

2023 Annual Report

Stockton Public School



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Introduction

The Annual Report for 2023 is provided to the community of Stockton 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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Message from the principal

As we reflect on the 2023 school year, we're filled with pride for the achievements of our teachers, students, parents, and community. Our school events buzzed with excitement as people came together to celebrate. Together, we've accomplished a great deal! Collaborating closely with the Parents and Citizens Association and local businesses, we revamped our canteen menu and explored fresh ideas. The heart of the P&C lies in supporting our students through their generous contributions to the school. We're deeply committed to helping every student improve their reading and math skills. We offer personalised support and resources to help each student grow and improve. Our teachers also receive ongoing training and access to the latest evidence-based teaching methods. Together, we're dedicated to creating a culture of success for all students. Looking forward, we recognise that our success stems from providing students with ample opportunities to learn and grow. Let's move ahead with enthusiasm, knowing that the chances we offer today will lead to even greater achievements tomorrow. Jodie Holt

Principal

Message from the school community

I would like to acknowledge and thank the staff at Stockton Public School, 2023 has been a truly successful year and your dedication and commitment to our children is exceptional and second to none. This is why public education is leading the way here in our piece of paradise, Stockton. I would like to thank each and every volunteer who has helped out at the functions our P & C have run. Many hands make light work and this is evident with the likes of Mother's Day and Father's Day stalls, election BBQs and our school disco, not to mention the many wonderful parents, carers, family and community members that have helped in our canteen. We as a collective appreciate it very much and it doesn't go unnoticed. I would like to personally thank the small but dedicated crew who turn up for our P & C meetings, to discuss what is happening and what is up and coming within our school community, and help brainstorm our next brilliant idea or fundraiser to support our school, students and staff. We functioned with a very small team as a forum for the communication between the school principal and staff along with parents and carers. This communication is and must always continue to be a two-way flow. Parents who attend our meetings are able to gain a greater understanding of the operation and management of a school, as the reasoning behind school policy can be clarified and explained. In turn the staff are able to use input and feedback from parents/ carers when formulating school policies. One thing you may learn through the involvement in the P&C is what a mammoth job it is to manage a school, how limited the funding is and how dedicated the teaching staff are.

I look forward to another successful partnership in 2024 with the school, students, staff and community, after all the reason we do what we do, is for the love of our kids and SPS.

Hayley Ambler

2023 President

Message from the students

Having the opportunity to be school captain for Stockton Public School has been a very fun experience in my life. I remember when I first started here 7 years ago in Kindergarten being really nervous, but soon all those feelings flew away after realising I was in good hands, with people surrounding me that I never would have thought I could've formed the strong connections that I have to this day! And the best part was that I was making friends quicker than ever, the teachers were also major help and I quickly started to feel more comfortable in this new environment. But also, I never could have imagined being a school captain. Being school captain is a very fun job. For example going over to the Civic Theatre for special events, getting to give special guests a tour around the school, marching in Stockton for Anzac Day and just being able to proudly represent our school in all opportunities given. Being a leader at this school has been a very important part of my life that will never be forgotten. I hope the best for all leaders for 2024 and I trust that they will do their best to look after our school. Remember to never doubt yourself and always strive to do your best.

Adrien (School Captain)

School vision

Stockton Public School has high expectations to ensure every student and every teacher will be challenged to continue to learn and improve every year.

Explicit teaching strategies are key to strong foundations in literacy and numeracy. Through a varied and differentiated curriculum, student's individual potential will be nurtured with quality pedagogy in every classroom. We value and foster strong connections with our whole school community to build open and trusting partnerships focused on maximising opportunities and the wellbeing of every student.

School context

Stockton Public School, established in 1861, is located on the north side of Newcastle harbour. Enrolment in 2023 is 248 students from Kindergarten to Year 6, including 22 students with a language background other than English and 35 of our students identify as Aboriginal.

In addition, there are 38 students enrolled in our Department of Education Preschool. Our Preschool offers a five-day per fortnight program. The Early Years Framework guides the play-based program. The preschool provides an outstanding transition to school program. Our preschool is a part of our school community and joins in for whole school events.

The school has a strong sporting history and offers a broad range of activities including a biennial whole school performance, STEM program, lunch time clubs such as bucket drumming and gardening.

