback were obtained throughout the year informally, but formally they completed a short survey on aspects of the school plan. 6 responses were received and to protect privacy general trends will be presented.

The information analysed from the survey included:

- Effectiveness of the spirals of inquiry model to set focus points in literacy and numeracy had the majority of responses as a score of three, where time was noted as one things that had impacted.
- Most students made growth toward their goals, though the amount varied. CSUS teaching sprints have helped supported student growth.
- There was strong support for InitialLit and the speech and language program has been very effective.
- The assessment tools found to be most useful included class assessment, check-in and InitialLit data.

- New maths syllabus has been fully implemented in early stage 1 and stage 1
- The effectiveness of student participation in the Resilience Project was good and the school has continued to build a culturally safe school.
- Some staff had used the training from the Accidental Counsellor training to manage difficult conversations. Teaching practice has improved, and confidence has grown. Professional learning priorities included new syllabus and collaboration with other small schools.
- The Resilience Project Wellbeing journal is not being considered for use in 2024
- Strong support for the 2023 music program. Time was raised as an issue when looking at new programs for 2024.

Areas for further investigation included:

- Focus points in literacy and numeracy helping to inform and target teaching for each student.
- Revising the use of assessment tools
- Knowledge and skills to teach the new syllabus
- Whole school program for social emotional growth
- Revising the school behaviour policy

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.