

2023 Annual Report

South West Rocks Public School



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Introduction

The Annual Report for 2023 is provided to the community of South West Rocks 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 South West Rocks Public School we always strive to work in partnership with students, staff, parents and community in a high expectation culture where we understand that together we are focused on, and responsible for, supporting the learning and lifelong success of every student. We promote an inclusive and collaborative culture where each student is known, valued and cared for; maximising the achievements of every student.

High expectation relationships ensure every student is engaged, challenged and given every opportunity to develop their individual gifts, talents and interests while striving for their personal best in enabling them to become responsible, respectful citizens.

Our vision at South West Rocks Public School is to facilitate students to develop, demonstrate, articulate and value, knowledge and skills that will support them as life-long learners, to participate as active and informed community members and practise the core school values of Care, Co-operation and Courtesy.

School context

South West Rocks Public School is situated on the lands of the *Dunghutti* people, in a popular holiday area of the NSW mid-north coast. Our current enrolment is 336 students, of which 22% identify as Aboriginal.

The school aims to achieve academic excellence in a caring, co-operative and courteous environment. We provide quality teaching that ensures equitable access for all students. Whilst the teaching of literacy and numeracy are chief priorities, we provide many opportunities for children to excel in all Key Learning Areas and extra-curricular activities. We promote the values of the NSW Department of Education as a proud member of the Macleay Public Schools network.

At South West Rocks Public School, we continue to work closely with community groups and provide students and parents with outstanding transition programs from pre-school to Kindergarten and Year 6 to high school. We are proud of the positive student welfare programs such as QuEST (Quality Environment for Students and Teachers) and Positive Behaviour for Learning (PBL). These programs build self-esteem and leadership skills. South West Rocks Public School has energetic and engaged parents, plus teachers and students who are highly active in many community projects, making the school an integral part of our local community.

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

Through explicit systems for collaboration and feedback all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies to continually improve student growth and attainment.

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.

- Leading highly effective teaching practices
- Highly effective teaching practices

Resources allocated to this strategic direction

Location

QTSS release

Professional learning

AP Curriculum & Instruction

Beginning teacher support

Summary of progress

This year there was a whole school professional learning focus on the new curricula in English and Mathematics. Kindergarten to Year 2 teachers focused on building capacity and enacting processes, including assessing and reporting on the new syllabus content. This team also maintained a strong emphasis on developing consistent teaching protocols in the the explicit teaching of reading through collaborative engagement in Professor David Hopkin's *Curiosity and Powerful Learning* program. Teachers of Years 3 to 6 were led to engage deeply with NESAs and DoE curriculum professional learning packages to prepare for their 2024 implementation phase. This cohort also developed a deep understanding and skill development in assessing, programming and reporting on reading fluency.

Teachers were guided by school leaders, in particular the Assistant Principal Curriculum and Instruction (APCI), in the new syllabi content and the use of highly effective teaching practices through dedicated staff meetings and stage based professional learning sessions. These provided the opportunity for collaborative conversations about effective, evidence based practices, data analysis and the systematic implementation of the teaching and learning cycle to drive student improvement. School funds were used to ensure an adequate quantity and range of resources was available to support the teaching and learning of reading and mathematics for all students K-6.

Student outcomes in reading and numeracy measured against planned targets were positive, and teachers reported an overall high degree of satisfaction in the resources and support provided to build their professional capacity around curriculum reform, particularly in English. An identified barrier was the quantity of new learning required of teachers to deeply engage with this reform agenda, and an area for further development in 2024 will be a stronger focus on Mathematics professional learning.

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 50% of students in Years 3 and 5 will achieve in the top two new NAPLAN 'proficiency levels' (strong and exceeding) for reading.	Note that 2023 NAPLAN scores and levels are not equated to the previous NAPLAN scale and bands, and are not comparable to previous years. <ul style="list-style-type: none">• 65% of students in Years 3 achieved in the top two proficiency levels (strong/exceeding) in the NAPLAN reading assessment.• 62% of students in Years 5 achieved in the top two proficiency levels (strong/exceeding) in the NAPLAN reading assessment..
• At least 50% of students in Years 3 and 5 will achieve in the top two new NAPLAN 'proficiency levels' (strong and exceeding) for numeracy.	Note that 2023 NAPLAN scores and levels are not equated to the previous NAPLAN scale and bands, and are not comparable to previous years. <ul style="list-style-type: none">• 68% of students in Years 3 achieved in the top two proficiency levels (strong/exceeding) in the NAPLAN numeracy assessment.

