

2023 Annual Report

St Johns Park Public School



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Introduction

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

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

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School vision

We, the community of St Johns Park Public School, are committed to nurturing happy, respectful, lifelong learners within an inclusive, safe and collaborative environment. With a focus on continuous improvement, we strive for excellence in learning, teaching and leading where all individuals are valued and achieve their full potential.

School context

St Johns Park Public School opened in 1891 and is located in south-west Sydney. We acknowledge our school is on Dharug land. The school culture is enriched by 95% of students coming from a Language Background other than English. The current enrolment is 785. The school has a preschool, three support classes for students with a mild to moderate intellectual disability and/or autism, as well as an Opportunity Class. We offer community language programs in Vietnamese and Chinese.

We strive to provide a quality, inclusive education to all students. Excellence, choice and equity are promoted in all school endeavours. Students are at the very centre of all decision-making.

The school implements Positive Behaviour for Learning and school-wide processes to promote positivity and kindness. The support of the school community in all activities enhances the educational outcomes of the school. The loyal, supportive parents work as partners in the educative process.

Through our situational analysis, we have identified the need to ensure the implementation of contextually appropriate curriculum to meet the needs of every student. This will be underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in Reading and Numeracy.

Professional learning will be directed towards establishing a targeted, school-wide approach to the use of evidence-based data collection and analysis to inform teaching practice. Instructional leaders for literacy and numeracy will support opportunities for instructional collaboration across the whole school community. Although quality practices are evident, there is a need to implement whole school structures and processes to underpin ongoing school improvement and the professional effectiveness of all school members.

There is a need to build stronger relationships with families so that they are genuine partners in the education of their children. Students need to develop a greater autonomy over their learning, including identifying areas for improvement, setting individual learning goals, developed in consultation with their teacher and parents and building positive connections with the wider school community.

The school is true to its motto 'Always Our Best'.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in Reading and numeracy, by developing and sustaining whole school processes for collecting and analysing data to ensure appropriate curriculum provision.

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.

- Reading and Numeracy
- Assessment

Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

Summary of progress

In 2023, the school focused on implementation of the new syllabus documents and specifically structuring English lessons consistently across K-6. Teachers were given release time to observe their peers. Professional learning time was restructured to accommodate the needs of the teachers and the new pedagogy. As part of the planning process, staff identified markers using PLAN2 and an agreed set of descriptors was decided on to support reporting to parents and an overview of each students progress in English and Mathematics was then given to the 2024 classroom teacher. Teachers worked collaboratively to plan, develop summative and formative assessments and work together on a consistent judgment of student progress. Teachers trialed the DoE assessment strategies as a way of reflecting on their practices, developing confidence in their ability to trust their own judgement of student achievement.

As a result of the teachers working closely with the APC&Is, a greater consistency of programming, curriculum delivery and assessment of student learning. Teachers used 5-weekly cycles to plan, teach and summatively assess students. at the end of each cycle, teachers worked with others on the same grade to compare assessment results, develop a consistent rubric. Collaboratively, teachers worked to support the needs of individual students and teaching programs were adjusted to cater for these needs in the next cycle. The staff felt that the 5-weekly cycle did not support the teaching of Mathematics and a decision was made to change this to a 2-weekly cycle which resulted an explicitly teaching new concepts through a hands-on, investigative model. The language of mathematics become a focus and was evident

Teachers reported at mid-term planning meetings that students were able to verbalise their mathematical thinking and transfer these skills to other tasks. Challenges occurred when staff illness/absences or student activities interrupted the cycles.

Student learning needs are now better identified and they are better informed of their learning goals. Assessment results have shown that students can apply the skills they have learnt in unfamiliar assessments.

In 2024, a deeper focus will be on the new syllabus documents in Years 3-6 and mathematics for the whole school. As the teachers become more familiar with the learning units, adjustments will be to suit the context of the school. APC&Is will be on class 0.6 of the time with the majority of this time in a team teaching role. The twice-termly planning sessions will continue to support teachers in their consistent of teacher judgement, and the planning of the teaching cycles which will also continue in 2024.

