

2023 Annual Report

Penrose Public School



2860

Introduction

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

Penrose Public School

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School vision

Every child will have access to a quality education that includes an array of opportunities and resources. Our parents, staff and students connect with each other and work towards success to enable us all to thrive within a collaborative environment. We will prepare our students for rewarding lives as engaged citizens in a complex and dynamic society.

School context

Penrose Public School is a well-established, small Teaching Principal school surrounded by rural properties and bush close to the villages of Bundanoon and Wingello in the Southern Highlands.

Enrolments fluctuate between 8 to 12 students and there is a high level of mobility in the student population. The school community encourages additional learning such as Japanese lessons , piano, guitar and violin lessons. The school is very strongly supported by its families and local community.

Our students demonstrate achievement in all key learning areas which has been a focus of the school during the 2018-2020 School Plan.

We work closely with other schools in the Bong Bong Learning Community (BBLC) and the Moss Vale Community of Schools (MVCOS) and our principal is part of the Bong Bong Executive Network (BEN).

The school conducted a rigorous situational analysis in 2020 that highlights a need for a focus on data informed, explicit teaching to promote student outcomes in literacy and numeracy. A planned approach to wellbeing will be incorporated in the strategic improvement plan to support students to connect, succeed, thrive and learn.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

Student outcomes in Literacy and Numeracy will be improved by building on established foundations, implementing and refining evidenced based teaching practices that are responsive to the learning needs of individual 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.

- Learning and Achieving Together
- Data Informed Practice

Resources allocated to this strategic direction

Professional learning

Summary of progress

During 2023 all teaching staff engaged in professional learning with the Bong Bong Small Schools Learning Community. Our main focus has been on the 4Cs (Creativity, Critical Reflection, Communication and Collaboration). This included the introduction of the learning disposition wheel in the classroom. Our work with this group of schools fostered a culture of collaborative learning and developing a common language of learning within our collegial conversations. The 4Cs were focused on during regular staff meetings a couple of times each term and also extended into collaboration days that were attended by students as well as staff, resulting in the development of new friendships and learning for all involved. The collaborative nature across schools was effective in sharing knowledge and expertise. We are still at the beginning of our 4Cs journey and it will continue to be a focus in 2024.

Literacy and Numeracy resources were purchased in order enhance teaching and learning opportunities for students. These included both online and hands-on resources, part of which was making sure we have the required resources for implementation of the K-2 Syllabus. This will continue into 2024, with the purchase of resources for the 3-6 Syllabus.

The Principal attended the Principal Network Meetings and conference where professional learning was undertaken. The collegiality and learning about current policies, procedures and areas of focus was beneficial to ensure understanding remained up-to-date. and could be applied and implemented at school.

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
Student cohorts can demonstrate improved reading scores compared to 2021 and 2022 cohorts, using PAT as a key data point.	PAT testing indicates the percentage of students achieving growth in reading has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Student cohorts can demonstrate improved numeracy scores compared to 2021 and 2022 cohorts, using PAT as a key data point.	PAT testing indicates the percentage of students achieving growth in numeracy has increased. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Teachers provide explicit, specific and timely feedback related to defined success criteria. Teachers' feedback supports improved student learning. Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element Effective Classroom Practice in the Teaching Domain.. Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element Data Skills and Use in the Teaching Domain..

learning, monitor student learning progress, and identify skill gaps for improvement and areas of extension.

Improvement as measured by School self assessment aligned to the School Excellence Framework

Teaching Domain- Effective Classroom Practice will be maintained at S&G

Data Skills & Use will trend towards S&G

Strategic Direction 2: Connect, Succeed, Thrive - Wellbeing

Purpose

To develop a planned approach to whole school wellbeing which includes processes ensuring that all our students are able to connect, succeed and thrive.

Initiatives

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

- Wellbeing and Learning Culture

Resources allocated to this strategic direction

Summary of progress

As our major professional learning focus this year was the implementation of the K-2 syllabus' and 4Cs, the planned review of Wellbeing practices did not take place. It will take place in the future, in consultation with staff, parents and students. Some parents attended organised meetings to discuss either their child's academic progress or when dealing with individual concerns surrounding wellbeing. We aim to increase this in 2024, with parents having valuable input into their child's education and life at school. This will also help to develop the relationships between home and school, with high expectations by all stakeholders. Students reflected on their learning in both the half-yearly and yearly reports, which was shared with their parents. At the end of the year, parents, students and staff completed surveys, giving feedback to the school in a variety of areas including communication and behaviour. Any suggestions, especially those that relate to our Strategic Directions, will be considered and acted upon where suitable, in line with the School Plan.

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
By the end of 2023 at least 70% of students will be attending 90% or more of the time.	Students attending school 90% or more of the time has decreased. According to SCOUT data, 0% of students are attending 90% or more of the time. 54.5% are attending 85-90%. 45.5% are attending below 85%. Our overall attendance rate is 83.3%.
School Survey: Wellbeing By the end of 2023 we will have at least 88% of students reporting a sense of Wellbeing	By the end of 2023 we had 87% of students reporting a sense of Wellbeing.
The school is moving toward Sustaining and Growing in the Learning domain of the SEF, Wellbeing, A planned approach to Wellbeing. The school is moving toward Sustaining and Growing in the Learning domain of the SEF, Learning Culture, Transitions and Continuity of Learning.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of A Planned approach to Wellbeing in the Wellbeing Domain.. Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the theme of Transitions and continuity of learning in the Learning Culture Domain..