<p>exceeding) for numeracy.</p>	<p>(strong/exceeding) in the NAPLAN numeracy assessment. • 55% of students in Years 5 achieved in the top two proficiency levels (strong/exceeding) in the NAPLAN numeracy assessment..</p>
<p>• SEF</p> <p>Effective Classroom Practice : Embed a whole school approach to identify, model and support the most effective evidence-based teaching methods to optimise learning progress for all students. Embed consistent data measures to monitor student learning and growth.</p> <p>• Learning and Development : Embed explicit systems that facilitate professional dialogue, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. Embed whole school and/or inter-school mentoring and coaching support to ensure the ongoing development and improvement of all teachers.</p>	<p>Effective Classroom Practice: This 2023 indicator of progress was partially achieved, indicating some progress toward the 2024 SEF target of moving from <i>Sustaining and Growing</i> to <i>Excelling</i> for the theme of <i>Explicit Teaching</i>.</p> <p>Learning and Development: This 2023 indicator of progress was partially achieved, indicating some progress toward the 2024 SEF target of moving from <i>Sustaining and Growing</i> to <i>Excelling</i> for all themes.</p>

Strategic Direction 2: SD 2 Data Skills and Use

Purpose

Through consistent school-wide practices for assessment all staff monitor, plan and report on student learning in reading and numeracy. Student assessment data is regularly used by all staff to identify achievement and progress in order to reflect on teaching effectiveness and inform future directions.

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.

- Consistent systems for assessment and data use
- Consistent practices for assessment and data use

Resources allocated to this strategic direction

AP Curriculum & Instruction

Location

Professional learning

Summary of progress

The focus for this strategic direction in 2023 year was to embed the revised processes for collaborative analysis and monitoring of student data at executive, staff and stage levels in line with the '*Whole school monitoring of student learning*' theme of the School Excellence Framework.

Consistent systems for assessment and data use

- A succinct, online system of tracking and monitoring student reading data from K-2 utilising the updated range of assessments was developed and administrated.
- All 3-6 staff engaged in professional learning to effectively and consistently implement the DoE Fluency assessment, and monitor its data to inform teaching and learning at individual and cohort levels.

Consistent practices for assessment and data use

- In 2023, all teachers participated in regular TPL (Teacher Professional Learning) sessions with the APCI, leaders and colleagues each term. In these sessions teachers were mentored through the teaching and learning cycle to inform classroom practice, including deepening understanding and implementation of a variety of assessment strategies to ensure consistent classroom assessment and reporting practices across the school, with a focus on consistent teacher judgement for reporting the new K-2 curriculum.

The curriculum reform agenda will continue in 2024, with a refocus on Years 3-6 teaching sequences and assessment schedules, and subsequent reporting requirements. After this year's relative emphasis on reading data across the school, a more focused approach to data skills and use in relation to numeracy will support all K-6 staff to develop deeper understanding and capacity 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
School Level Targets <ul style="list-style-type: none">• Students in Years 3 and 5 will match or exceed SSSG achievement levels in reading and numeracy as measured by Term 4 Check-In assessments. • Growth and achievement	Note that the use of the <i>PAT Reading Assessment</i> and <i>Essential Assessment Common Grade Assessments. in Mathematics</i> have been discontinued in target usage with the introduction of departmental 'Check-In' assessments in reading and numeracy. <ul style="list-style-type: none">• Students in Years 3 exceeded the SSSG achievement level in reading.• Students in Years 5 exceeded the SSSG achievement level in reading.