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
Year 5 2022 Check In assessment results in numeracy improve by 3% or more as evidenced in Year 6 2023	Student numeracy results in Yr 6 2023 improved by 9% of questions correct compared to Year 5 2022.

Check In assessment results.	
Year 5 2022 Check In assessment results in reading improve by 3.6% or more as evidenced in Year 6 2023 Check In assessment results..	Student reading results in Yr 6 2023 improved by 6.8% of questions correct compared to Year 5 2022.
Improvement as measured by the School Excellence Framework: <ul style="list-style-type: none"> • Learning: Curriculum and Assessment indicates improvement from Sustaining and Growing to Excelling in 4 of the 7 themes. 	The school self-assessed 5 out of 7 themes in the Curriculum and Assessment elements as Excelling.

Strategic Direction 2: Excellence in Practice

Purpose

To achieve excellence in practice by implementing consistent structures and processes that ensure the professional effectiveness of all school members.

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.

- Enhanced Teaching and Leading Practice
- Consistency in Practice

Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

Socio-economic background

Summary of progress

In 2023, the school focused on enhancing teaching and leading practice through collaboration. Professional learning was delivered predominantly in stage and/or grade teams with a focus on engaging with curriculum reform and implementation for K-2. Teachers used lesson study, observations and collaborative planning sessions to develop quality teaching and learning programs based on student progress measures, identifying and using markers from PLAN 2. Data informed strategies were adopted to optimise learning progress across the full range of abilities. Existing systems such as Quality Teaching Successful Students were used so that teachers could engage in professional dialogue, collaboration, classroom observation and the modelling of effective practice to drive ongoing, school-wide improvement in teaching practice and their use of data to inform the next steps.

End of year surveys indicated that 84% of teachers had developed confidence in their understanding of and ability to implement the new syllabus in English and mathematics and their ability to develop high quality lessons. 91% of teachers identified collaboration, lesson study, observations and working with APC&Is had somewhat or significantly improved their teaching practice and ability to determine teaching directions, assessing student progress and achievement, and reflecting on teaching effectiveness.

Teachers and leaders are now more confident when collecting data on student achievement, analysing data, work samples and differentiating to meet student learning needs. There is consistent use of a variety of system, school and classroom data to inform professional learning needs. Teachers understand and develop a range of assessment strategies as part of teaching and learning programs.

In 2024, a professional learning focus will be on the new syllabus documents in Years 3-6. Curriculum Reform time will be provided to each teacher so that they continue to develop their understanding of syllabus implementation. Stage supervisors and Assistant Principals, Curriculum and Instruction will continue to provide high impact professional learning for teams and individuals as well as continuing to improve our practice with Data Skills and Use in teaching.

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
At least 40% of teaching staff rate themselves as Excelling at the theme level of 'Improvement of Practice' and 'Explicit Teaching' as measured by the SEF.	84% of teaching staff rated themselves as excelling at the theme levels of Improvement of Practice and Explicit Teaching.
School self-assessment of the School Excellence Framework element 'Data	Teaching staff rated themselves at Sustaining and Growing for the theme of Data use in teaching.

Skills and Use' theme of Data use in teaching, indicates improvement from Sustaining and Growing to Excelling.

Achieving at Excelling across theme 1, 'Professional learning is driven by identified student needs', of the High Impact Professional Learning School Self- assessment Tool.

Teaching staff identified themselves as excelling across theme 1 of the High Impact Professional Learning School Self-assessment Tool.

Strategic Direction 3: High Expectations and Engagement

Purpose

To create a culture that is conducive to learning in which the whole school community can 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.

- Student Engagement and Connection
- Parent Engagement

Resources allocated to this strategic direction

Socio-economic background

Per capita

Summary of progress

In 2023, the school focused on the development of teacher/student co-developed learning goals. Teachers were given professional learning on the implementation and ongoing monitoring of this initiative. Learning goals were displayed on classroom walls and shared with parents and caregivers during parent/teacher discussions. Each time a learning goal was achieved it was celebrated and shared with families. Students became owners of their individual learning. As a result students were able to identify what their goal was, what they needed to do to achieve their goal and most importantly they could articulate when they had successfully completed it.

