2023 Annual Report

Springwood Public School

3095

Introduction

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

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

School contact details

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School vision

A school vision statement is short and precise (one or two paragraphs), describing your school's shared values and high level aspirations for ongoing school improvement. It is a statement about student learning and achievement based on school-identified priorities which consider the Department of Education and Premier's priorities.

At Springwood Public School, we aim to provide quality learning in a harmonious and safe environment where all students are able to develop their potential academically, socially and emotionally, enabling them to become active, informed citizens. We provide this through our guiding goals -

- **o Community**

- **o Opportunity**

- **o Excellence**

- **o Success**

Springwood Public School was established in 1878 with the original school motto being - "Strive To Serve"

The School continues to value and teach this tradition to the students. One hundred and forty five years of quality public education have truly made Springwood Public School - *The Place To Be! 1878-2023*

School context

Springwood Public School began 2023 with 380 students comprising of 15 Mainstream K-6 classes and 3 Special Education classes catering for students diagnosed with Autism and other disabilities. Almost 7% of our student population identifies as Aboriginal and/or Torres Strait Islander background and a strong Indigenous/Elders Program over recent years has allowed all our students to develop an understanding of and appreciation for our Indigenous history.

We continue to grow as a strong school community.

Recognising that engaging learners, building strong relationships and integrating information and communication technologies are crucial to 21st Century learning, we provide a well-rounded education that values and supports intellectual, creative, physical, social and emotional development of every child. Our guiding goals; "Community, Opportunity, Excellence, Success" guide our practice.

We offer opportunities for every child to achieve, including those with special needs, gifts and talents. Outstanding features of the school include: a well developed ethos of care; a focus on strong relationships with the community, positive behaviours shaped by restorative practice and high academic achievement ensuring lifelong success.

Our core values are: respect; compassion, honesty; responsibility and service. Core school rules assist students to become 'respectful, responsible learners'. There is a whole school philosophy where learning is cooperatively planned to meet individual needs and enthusiastic teachers use a variety of quality teaching strategies and resources. Extensive sporting, cultural and extra-curricular opportunities make each day challenging and exciting.

Staff, parents and students work closely together in a spirit of cooperation with high expectations for achievement. Parents and caregivers are encouraged to take an active role in school life, be it through P&C, classroom helpers or volunteers in a multitude of activities.

We also play an important role in the community be participating in a variety of events like NAIDOC Week, Foundation Day and ANZAC Day services, which encourage the wider community to make connections with the school. This truly is "The Place To Be!

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

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 performance measures	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Purpose

At Springwood Public School we aim to maximise student learning outcomes in reading and numeracy by implementing evidence-based, explicit quality teaching practices and programs in every classroom, ensuring continuity and cohesion across stages of learning. By responding to individual learning needs with timely and customised interventions, we will achieve high level achievement and growth.

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.

- Improving student outcomes
- Improving teacher practice

Resources allocated to this strategic direction

Integration funding support
Professional learning
AP Curriculum & Instruction
Socio-economic background
QTSS release
Low level adjustment for disability
Per capita
English language proficiency

Summary of progress

The school's focus for 2023 was the improvement of student outcomes in numeracy and reading through the provision of an extensive Learning Support Program, the improvement of reading outcomes in K-2 through improvements in research based teaching practices and the improvement in reading outcomes in 3-6 through a focus on reading fluency. The school's Learning and Support (LaS) teacher, working with a team of Student Learning Support Officers (SLSOs) and teaching staff, provided target, needs based support to students from all learning stages in the school. Of these students, 24 stage 1 students were 'on load' for withdrawal programs, and these students made average growth of 18 months during the school year. Students in grades three to six were supported through class based programs targeting reading, spelling, writing and numeracy. LaS specialist support was also provided to teachers in the development in class programs supporting students with learning difficulties. Learning Support Team meetings ensured a flexible and responsive program. The school has implemented the IntiaLit program from MultiLit to teaching reading and spelling in K-2, and based on assessment, K-6 in the Support Unit. This research based program has been embraced by staff, who are positive about its early impacts. All K-2 teachers have undergone extensive professional development with the MultiLit team in the early stages of program implementation. Staff in grades three to six engaged in a fluency project, aimed at improving the speed, accuracy and stamina of older students. Executive staff engaged in high level professional development to ensure a grounding in current research. Executive led whole staff professional learning equipped classroom teachers with knowledge and skills to implement the initiative. Sample data sets were taken to track improvement in a targeted stage 3 group. Team meetings were used to facilitate consistent practices after early differences were noted.