The school works in close partnership with parents, local businesses and the wider community. Parents are engaged in their children's learning and actively participate in our range of school activities. The dedicated and energetic P&C support the school in achieving goals through an open and consultative relationship. Community Partnerships have been established with both Orica and Port Waratah Coal who support the school through providing funds for school improvements and programs, initiatives and scholarships.

The majority of the school's equity funding will be used to support initiatives outlined in this 2021-2024 Strategic Improvement Plan.

Reading and numeracy will be the key areas for improved student outcomes. Evidence-based practices focused on assessment, leading to curriculum differentiation and personalised learning, will support student growth and achievement. The NAPLAN gap analysis indicated the areas of focus for reading are viewing and comprehension strategies, and in numeracy are whole number, word problems and measurement.

Developing whole school processes for collecting and analysing student data to inform teaching and learning programs will contribute significantly to our success. The monitoring of student data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement. Building teacher capacity to embed high impact teaching strategies will ensure students achieve expected growth and attainment in their learning. High expectations and collaboration will strengthen pedagogy and practice across the school.

The wellbeing and engagement of our students will also be a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions. Engagement with the Wellbeing Framework will provide clarity for developing whole-school processes to support every student being known, valued and cared for.

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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop explicit teaching pedagogy, strong assessment practices and whole school monitoring processes tailored to individual student 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Aboriginal background
English language proficiency
Low level adjustment for disability
Socio-economic background
AP Curriculum & Instruction
Integration funding support

Summary of progress

Literacy

In 2023, with the support of the Assistant Principal Curriculum and Instruction, explicit instruction in reading and reading assessment (DIBELS) continued to be implemented across Years K-6 to improve student outcomes in reading. Staff engaged in data analysis assisted by the APC&I to identify student needs in reading to inform planning and support. The APC&I worked with stage teams during 'data dialogue' sessions to assist staff in identifying trends across classes and stages and plan appropriate focus activities to target areas of need. Changes to staff and the executive team in 2024 will mean a continued focus in this area to ensure consistency. Previous high impact professional learning in Scarborough's Reading Rope and The Big Six of Reading, meant that all staff had a deep understanding of the components of reading and were skilled at providing intervention at the point of need for students. DIBELS assessments will continue to be used in 2024 - data being used to inform classroom practice and targeted intervention

Intensive small group tuition programs were established to work with each stage group. They provided intensive, daily intervention at student's identified point of need. Staff working with these students were supported by the APCI through relevant PL in explicit instruction and data collection. The data collected was used to tailor learning for each student.

This process of support will continue in 2024.

Numeracy

In 2023, our school flexibly used financial resources to support student growth and achievement. Our SEALS (Student Engagement & Learning) team was used to support the students requiring Tier 3 interventions in number and place value. Students in K-2 and Stage 2 were identified for intervention using data from the Interview for Student Reasoning (IfSA) and allowed us to target students whose areas of need were very similar. The SEALS team was supported by our Learning and Support Teacher and Lead Numeracy Teacher and Assistant Principal Curriculum and Instruction, to ensure that they knew their content and were familiar with pedagogy to support small groups. All members of the SEALS team have reported an increased confidence in teaching number sense and place value with every teacher reporting a better understanding of the syllabus and the learning progressions and greater expertise in what constitutes quality lessons in mathematics.

Data analysis was incorporated into stage and whole staff meetings and staff from Stage 2 and 3, have acknowledged the value of participating in extensive professional learning on collecting, tracking and monitoring student progress data, particularly in relation to PLAN2 and the learning progressions.

This had shown to be a successful program through COVID ILSP in achieving improved learning outcomes for students. The continuation of this support model will be dependent on funding and ensuring appropriate resourcing is allocated. New staff will receive training in administration of the IfSA and be support to analyse data in PLAN 2.

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 percentage of Year 2 students achieving in the top 2 tiers (working at/exceeding) of DIBELS assessment	In Year 2 we have seen growth from 48% to 64% of students achieving in the top 2 tiers of DIBELS
There is an uplift of 20% to 80% of students by the end of Stage 2 who have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions.	53% of students have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions by the end of Year 4
Minimum of one of these elements - student performance measures, assessment and reporting is validated at excelling.	At external validation we were validated at delivering for school performance measures, and sustaining and growing for assessment and reporting.

Strategic Direction 2: Explicit Teaching

Purpose

To improve teacher capacity and effectiveness in delivering explicit, data driven teaching practices with a focus on high expectations through high impact professional learning.

