

2023 Annual Report

Scarborough Public School



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Introduction

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

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

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School vision

*At Scarborough Public School we embrace a culture of trust, courage and risk taking that sets high expectations for **every** student to achieve academic, social, physical and emotional success. We value authentic collaboration to develop inclusive, creative and innovative learning opportunities that are responsive to student individuality and need.*

*We consistently expect our students and teachers to turn up, welcome challenge and be better than the day before. **Every** single day of teaching and learning at Scarborough Public School matters.*

School context

Scarborough Public School is located on the land of the Five Islands Dreaming in the northern suburbs of Wollongong. Our small school has an enrolment of 57 students, across 3 multi-grade classes. As a small school, we keep students at the centre of our decision-making, ensuring that no student gets lost in the crowd.

Our expectations for learning are high for **every** student and reflect the high aspirations and goals of both our community and the students themselves. Learning is supported across the curriculum by a very active and well-informed local community.

Our school celebrates difference within a diverse cohort of students, including an increasing number of neurodiverse learners. Aboriginal students make up less than 5% of our student cohort but the school has a strong focus on developing integrated learning opportunities that celebrate our country's rich Aboriginal history and culture.

We take an inclusive, proactive and strengths-based approach to learning. Our experienced staff are committed to working collaboratively with parents and external providers to ensure every student is known, valued and cared for. Adjustments are planned, documented and delivered by staff to ensure all students can access learning at their level of need.

Extra-curricular opportunities in sport, science and technology, debating, public speaking, academic enrichment and the arts enable our students to build on their strengths and interests through many different and challenging experiences. These opportunities are often delivered in collaboration with our Seacliff Community of Schools and a strong small schools network.

The whole school community, involving students, staff, parents and the NIAECG, was consulted in the development of this Strategic Improvement Plan. Through our situational analysis, we have identified a need to use assessment with greater flexibility and responsiveness as an integral part of daily instruction, ensuring teachers can adapt their practice and meet the learning needs of all students. Further work is required on developing staff understanding of student assessment and data concepts. Teachers need greater confidence in analysing, interpreting and extrapolating data, collaboratively using this information to inform planning, identify interventions and modify teaching practice.

Our analysis of NAPLAN and internal data highlights numeracy as an area of focus, with particular emphasis on developing a strong understanding of the new maths syllabus. A strategic planned approach to wellbeing and inclusion is also a priority, achieved through the development of whole school wellbeing processes that support the wellbeing of all students so they can connect, thrive and learn.

As part of these targeted improvements, student progress will be continually monitored and evaluated against the School Excellence Framework to determine the impact of our changes in practice.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student performance and growth in target areas of reading and numeracy through refinement of our curriculum knowledge and teaching practice, along with consistent use of literacy and numeracy assessment *for, as and of learning*.

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.

- Strong literacy foundations
- Quality mathematics instruction

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Professional learning
AP Curriculum & Instruction
QTSS release

Summary of progress

The school priority in numeracy was to develop staff in the delivery of quality instruction at students' individual point of need, with a narrow focus on *Number and Place Value*. Improved teacher knowledge and skill in the use of assessment strategies and data systems was required for teachers to know where their students are, where they need to go next, and the extent of their learning growth over time. Through partnership with the Collaborative Support, Unique Settings (CSUS) team, and utilising the leadership of the Assistant Principal, Curriculum and Instruction (APCI), robust structures and systems were established to review and evaluate research-informed teaching and assessment practices, alongside methodical data analysis and discussion. This was delivered through implementation of 5-weekly planning cycles which enable teachers to strengthen the collection, tracking and monitoring of student data, particularly in relation to PLAN2 and the learning progressions. The establishment of reliable baseline data in *Number and Place Value* allowed staff to accurately measure student growth at each 5-weekly checkpoint and share their observations through data discussions. Professional learning was delivered by the APCI to build staff knowledge of *Number Talks* and *Talk Moves*, including the modelling of best practice through demonstration lessons and co-teaching. Teachers trialled research-informed questioning and discussion techniques, observing each other's practice and providing feedback to each other.