Next year, K-2 staff will continue to implement the InitiaLit program, tracking students for year on year success. Year 3 will implement the new MultiLit spelling program to build on the success of K-2. The implementation of fluency will focus on the embedding of explicit fluency practices across multiple disciplines, extending the gains made in this year's fluency project. The school's successful learning and support program will continue to be implemented to lift the outcomes of students with the greatest need.

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
Uplift of 10% of students on LaST withdrawal load show 15 months of	Learning Support data indicates 65% of students on load have achieved growth of 15 months or greater, an uplift of 13% on the previous year.

growth over an academic school year period.	
All classroom teachers, K-2, implement research-based phonics lessons as a component of their English program.	Document analysis of programs indicate 100% of K-2 teachers are implementing the IntiaLit program, a research based literacy/phonics program..
• An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	• The Check-in Assessment mean scale score indicates the percentage of Year 5 students achieving growth in numeracy has increased by 1.9% • The Check-in Assessment mean scale score indicates the percentage of Year 3 students achieving growth in numeracy has decreased by 0.5%
• An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	• The Check-in Assessment mean scale score indicates the percentage of Year 5 students achieving growth in reading has increased by 1.3% • The Check-in Assessment mean scale score indicates the percentage of Year 3 students achieving growth in reading has decreased by 1.7%

Strategic Direction 2: Data informed Teaching and Learning

Purpose

At Springwood Public School there is a developing culture of informing teaching through data collection and analysis. Strengthening the link between data collection and teaching practices will strengthen student achievement and outcomes.

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.

- Whole-school framework for the collection and analysis of data and evidence
- Professional learning around Data Informed Teaching and Learning

Resources allocated to this strategic direction

Per capita
AP Curriculum & Instruction
QTSS release
Professional learning

Summary of progress

The focus for 2023 was on the collection, management and analysis of student data. The school moved from a stage based system of data 'islands' to a centralised, K-6 database, accessible to teachers internally and externally to the DoE network. Teachers and executive staff received real-time access to data across the school. The executive engaged in focused, high impact professional learning on data practices through the LEED project. The Assistant Principal, Curriculum and Instruction led whole staff professional learning on data literacy. Focused data support was provided for K-2 teachers to parallel their engagement with new syllabus and the implementation of the InitiaLit program K-2. K-2 teachers collected and analysed data at regular intervals throughout the year. Differentiated support was provided to teachers new to the school. Professional dialogue around data and its implications on teaching programs and student progress has been more visible in K-2 as a result of changes to data practices. Data sharing and analysis at the whole school level has been limited due to competing needs from new syllabus training in afternoon Professional Learning sessions.

Next year in this initiative the school will focus on the the redevelopment of 3-6 assessment practices, as required by the new Maths and English syllabus implementation. Continued professional development to support changes in formative and summative assessment practices will be provided and changing practices will be reflected in database storage systems. Stage team and whole school processes will be adjusted to facilitate the ongoing review of student data and the impact on teaching programs.

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
All staff have completed data literacy training.	Internal measures indicate all classroom teachers are collecting key, identified student data sets and storing this within the centralised database. All stage teams engage in reflective data practice at team meetings.
A centralised database has been used by all K-2 teachers to store targeted data sets that align with new syllabus	A centralised database K-6 (assessment and reporting) has been built on the FIlemaker platform and is hosted externally. All K-2 teachers have used this database to compile InitiaLit data sets..
New syllabus units have been reviewed for assessment requirements.	Delay in implementing this element as a review of current assessment practices and common assessment tasks is required to ensure alignment with new syllabuses

Strategic Direction 3: Wellbeing Impacting Student Outcomes

Purpose

Wellbeing involves much more than just physical health. It's a combination of a person's emotional, mental and social health and it also reflects how they feel about themselves and their life in general. Staff, students and parents will work together to develop a comprehensive and integrated strategy to support the emotional, mental and social wellbeing of our students. By helping our students to be resilient, optimistic, connected and engaged with their learning we will enable them to develop the academic, social and emotional skills to connect, succeed and thrive.