Communication with parents has strengthened through the introduction of the Sentral Parent Portal. School administrative staff and teachers were given professional learning on the implementation and use of the portal as a means of communication. After some initial teething problems with the software and connecting families, it has become an effective tool in disseminating information quickly, however teachers have found it problematic when using the software to connect to individual families to showcase student work.

In 2024, an ongoing focus on improving attendance will continue. The Attendance Team will continue to be a part of the Cowpasture Network and will be focusing on developing school wide systems and procedures to streamline the monitoring of all students. Student Learning goals will continue with an amendment to the Learning Goal Green card reward system. Parent connectedness to the school will be further enhanced with the introduction of a Feedback Button on the Sentral Parent Portal. This will provide parents with the opportunity to provide feedback on how the school can improve its processes and procedures.

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 proportion of students attending more than 90% of the time by 2.5%.	The attendance improvement measure reflects an uplift of 14.72%.
Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school by 3.6%.	There has been a decrease in the number of students reporting expectations for success, advocacy and sense of belonging at school as measured by the Tell Them From Me Survey.
Developing systems to build authentic parent relationships about student learning.	Student Learning Goals have been introduced and communicated to families. Approximately 38% of families made contact with their child's teacher through either Meet the Teacher, Parent Interviews or the Sentral Parent Portal.

Funding sources	Impact achieved this year
Refugee Student Support \$4,758.09	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Improved parent engagement, providing advice and guidance around the educative process, as well as in class support for refugee students with little to no English.</p> <p>After evaluation, the next steps to support our students will be: to continue the employment of the bilingual SLSO to further strengthen connection with families upon enrolment.</p>
Integration funding support \$69,750.00	<p>Integration funding support (IFS) allocations support eligible students at St Johns Park 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLaSPs were regularly updated and responsive to student learning needs.</p> <p>After evaluation, the next steps to support our students will be: continued support of students to achieve their learning PLaSP goals and achievement of outcomes.</p>
Socio-economic background \$235,816.71	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Johns Park 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"> • Consistency in Practice • Student Engagement and Connection • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through data skills and use as well as assessment practice to support student learning. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Increased understanding of the effective use of data to drive teaching and</p>