Teachers effectively used student data to plan and embed quality practices into their everyday teaching, and adapted teaching and learning programs based on student need. The design and use of an innovative *Number and Place Value* data wall enabled students to set themselves achievable, but challenging annual goals that aligned to the numeracy progressions. Student feedback through the *Tell Them From Me* survey and self-reflections has shown that this approach was very successful, with students highly motivated to move to the next step in the progressions. Regular PLAN2 data captures, *Interview for Student Reasoning* and *Essential Assessment* snapshots show that a majority of students achieved their annual goals, with some pushing well beyond expectations.

The priority for literacy was to consolidate delivery of the evidence-informed *InitiaLit* program for students in Kindergarten and year 1, whilst identifying and rectifying any gaps in phonics knowledge for students in year 2 as a result of the COVID-19 lockdown. As a result, the *InitiaLit* program is now well embedded in the K/1 classroom as part of daily literacy instruction and is now applied in the lower grades of our middle class. This approach has received positive feedback from the parent community around its effectiveness. Ongoing tracking and assessment of student learning has been achieved through the Year 1 *Phonics Screening Check*, the *Phonics Diagnostic Assessment*, and *InitiaLit Cumulative Assessments*, which all show strong growth in student phonic knowledge and word recognition. This is particularly evident for students who began using *InitiaLit* in Kindergarten last year and who have now been exposed to the program for two full years.

In 2024 we will adapt the 5-weekly planning process developed with the CSUS team to target student growth in vocabulary knowledge (literacy) and multiplicative strategies (numeracy), as these are our identified areas of need across kindergarten to year 6. Funding from the Parents & Citizen's Association will enable us to introduce *InitiaLit2* to students in stage 1. This will shift the focus from phonics instruction to improving comprehension, fluency, spelling and vocabulary with students who are becoming more independent readers.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Based on internal measures, all students demonstrate expected individual growth in reading.</p>	<p>Most students have demonstrated growth in phonics, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p> <p>The Check-in Assessments indicate the percentage of students in 3-6 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.</p>
<p>Based on internal measures, all students demonstrate expected individual growth on the National Numeracy Progressions in Number and Place Value.</p>	<p>Most students have demonstrated growth in Number and Place Value, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</p>

Strategic Direction 2: Student wellbeing and engagement

Purpose

To improve student wellbeing and engagement in learning through the implementation of inclusive, proactive and research-informed practices.

Initiatives

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

- Proactive wellbeing and inclusion practices
- Cultural awareness and reconciliation

Resources allocated to this strategic direction

Low level adjustment for disability

Aboriginal background

Summary of progress

In our *Proactive wellbeing and inclusion practices* initiative, the priority was to develop consistent use of inclusive education strategies, focusing on the wellbeing measures identified as areas of need through the *Living Ripples* survey and intergenerational workshops. This robust analysis of student wellbeing highlighted the need to focus on students developing stronger relationships with school; effective strategies for managing mental health; greater resilience; and the ability to better regulate their emotions when they come across challenging situations. This approach has required some adjustment to school policies and procedures, with the development of a new playground management plan to better manage transitions from the playground to classroom and deliver greater consistency around how staff deal with student conflict and relationship challenges in the playground.

The *Bounce Back* program was successfully delivered through library sessions, focusing on the explicit teaching of wellbeing and resilience skills to help students 'bounce back' and cope with the complexity of everyday life. This was supported by a renewed focus on *Restorative Practice* across the school, beginning with the delivery of professional learning for all staff to build understanding of the importance of how strong healthy relationships with students can enable a less punitive approach to managing challenging behaviour. Teachers examined informal and formal restorative practices at a classroom and whole school level, placing the onus on students to be accountable for their behaviour and repair any harm caused to others as a result of their actions. Implementation of *Restorative Practice* is at an early stage, with further professional learning required before full implementation. Implementation of the *PAX Good Behaviour Game*, an evidence-informed game used to develop student self-regulation was delayed due to a lack of availability of training. Professional learning for staff will be delivered early in term 1, 2024. A new school wellbeing and behaviour plan, aligned to the Department's new *Behaviour Policy* is in development that will incorporate these strategies and our inclusive school culture within a single document, providing greater clarity and consistency in implementation and decision-making.