<p>measures: All teachers confidently use consistent school wide internal measures to assess student progress and achievement against syllabus outcomes.</p>	<ul style="list-style-type: none"> • Students in Years 3 exceeded the SSSG achievement level in numeracy. • Students in Years 5 matched the SSSG achievement level in numeracy. <p>Growth and achievement measures: The 2023 indicator of progress was met, showing that the target of moving from <i>Delivering to Sustaining and Growing</i> for the theme of <i>Student performance measures</i> was achieved.</p>
<p>School Excellence Framework</p> <ul style="list-style-type: none"> • Assessment: Embed a whole school assessment schedule designed to ensure that the learning of all students can be systematically monitored. Embed the system whereby teachers can collaboratively and consistently analyse summative assessment data to identify learning progress of individual students and student cohorts, integrate formative assessment practices and evaluate effective teaching practices. • Data Skills and Use: Teachers use and compare consistent internal and external data measures of student learning. 	<p>Assessment: The 2023 indicator of progress was met, showing that the target of moving from <i>Delivering to Excelling</i> for the theme of <i>Whole school monitoring of student learning</i> was achieved.</p> <p>Data Skills and Use: The 2023 indicator of progress was met, showing that planned progress toward the 2025 SEF target of moving from <i>Delivering</i> to at least <i>Sustaining and Growing</i> in the theme of <i>Data use in teaching</i> was achieved.</p>

Strategic Direction 3: A supportive and positive school culture

Purpose

Strengthening a school culture that is strongly focused on learning, building of educational aspiration and ongoing improvement for all students throughout the school community.

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.

- Processes that support a positive School Culture
- Collaborative Partnerships for High Expectations

Resources allocated to this strategic direction

Low level adjustment for disability

Aboriginal background

Integration funding support

Socio-economic background

English language proficiency

Per capita

Summary of progress

Our focus in this strategic direction in 2023 remained on Attendance and Aboriginal Education.

Our school-wide systems for monitoring and analysing student attendance data in five weekly increments as a whole staff were embedded. This enabled students in Tiers 1, 2 and 3 to be identified, and their families engaged and supported in a timely manner. Celebrating and rewarding >90% or improved attendance over these five weekly periods communicated consistent expectations and maintained a focus on improvement, enabling all students to strive for and achieve a personal goal.

Next year, in this initiative, we will increase community communication and celebration opportunities for improved individual and cohort attendance patterns.

Focus in the area of Aboriginal Education included liaising and consulting broadly with departmental and community personnel to continue building staff capacity and a partnership culture for the benefit of our whole school and all Aboriginal students' learning and wellbeing..

This included Macleay Valley AECG executive, local Figtree Corporation as well as community elders and families.. Our funded school Aboriginal Education Officer position proved to be an invaluable resource for community connection and engagement for staff and families. Dedicated time for teachers to collaboratively plan with students and families across the year continued., as did our engagement with Macleay Valley Language and Culture Nest with weekly Dunghutti language classes for all students commencing in 2023. Together, these actions resulted in strengthened relationships and engagement across the community, evidenced by significantly increased family participation in student PDP development and attendance at whole school planning events. Our Aboriginal student cohort TTFM wellbeing measures exceeded those of the State and our Statistically Similar School Group in all measures of 'advocacy at school', 'expectations for success' and 'sense of belonging.

Next year, in this initiative, we will continue and focus our work with the AECG on developing staff capacity in the *Culturally responsive teaching* theme of CESE's *Strong Strides Together* paper.

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
System Negotiated Target Attendance	The number of students attending at least 90% of the time in 2023 increased by 17.3% to 52.9%.