<p>Socio-economic background</p> <p>\$235,816.71</p>	<p>learning programs. Teachers (84%) indicated that they are able to more confidently develop and apply a full range of assessment strategies.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide high impact professional learning for teams and individuals for effective curriculum implementation, as well as continuing to improve our practice with Data Skills and Use in planning, programming and teaching.</p>
<p>Aboriginal background</p> <p>\$4,530.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Johns Park 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"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Each child has a PLP developed and reviewed in consultation with families and the classroom teacher.</p> <p>After evaluation, the next steps to support our students will be: to continue to regularly and systematically track progress against literacy, numeracy and attendance goals.</p>
<p>English language proficiency</p> <p>\$655,174.32</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Johns Park 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 equity loading include:</p> <ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in students receiving specialised support in the acquisition of English through both targeted, small group intervention and whole class instruction. Teacher capacity to cater for EALD learners within mainstream classrooms was enhanced through the delivery of professional learning around the teaching of vocabulary.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide targeted, small group and whole class specialist support in the acquisition of English to all eligible students. In 2024 the EALD Team will participate, at a network level, in a Vocabulary Project, delivered by EALD Educational Leaders to further meet the learning needs of EALD students.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$198,899.01</p>	<p>students at St Johns Park 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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Provided teachers with time to work collaboratively with Learning and Support Teachers to plan PLaSPs, Behaviour Response Plans and Risk Management Plans. Learning and Support Teachers supported students in classrooms to build the capacity of teachers to meet the individual learning needs of students.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ SLSOs to support students in the implementation of their PLaSPs and to provide ongoing support for teachers to effectively cater for the diverse needs of targeted students.</p>
<p>Professional learning</p> <p>\$59,205.69</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 St Johns Park 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"> • Reading and Numeracy • Assessment • Enhanced Teaching and Leading Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • differentiated professional learning in grade and stage teams to engage and enact with the new English and mathematics syllabuses K-6. • engaging a specialist consultant to unpack evidence-based approaches to teaching English, using the new syllabus. <p>The allocation of this funding has resulted in the following impact: Planning days, professional learning and coaching sessions were utilised to assist teachers to identify and understand the most effective evidence based teaching methods in all areas of English and mathematics. Executive led professional learning through team planning days and stage meetings facilitated consistency and developed a whole school approach to developing quality programs in English. K-2 teachers shared their knowledge of the K-2 English and mathematics syllabuses, providing demonstration lessons to other teachers. 90% of teachers indicated that they were more confident in their ability to implement the new syllabuses in 2024.</p> <p>After evaluation, the next steps to support our students will be: to continue to develop high impact professional learning to support all teachers to effectively implement the new syllabus so that they can collaboratively develop quality teaching and learning programs.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$157,074.34</p>	<p>improve teacher quality and enhance professional practice at St Johns Park 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"> • Reading and Numeracy • Enhanced Teaching and Leading Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Teachers developed an improved understanding of the new curriculum for English and mathematics through additional release time to engage in professional learning. There was a strong focus on formative assessment, evidence-based, data driven, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide time for teachers to refine their understanding of the new curriculum in English and mathematics, including lesson observations and collegial discussions with middle leaders.</p>
<p>COVID ILSP</p> <p>\$202,409.27</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy for Years 2 and 4. <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals in literacy and/or numeracy, depending on level of need. Student progress was communicated to families.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	427	396	386	378
Girls	370	366	349	350

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.0	94.2	87.7	91.5
1	91.0	95.5	88.6	92.0
2	92.2	94.9	91.1	93.9
3	93.6	94.8	90.5	92.0
4	91.1	95.0	91.2	94.4
5	94.6	95.4	92.0	94.4
6	92.8	96.0	90.0	94.6
All Years	92.3	95.1	90.3	93.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6.6
Classroom Teacher(s)	29.12
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher EAL/D	4.8
School Administration and Support Staff	8.67
Other Positions	3.8

*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	862,030.59
Revenue	9,331,404.57
Appropriation	8,997,072.47
Sale of Goods and Services	115,493.51
Grants and contributions	183,125.51
Investment income	35,713.08
Expenses	-9,328,650.31
Employee related	-8,355,491.13
Operating expenses	-973,159.18
Surplus / deficit for the year	2,754.26
Closing Balance	864,784.85

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	97,759
Equity Total	1,094,421
Equity - Aboriginal	4,531
Equity - Socio-economic	235,817
Equity - Language	655,174
Equity - Disability	198,899
Base Total	5,760,875
Base - Per Capita	199,713
Base - Location	0
Base - Other	5,561,162
Other Total	1,342,213
Grand Total	8,295,268

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

The School Improvement Plan 2021-2025, Strategic Direction 3: High Expectations and Engagement focuses on improving student and parent engagement. Our school uses the data obtained from the Tell Them From Me (TTFM) survey for this section of the Annual Report. The data can help school staff to develop procedures and practices that increase engagement and satisfaction, as well as informing our future directions. At the end of 2023, 326 students from Year 4 to 6 completed the Tell Them From Me survey. 66% of students had a positive sense of belonging, 76% had advocacy at school and 84% of students surveyed said they had high expectations for success. This is a decrease from previous years and will be a focus for improvement in 2024.

When compared to other NSW government schools, we were above the state average in parents are informed, students are safe at school and the school is inclusive. An area for improvement is parents supporting learning at home.

Teachers report that they discuss learning goals for lessons for their class and set high expectations for student learning. They are using data to inform their practice using assessment to understand student level of achievement. Area for improvement include teachers feeling well supported by the leadership team and refining systems for collaboration.

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.