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,390.72</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Penrose 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"> • 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 an additional teacher to work with students with targeted learning needs. <p>The allocation of this funding has resulted in the following impact: an increased number of learning support opportunities which resulted in improved reading and numeracy outcomes for all students in our small school setting.</p> <p>After evaluation, the next steps to support our students will be: the school providing additional support for identified students through the employment of trained SLSOs or additional teacher support.</p>
<p>Low level adjustment for disability</p> <p>\$17,601.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Penrose 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"> • 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 an additional teacher one and a half days a week (to make it up to 3 full days) to work with students, especially those with targeted learning needs. <p>The allocation of this funding has resulted in the following impact: an increased number of learning support opportunities which resulted in improved reading and numeracy outcomes for all students in our small school setting.</p> <p>After evaluation, the next steps to support our students will be: the school providing additional support for identified students through the employment of trained SLSOs or additional teacher support.</p>
<p>Location</p> <p>\$1,431.27</p>	<p>The location funding allocation is provided to Penrose 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • SLSO employed for the year (2hrs a week) to teach Japanese. • Resources needed to support the Japanese Language program. <p>The allocation of this funding has resulted in the following impact: increased opportunities for students to learn about another country and culture.</p>

<p>Location</p> <p>\$1,431.27</p>	<p>After evaluation, the next steps to support our students will be: to continue to provide students with opportunities and learning in areas that extend upon the KLAs.</p>
<p>Professional learning</p> <p>\$4,947.24</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 Penrose 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"> • Learning and Achieving Together • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Casual staffing to cover teachers engaged in professional learning. <p>The allocation of this funding has resulted in the following impact: allowed staff to attend a variety of quality professional learning which increased capacity of all teachers to embed effective practices and built knowledge and understanding of concepts and pedagogy.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning to suit PDP goals and the School Plan.</p>
<p>QTSS release</p> <p>\$2,012.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Penrose 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional teacher one and a half days a week (to make it up to 3 full days) to work with students, especially those with targeted learning needs. <p>The allocation of this funding has resulted in the following impact: an increased number of learning support opportunities which resulted in improved reading and numeracy outcomes for all students in our small school setting.</p> <p>After evaluation, the next steps to support our students will be: the school providing additional support for identified students through the employment of trained SLSOs or additional teacher support.</p>
<p>COVID ILSP</p> <p>\$11,837.20</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a teacher to deliver small group/individualised tuition • providing targeted, explicit instruction for student groups and individuals in numeracy

COVID ILSP

\$11,837.20

The allocation of this funding has resulted in the following impact:
personalised learning and support for students whose learning was impacted by COVID.

After evaluation, the next steps to support our students will be:
if funding is available to continue the implementation of numeracy small group/individual tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	7	7	4	3
Girls	7	5	8	8

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.3		87.6	88.9
1	88.3	82.5		87.4
2	87.8	94.6	84.1	
3		83.5	88.4	79.3
4	97.3		81.0	88.7
5	83.6	94.6	82.0	78.1
6	96.7	96.2		86.3
All Years	91.0	88.2	84.2	82.9
State DoE				
Year	2020	2021	2022	2023
K	92.4		87.9	91.1
1	91.7	92.7		90.5
2	92.0	92.6	87.8	
3		92.7	87.6	90.9
4	92.0		87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5		89.8
All Years	92.0	92.3	87.6	90.5

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)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark 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	62,643.60
Revenue	457,074.07
Appropriation	453,059.00
Sale of Goods and Services	869.98
Grants and contributions	2,794.60
Investment income	350.49
Expenses	-424,808.72
Employee related	-402,093.27
Operating expenses	-22,715.45
Surplus / deficit for the year	32,265.35
Closing Balance	94,908.95

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	0
Equity Total	18,992
Equity - Aboriginal	0
Equity - Socio-economic	1,391
Equity - Language	0
Equity - Disability	17,602
Base Total	322,005
Base - Per Capita	3,123
Base - Location	1,431
Base - Other	317,450
Other Total	75,076
Grand Total	416,073

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

In order to better understand our learning community, surveys were provided to our parents, students and staff during 2023.

Students were able to reflect on their behaviours and learning both academically, behaviourally and socially. Some students wrote about how they like engaging in art, technology and music, that they like how the school is small, everyone is kind to one another and they feel safe at school.

Staff reported enjoyment of their work and feeling valued. They shared ideas about what we have done well this year including: our overall approach to learning, responsive staff who always put the children first, excursions, special interest projects, K-2 Syllabus implementation and Japanese. They were also able to identify areas for improvement.

Parents and families commented on the positive aspects of our school including: the attention given to students; the caring and inclusive approach and the small intimate environment; the stunning grounds; as well as the exemplary quality of education. They were also able to communicate areas in which they believe the school can improve.

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.