Initiatives

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

- Developing a school-wide, collective responsibility for student wellbeing and engagement.
- Embed practises for behavioural change.

Resources allocated to this strategic direction

Per capita
Aboriginal background
Professional learning

Summary of progress

The school's focus in student wellbeing was to strengthen theoretical base of teachers in Restorative Practice and Choice Theory through external high impact professional learning. This theoretical model has underpinned our school approach for many years, however significant staff turnover in previous years has resulted in a lower proportion of staff formally trained in this area. The loss of the school's key trainer in this area significantly impacted the delivery of this training. The executive led an introductory professional learning module from South Australia University as a temporary replacement for formal, intensive training.

The provision of a varied and rich extra-curricula program is designed to engage students in broader school life, build connections and foster a sense of belonging. Programs of note this year have included band program, cheer and dance program, SRC, Koori Club, HPGE group activities, Film by the Eucalypts film competition and competitive sporting teams. . Staff have committed much time beyond the classroom to ensure these programs succeed. The programs, between them, have engaged a high proportion of students, particularly in grades three and above. Staff have been supported through mentoring and coaching programs to develop skills in areas of student interest. Participation in school and external competitions has given the programs enhanced credibility. As a result of these programs, two of our Year 6 students have won the Pam Gosbee Shield, awarded to the highest achieving students in sport within the Blue Mountains PSSA network. The school has the only primary school level 2 AASCF cheerleading team in NSW, and has been NSW State Champions two years in a row. Our pom and lyrical AAASCF dance teams have achieved second in the state. A Year 3 student has had their short film selected as a Blue Mountains winner.

School systems to record and monitor student behaviour have been disrupted this year due to a change of recording system. However, school procedures that support improved wellbeing have remained consistent throughout this time. The school continues to see an improvement in school attendance post Covid and works closely with families to support students in their return to school.

Next year in this initiative the school will endeavor to source a replacement trainer or suitable online course for Restorative Practice and Choice Theory. The school will review extra-curricular programs to identify the needs and interests of the students who do not engage in current programs. A deeper dive into Tell Them From Me Data to understand the apparent disconnect between the sense of belonging felt when participating in extra-curricula groups and its application to the greater school context will also be conducted.

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
Internal measures indicate 20% of staff have completed Choice Theory/Reality Therapy training.	The loss of a suitably qualified trainer has required this work to be postponed to 2024.
Negative recorded behaviour referrals to Assistant Principals decreased by 50% from original baseline data.	A required change in the recording platform for negative incidences has prompted a review of how incidents are recorded and managed, requiring new baseline information to be collected in 2024.
Increase the percentage of students attending 90% or more of the time by 3%.	The number of students attending greater than 90% of the time has increased by 17% since 2022.
TTFM Wellbeing data (advocacy, belonging, expectations) increase to be at or above the lower bound system negotiated target of 91.9%.	Tell Them From Me data indicates 82.23% of students report a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School).

Funding sources	Impact achieved this year
Integration funding support $297,366.00	Integration funding support (IFS) allocations support eligible students at Springwood Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving teacher practice • Improving student outcomes **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • staffing release for targeted professional learning around reading fluency **The allocation of this funding has resulted in the following impact:** For students receiving additional learning support, an average of 18 months growth was recorded in the school calendar year. The percentage of students who made more than 15 months growth was 65% up from 52% in 2022. School measures indicated a growth in reading speed and accuracy in all stage 3 students whose reading speed was below expected grade level. Staff have worked to prepare Learning Plans or Learner Profiles for more 21% of students in the school, making appropriate needs based adjustments. **After evaluation, the next steps to support our students will be:** Continue to provide a flexible timetable of learning support that caters to the changing demands of student need. Through strategic planning, use staff flexibly to support improved student outcomes. Use data effectively to evaluate the success of all learning support programs. Embed fluency practices
Socio-economic background $36,319.67	Socio-economic background equity loading is used to meet the additional learning needs of students at Springwood Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving teacher practice • Improving student outcomes **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through InitiaLit training to support student learning • employment of additional staff to support reading and fluency program implementation. • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Equitable access to high quality, evidenced based reading programs in K-2 has resulted in fewer students requiring intensive reading support compared to previous years. Learning support timetable for teachers and student learning support officers has strengthened the implementation of personalised learning support programs. **After evaluation, the next steps to support our students will be:** MultiLit programs for spelling in years 3-6 will be adapted as released,