As a result of this work, we have achieved strong growth in our *Tell Them from Me* survey results and the *Living Ripples* community survey taken at the end of 2023, with the school meeting the target of 86.67% of students reporting positive wellbeing. School refusal has decreased, while attendance has increased significantly, even though the school did not meet the attendance target.

Despite the cancellation of Connecting to Country training, our commitment to fostering cultural awareness remains steadfast, with plans to carry our focus into the next year. Professional development, initially slated for this year, has been rescheduled to Term 2, 2024. We were honoured to host Aunty May, who graciously shared her personal journey with the students, shedding light on the profound impact of the stolen generations. In 2024, staff will introduce the PAX Good Behaviour Game to cultivate positive behaviour among students. We will also persist in employing key Berry Street strategies and integrating restorative practices to guide behaviour support and resolution methods. Furthermore, in collaboration with the community and students, we will embark on the development of our school's Reconciliation Action Plan, underscoring our commitment to fostering an inclusive and respectful environment.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><i>Tell Them from Me</i> wellbeing survey data (Expectations for success and student sense of belonging) shows an uplift to be at or above system negotiated upper bound target</p>	<p>An increase of 5.5% on 2018 baseline data has been achieved with 86.67% of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) in 2023.</p>
<p>The percentage of students attending school 90% of the time or more is increased by 6.2% on 2018 data.</p>	<p>Attendance has increased by 23% on 2022 data showing improvement post-COVID. The target of a 6.2% increase on 2018 data was not achieved.</p> <p>The number of students attending greater than 90% or more of the time is 66.27% indicating progress toward the lower bound target.</p>
<p>The school self-assesses in the <i>Aboriginal Education Self-Assessment Tool</i> (AbSAT) at a minimum of delivering in all areas, while demonstrating that we are sustaining and growing in Community Engagement and Connecting to Country.</p>	<p>The AbSAT survey was not completed due to the postponement of this initiative until 2024.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$120,961.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Scarborough 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"> • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,591.89</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Scarborough 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"> • Strong literacy foundations <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 Initialit to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: most students have demonstrated growth in phonics, using the learning progressions.</p> <p>After evaluation, the next steps to support our students will be: to continue to refine implementation and extend Initialit program to year 2, supported by new decodable texts.</p>
<p>Aboriginal background</p> <p>\$1,954.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Scarborough 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"> • Cultural awareness and reconciliation <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$1,954.45</p>	<p>include:</p> <ul style="list-style-type: none"> • cultural awareness training for teaching staff <p>The allocation of this funding has resulted in the following impact: the training was unavailable in 2023 and will be completed in 2024. Funding was used for an Aboriginal cultural workshop for students at the school.</p> <p>After evaluation, the next steps to support our students will be: to prioritise our Reconciliation Action Plan in 2024 following completion of cultural awareness training.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Scarborough 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"> • Strong literacy foundations <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 Initialit to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: most students have demonstrated growth in phonics, using the learning progressions.</p> <p>After evaluation, the next steps to support our students will be: to continue to refine implementation and extend Initialit program to year 2, supported by new decodable texts.</p>
<p>Professional learning</p> <p>\$7,484.80</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 Scarborough 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"> • Strong literacy foundations • Quality mathematics instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff release for professional learning in numeracy and literacy <p>The allocation of this funding has resulted in the following impact: most students have demonstrated growth in phonics and number and place value using the literacy and numeracy learning progressions.</p> <p>After evaluation, the next steps to support our students will be: to provide professional learning release for staff in multiplicative thinking and vocabulary.</p>
<p>QTSS release</p> <p>\$13,730.69</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Scarborough 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"> • Quality mathematics instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic

<p>QTSS release</p> <p>\$13,730.69</p>	<p>Improvement Plan and develop the capacity of staff</p> <ul style="list-style-type: none"> • 5 weekly collaboration cycles with the Collaborative Support Unique Settings (CSUS) team <p>The allocation of this funding has resulted in the following impact: most students have demonstrated growth in number and place value, using the numeracy learning progressions.</p> <p>After evaluation, the next steps to support our students will be: to refine the cyclical collaborative processes for the 2024 focus on multiplicative thinking and vocabulary.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 <p>The allocation of this funding has resulted in the following impact: all students achieved individual growth in literacy focus.</p> <p>After evaluation, the next steps to support our students will be: continuing support in 2024 under the new Small Group Tuition Program.</p>
<p>Low level adjustment for disability</p> <p>\$35,338.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Scarborough 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"> • Proactive wellbeing and inclusion practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Resources to develop student resilience and delivery of the Bounce Back program • Staff release for collaborative planning and professional learning with Living Ripples team <p>The allocation of this funding has resulted in the following impact: Survey results indicate a pleasing increase of 15% from 2022 in students' sense of belonging and 9% increase in students with positive relationships.</p> <p>After evaluation, the next steps to support our students will be: to implement the PAX Good Behaviour Game as part of the redeveloped behaviour procedures.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	34	35	39	35
Girls	29	30	33	34

Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.8	90.6	87.0	92.6
1	91.5	93.5	86.5	93.2
2	92.3	95.1	84.0	88.5
3	92.2	92.7	87.7	94.0
4	89.7	93.8	80.0	86.2
5	93.3	92.3	86.9	88.4
6	93.0	95.5	83.2	88.8
All Years	92.0	93.1	85.2	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)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	59,489.48
Revenue	1,049,542.28
Appropriation	980,287.91
Sale of Goods and Services	10,977.71
Grants and contributions	56,457.63
Investment income	1,819.03
Expenses	-1,076,154.97
Employee related	-930,543.67
Operating expenses	-145,611.30
Surplus / deficit for the year	-26,612.69
Closing Balance	32,876.79

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	120,961
Equity Total	43,285
Equity - Aboriginal	1,954
Equity - Socio-economic	3,592
Equity - Language	2,400
Equity - Disability	35,338
Base Total	717,469
Base - Per Capita	18,739
Base - Location	0
Base - Other	698,731
Other Total	66,730
Grand Total	948,445

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

Results from the 2023 'Tell Them from Me' student survey show a significant increase in student satisfaction at Scarborough Public School compared to 2022. Particularly pleasing were the increased results in the following areas:

80% - sense of belonging. Increased by 15% from 2022.

92% - expectations for success compared to 81% across the state.

88% - advocacy at school compared to 67% across the state. Increased by 5% from 2022.

95% - students with positive relationships. Increased by 9% in 2022 and 10% above the Government norm.

85% - student participation in school sports. A marked increase from 2022 and a positive reflection of the student's enjoyment of the GOT Game program which will continue in 2024.

53% - Student participation in extra-curricula activities.

An area for improvement is 'positive homework behaviours' as only 15% of students value the importance of homework compared to the Government norm of 63%.

Parent Satisfaction

Using the 'Tell Them From Me, Partnership in Learning Survey' data, parent satisfaction in 2023 also showed positive increase from 2022. We are performing at above state average in the areas of:

Parents feel welcome - 8.3/10

Parents are informed - 7.5/10

School supports learning - 7.8/10

School supports positive behaviour - 7.8/10

Safety at school - 7.3/10

Inclusivity - 7.9/10

Parents Support Learning at Home (6.3/10) has increased marginally compared to 2022 and will continue to be an area for focus in 2024. Workshops for parents in helping their child at home in literacy and numeracy, conducted by our Assistant Principal, Curriculum and Instruction (APCI), will be offered to assist parents in supporting their child's learning.

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.