<p>At least 77.1% of students will have an annual attendance rate of 90%.or higher.</p>	
<p>School Level Target</p> <p>Engagement and Wellbeing</p> <p>Increase the ratings from students, parents/carers and staff from baseline 2021 data of the <i>Tell The from Me</i> suite of annual surveys.</p>	<p>Ratings from student surveys increased from 2021 baseline data by 1-2% across all three measures of 'advocacy at school', 'expectations for success' and 'sense of belonging'.</p>
<p>School Excellence Framework</p> <ul style="list-style-type: none"> • In the element of Learning Culture, move from <i>Sustaining and Growing</i> to <i>Excelling</i> in the theme of <i>High expectations</i>. • In the element of Learning Culture, move from <i>Delivering</i> to at least <i>Sustaining and Growing</i> in the theme of <i>Attendance</i>. • In the element of Wellbeing, move from <i>Delivering</i> at least <i>Sustaining and Growing</i> in the theme of Individual learning needs. • In the element of Educational Leadership, move from <i>Sustaining and Growing</i> to <i>Excelling</i> in the theme of <i>Community engagement</i> 	<p>Learning Culture (High expectations): This 2023 indicator of progress was partially achieved, indicating some progress toward he 2024 SEF target of moving from <i>Sustaining and Growing</i> to <i>Excelling</i> in the theme of <i>High expectations</i>.</p> <p>Learning Culture (Attendance): This 2023 indicator of progress was achieved, indicating the 2024 SEF target of moving from <i>Delivering</i> to at least <i>Sustaining and Growing</i> in the theme of <i>Attendance</i> was attained</p> <p>Wellbeing: This 2023 indicator of progress was achieved, indicating the 2024 SEF target of moving from <i>Delivering</i> at least <i>Sustaining and Growing</i> in the theme of <i>Individual learning needs</i> was attained..</p> <p>Educational Leadership: This 2023 indicator of progress was partially achieved, indicating some progress toward he 2024 SEF target of moving from <i>Sustaining and Growing</i> to <i>Excelling</i> in the theme of <i>Community engagement</i>.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$3,534.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at South West Rocks 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 targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional teacher time to provide targeted support for newly arrived EAL/D students to develop English language skills. <p>The allocation of this funding has resulted in the following impact: EAL/D students were provided additional support to develop oral and written English skills.</p> <p>After evaluation, the next steps to support our students will be: to continue to monitor students' progress and support ongoing language development through classroom differentiation and intervention as needed.</p>
<p>Integration funding support</p> <p>\$211,961.00</p>	<p>Integration funding support (IFS) allocations support eligible students at South West Rocks 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"> • Processes that support a positive School Culture <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: all targeted students demonstrating progress towards their personalised goals and a school learning community in which all students have equitable opportunities.</p> <p>After evaluation, the next steps to support our students will be: to continue this model of support for students and to further strengthen the learning support team processes for funding and monitoring.</p>
<p>Socio-economic background</p> <p>\$111,939.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at South West Rocks 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"> • Processes that support a positive School Culture • Collaborative Partnerships for High Expectations <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 The Resilience Project to support student learning

<p>Socio-economic background</p> <p>\$111,939.48</p>	<ul style="list-style-type: none"> • employment of additional staff to support Tier 2 and 3 intervention program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Increase in staff capacity to support student wellbeing across the school * Tier 2 and 3 reading intervention for targeted students * sufficient decodable text resources for class and home use * stronger community connection with the Macleay Valley AECG, families and external stakeholders <p>After evaluation, the next steps to support our students will be: to continue to use this allocation to provide resources, professional learning and financial support to ensure all students receive equitable support and high quality instruction.</p>
<p>Aboriginal background</p> <p>\$97,831.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at South West Rocks 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"> • Processes that support a positive School Culture • Collaborative Partnerships for High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * support available for all Aboriginal students, in and out of the classroom. * improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. * greater capacity for class teachers to work with students and families in the personalised learning pathway (PLP) process. * above state and SSSG wellbeing results for our Aboriginal students in 'Sense of belonging', 'Advocacy at school' and 'High expectations' * 94% of Aboriginal students agreed or strongly agreed that their teacher had a good understanding of their culture. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * maintaining current practices * ensuring recommendations from end-of year PLP reviews over to new class environment and that PLP reviews are conducted each term.
<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 South West Rocks 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"> • Processes that support a positive School Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples</p> <p>After evaluation, the next steps to support our students will be: to continue to provide personalised and targeted language support for our few EAL/D students at their individual points of need</p>
<p>Low level adjustment for disability</p> <p>\$129,023.05</p>	<p>Low level adjustment for disability equity loading provides support for students at South West Rocks 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"> • Processes that support a positive School Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the Learning Support Team in consultation with the LaST and School Counsellor worked collaboratively to identify and support students with additional needs * SLSOs were trained and implemented targeted reading intervention programs. - DRA MiniLit and MacqLit programs. * the LaST worked extensively with teachers, families and external providers to ensure alignment of individualised intervention and educational goals for students with additional needs <p>After evaluation, the next steps to support our students will be: to streamline the Learning Support Team referral process to ensure consistency across the school and to accurately evidence NCCD data requirements.</p>
<p>Location</p> <p>\$106,489.95</p>	<p>The location funding allocation is provided to South West Rocks 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"> • Highly effective teaching practices • Leading highly effective teaching practices • Consistent practices for assessment and data use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • support for class teachers and executive members to collaborate with inter-school colleagues in a 'Community of Practice' • provision of quality 'in-school' professional learning for all staff consistent with system priorities, planned and implemented by the APCI network • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: increased professional capacity and connection of teaching staff across the Macleay Valley Network, equity of access for all students to school camps, excursions and incursions, sufficient devices for extensive collaboration and communication across sites.</p> <p>After evaluation, the next steps to support our students will be: to continue facilitating professional learning open to other schools,</p>