Socio-economic background $36,319.67	based upon the early success of K-2 programs. The school will continue to to support K-2 students at all levels through InitiaLit and MiniLit programs
Aboriginal background $25,043.28	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Springwood 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Developing a school-wide, collective responsibility for student wellbeing and engagement. **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans • allocation of staff time to provide Koori club for students • allocation of time for suitably qualified staff to teach culture and language to all students K-6 • Indigenous Student Leaders Program **The allocation of this funding has resulted in the following impact:** Aboriginal students at the school feel a sense of cultural belonging and engagement, as evidenced through attendance at Koori club meetings. The PLP process is used to identify strengths and weaknesses and connect with their heritage and culture. Indigenous Student Leaders provide a visible cultural connection for younger Aboriginal students and acknowledgement of country in Language has been embraced by students and teachers alike. **After evaluation, the next steps to support our students will be:** The school will be engaging with the Dharug Dhalang program as a way of implementing the optional Aboriginal Languages Syllabus in 2024. Koori Club will continue to engage, connect and inspire Aboriginal students.
English language proficiency $6,160.52	English language proficiency equity loading provides support for students at all four phases of English language learning at Springwood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving student outcomes **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs **The allocation of this funding has resulted in the following impact:** LaST (Learning and Support Teacher) funding. Support Teacher assistance working with students identified through the Learning Support Team and referral system. Funding has allowed us to provide increased support over all stages. Students have shown improvements across all curriculum areas. **After evaluation, the next steps to support our students will be:** Continuation of building our Learning Support team, programs, support structures and networks throughout the school, evaluating the success or otherwise and planning again for the future.
Low level adjustment for disability $207,615.40	Low level adjustment for disability equity loading provides support for students at Springwood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to

Low level adjustment for disability $207,615.40	their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving teacher practice • Improving student outcomes **Overview of activities partially or fully funded with this equity loading include:** • 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** Number of students on literacy withdrawal load: 24 Stage 2 comprehension skill groups were taught in class by SLSOs, less ES1 students required this high level of support, 2nd LaST's time was more limited. Stage 2 reading, spelling, writing and numeracy support provided through stage-based SLSO For students receiving additional learning support, an average of 18 months growth was recorded in the school calendar year. The percentage of students who made more than 15 months growth was 65% up from 52% in 2022. School measures indicated a growth in reading speed and accuracy in all stage 3 students whose reading speed was below expected grade level. Staff have worked to prepare Learning Plans or Learner Profiles for more 21% of students in the school, making appropriate needs based adjustments. As a result of professional development in InitiaLit and the resulting implementation of the InitiaLit program, there has been an uplift of 18% in the number of year 1 students meeting grade expectations in reading. **After evaluation, the next steps to support our students will be:** Learning and Support teachers and Student Learning and Support Officers continue to provide a quality program with flexibility to meet student need and improve student outcomes. Train staff as required in newly developed MultiLit programs as they are adopted at the school to ensure the effective delivery of research based programs and interventions.
Professional learning $30,704.03	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 Springwood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving teacher practice • Professional learning around Data Informed Teaching and Learning • Developing a school-wide, collective responsibility for student wellbeing and engagement. • Embed practises for behavioural change. **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning

Professional learning $30,704.03	• course costs for staff undertaking recognised courses **The allocation of this funding has resulted in the following impact:** Through teacher professional learning, staff have a deeper understanding of: - The new Mathematics Curriculum K-10 - The new English Curriculum K-10 - Data literacy - Current Mathematics pedagogy and practive - Current approaches to the teaching of reading and fluency - Positive behaviour and wellbeing strategies - Trauma informed practice **After evaluation, the next steps to support our students will be:** Continue to engage in research-based high impact professional development in English and Mathematics, including MultiLit resources in English and Dr Attards Framework for Student Engagement in Mathematics in mathematics. Rollout professional learning in Choice Theory and Reality Therapy to key staff and ensure professional learning needs identified by staff and executive are actioned throughout the year.
QTSS release $86,171.90	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Springwood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Improving teacher practice • Improving student outcomes • Whole-school framework for the collection and analysis of data and evidence • Professional learning around Data Informed Teaching and Learning **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** Employing more SLSOs to help in classes identified with higher needs students and complementing the Integration Support Program. Reducing class/group sizes to allow better ratio of student to teacher. **After evaluation, the next steps to support our students will be:** Class sizes and groups will be reduced where practicable to help with the ratio of student to support staff and teachers. Increase opportunities for students to access support.
COVID ILSP $54,506.79	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • development of resources and planning of small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

| COVID ILSP

$54,506.79 | • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]

The allocation of this funding has resulted in the following impact:
Targeted Learning Support for students who continue to demonstrate learning deficits post lock-down. The effects of a fractured curriculum delivery during this time are still being felt, and the additional support of students through COVID ISLP funding has allowed these students to help close the gaps.

After evaluation, the next steps to support our students will be:
To continue to monitor all students who were identified as requiring support due to Covid Lockdowns and lack of access to the curriculum. |
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Student information

Student enrolment profile

	Enrolments			
Students	2020	2021	2022	2023
Boys	227	220	199	195
Girls	220	214	201	198

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.1	95.8	88.7	92.5
1	94.1	94.1	89.4	90.5
2	95.4	92.3	90.4	89.8
3	94.6	93.6	87.5	89.6
4	93.4	94.9	89.3	91.1
5	93.6	91.9	89.7	91.3
6	94.8	93.6	86.5	92.4
All Years	94.4	93.8	88.8	91.1
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)	5.8
Classroom Teacher(s)	14.21
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Administration and Support Staff	6.12

*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	847,338.92
Revenue	4,853,886.93
Appropriation	4,644,198.19
Sale of Goods and Services	3,869.72
Grants and contributions	190,944.43
Investment income	14,874.59
Expenses	-4,954,642.39
Employee related	-4,298,368.44
Operating expenses	-656,273.95
Surplus / deficit for the year	-100,755.46
Closing Balance	746,583.46

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	246,246
Equity Total	275,139
Equity - Aboriginal	25,043
Equity - Socio-economic	36,320
Equity - Language	6,161
Equity - Disability	207,615
Base Total	3,420,707
Base - Per Capita	108,580
Base - Location	0
Base - Other	3,312,126
Other Total	329,954
Grand Total	4,272,046

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 'Tell Them From Me' surveys were once again implemented for students (in Years 4-6) in 2023.

Summary of highlights for -

Students:

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. In 2023 the percentage of students socially engaged with positive relationships was 86% in comparison to the State norm of 85%. The percentage of students with positive behaviour at school (in Years 4 - 6) was 86% in comparison to the State norm of 83%.

Staff:

2023 was once again a busy and complex year for all staff, being the first full non-covid year where 100% of all our usual precovid activities and events were able to take place. This allowed us to give our students as many opportunities as possible including a huge variety of extra curricular activities. These challenges were once again met and overcome by the wonderfully hard working staff of Springwood Public School. 2023 was also a complex year for staff in terms of introducing new curriculum and syllabus. The staff worked incredibly hard all year with increased numbers of curriculum meetings to meet the demands of the new syllabus and to ensure that all the correct plans, units of work and assessment tasks, to name a few of the requirements, were not only met but allowed the school to successfully navigate through the increased workload whilst also meeting and exceeding the demands of being externally validated by the Department of Education. Staff satisfaction and sense of belonging is continually at a high level at The Place To Be!

Parents/Community:

Each year parents and caregivers are encouraged to provide regular feedback via surveys, electronic communication and face to face interviews. In general, a positive response was gathered from all avenues. From this data we can conclude that Parents, Staff and Students appear to be happy with the school and what the school offers. Levels of communication are excellent with many forms of communication being offered and Parents believe that their concerns/questions are being catered for over 98% of the time.

The high levels of participation in school events and visibility of parents and community members in our school is a testament to the wonderful things happening at The Place To Be! Parents and caregivers are always welcome at Springwood Public School as it takes a whole school community to give our students the best start to life!

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.