<p>Location</p> <p>\$106,489.95</p>	<p>supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$28,098.80</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 South West Rocks 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"> • Highly effective teaching practices • Consistent practices for assessment and data use <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 <p>The allocation of this funding has resulted in the following impact: teaching strategies and programs more effectively meet the needs of students, improved practice in data collection and analysis and a growing culture of feedback and reflection to support quality teaching.</p> <p>After evaluation, the next steps to support our students will be: to continue to support the professional growth of teaching staff and to foster a strong collaborative culture, ensuring there are explicit systems for collaboration and feedback to sustain quality teaching practice.</p>
<p>QTSS release</p> <p>\$72,204.48</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at South West Rocks 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"> • Highly effective teaching practices • Leading highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: increased understanding of quality assessment strategies to monitor student progress, particularly through learning intentions and success criteria. Teachers also reported that the positive impact of feedback and collaboration processes on their their teaching practice.</p> <p>After evaluation, the next steps to support our students will be: to monitor the implementation of the new 3-6 syllabus in 2024. Continue to lead and support the whole school planned professional learning cycle implemented by the Assistant Principal Curriculum and Instruction.</p>
<p>COVID ILSP</p> <p>\$85,782.70</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

COVID ILSP

\$85,782.70

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for identified student groups
- releasing staff to analyse school and student data to, identify students for small group tuition groups and monitor their progress.

The allocation of this funding has resulted in the following impact:

the majority of students identified as requiring additional support experienced significant progress through the levels of intervention and growth in achievement in personal goals measured by pre-post assessments and the NSW DoE Check-In. Students became noticeably more confident in their ability and classroom teachers reported the transferal of the students' growing skills to the classroom setting.

After evaluation, the next steps to support our students will be:

to continue to implement dynamic small group intervention sessions, as possible, using data to inform student selection and grouping. To continue to monitor students from the 2023 CILSP cohort.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	170	182	187	181
Girls	174	173	176	152

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.7	87.9	81.7	91.6
1	90.8	88.7	76.7	89.2
2	92.0	90.4	83.0	89.9
3	91.1	90.5	85.1	90.4
4	91.2	90.5	86.2	89.1
5	91.1	90.3	84.0	88.6
6	89.6	88.2	81.7	88.5
All Years	91.2	89.6	82.7	89.6
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)	4
Classroom Teacher(s)	11.66
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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	219,050.33
Revenue	4,081,812.81
Appropriation	3,950,355.30
Sale of Goods and Services	29,079.28
Grants and contributions	96,065.11
Investment income	4,773.12
Other revenue	1,540.00
Expenses	-4,064,090.88
Employee related	-3,533,314.39
Operating expenses	-530,776.49
Surplus / deficit for the year	17,721.93
Closing Balance	236,772.26

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	153,354
Equity Total	341,194
Equity - Aboriginal	97,831
Equity - Socio-economic	111,939
Equity - Language	2,400
Equity - Disability	129,023
Base Total	2,676,417
Base - Per Capita	94,474
Base - Location	106,490
Base - Other	2,475,453
Other Total	315,797
Grand Total	3,486,762

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

Parent/caregiver survey results:

Tell Them From Me (TTFM) survey data indicates that parent/caregiver perspectives of South West Rocks Public School are positive overall. The highest ratings from this survey include that parents feel welcome, are informed and that the school supports learning and positive behaviour. They consider that our school is an inclusive and safe environment. All of these results rate above NSW norms.

93-95% of parents/carers report talking with a teacher or attending school meeting this year.

Student survey results:

Tell Them From Me (TTFM) student survey data shows annual growth in all three measures of 'Advocacy at school', 'Expectations for success' and 'Sense of belonging'. This result is contrary to declining State trends and rates our students higher than both State and Statistically Similar School Group (SSSG) cohorts.

Teacher survey results:

People Matter Employee Survey (PMES) results indicate that teachers feel the strengths of South West Rocks Public School are that their manager communicates how their role contributes to the department's purpose and provides recognition for the work they do. They feel involved in workgroup decisions, that the workgroup is collaborative and that they have the tools and technology to do their jobs well.

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.