Initiatives

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

- Data use and analysis
- Building teacher capacity

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
QTSS release
Literacy and numeracy
Per capita
Beginning teacher support

Summary of progress

In our commitment to explicit teaching, the school successfully implemented three key initiatives. The "Data Champions with Dr. Selena Fisk" professional learning significantly enhanced executive members' data literacy, visualisation, and storytelling skills, with substantial growth across these areas. Building on this success, the executive team will attend a second year of the Data Champions course in 2024. Concurrently, the Assistant Principal Curriculum and Instruction collaborated with 3-6 staff to implement the new English and Maths Syllabus, resulting in enhanced teacher capabilities, aligned units of work, and comprehensive assessment plans. The focus on "The Writing Revolution" for explicit writing instruction, involving all P-6 staff, had positive outcomes, leading to plans for its continuation into 2024 with an emphasis on a consistent approach, uniform assessment, and the development of annotated writing samples. These strategic initiatives lay a foundation for ongoing success, with a commitment to continuous professional learning, practice refinement, and community engagement.

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
Formative and summative assessment practices are driving differentiation. Data is collected in PLAN2 V3 and analysed regularly. This data is used to drive content delivery.	Whilst teachers in our school employ the evidence informed practice of using formative and summative assessment practices are driving differentiation, no formal data has been collected. Focused professional learning and a continued commitment to best practice in this area will in occur in 2024 Data was collected in PLAN2 V3 and analysed regularly by our ILSP tutors. This data was used to select students requiring additional support in literacy and numeracy and to inform content delivery. Data conversations occur as part of our teaching and learning cycle in stage teams.
A minimum of one of these elements - effective classroom practice, data skills and use, learning and development is validated at excelling.	At external validation we were validated as sustaining and growing for effective classroom practice, data skills and use and learning and development.

Strategic Direction 3: Connect and Engage

Purpose

To ensure all students have a sense of belonging through increased opportunity and a planned approach to whole school wellbeing that fosters connection, belonging and engagement.

Initiatives

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

- Wellbeing
- Cooperative partnerships

Resources allocated to this strategic direction

Summary of progress

In our pursuit of holistic student wellbeing, the school initiated diverse activities under the strategic direction, notably strengthening cooperative partnerships. Engaging with the Newcastle Learning Community, "Stronger Strides" and "8 Ways of Learning" PL sessions empowered staff in Aboriginal education, resulting in more inclusive programs. Cultural events like Aboriginal days and NLC NAIDOC Art Works built connections and showcased creativity.

Collaborative efforts with the P&C significantly improved the canteen operation, introducing special menus and healthier choices, leading to a substantial sales increase. The evaluation of Stage 3 student-led sessions and the Year 6 MAT program both demonstrated positive impacts on student engagement and resilience, recommending their continuation.

Analysing cooperative partnerships, positive outcomes were observed through document analysis, focus groups, surveys, and agency assessments. The evidence of activity, process quality, and impact is seen in increased student satisfaction, financial success, and enhanced wellbeing. Recommendations include sustaining successful initiatives and refining programs for continued positive impacts in the future. The school's achievements position it well to further enhance the holistic wellbeing of students and the broader community.

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
Students attending >90% of the time is above 50%. (2022 School 37.2%; DoE State 37.6%; SSSG 41.9%)	In 2023, 58.4% of students attended >90% of the time.
Wellbeing procedures are developed reflecting the Wellbeing Framework. Cooperative partnerships are built with our local community.	In 2023 , school based practices and procedures were refined. Cooperative partnerships were strengthened throughout the local community.
Tell Them From Me Wellbeing data (advocacy, belonging, expectations) is above 90.4%. (Baseline 86.8%)	In 2023, Tell Them From Me Wellbeing data (advocacy, belonging, expectations) is 84%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$193,932.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Stockton 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"> • Reading • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Expert delivery of medical needs for student attracting such funding. • additional staffing to assist students with additional learning needs access English and Numeracy activities. <p>The allocation of this funding has resulted in the following impact: Students have been effectively supported to access curriculum, social needs and wellbeing alongside their peers.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students to access their curriculum, and progress their learning.</p>
<p>Socio-economic background</p> <p>\$60,233.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stockton 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement small group or individual support to identified students with low levels of achievement in reading and mathematics. <p>The allocation of this funding has resulted in the following impact: We have made significant improvement in student learning outcomes by targeted programs with small groups or individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff to run small group and/or individual groups of students.</p>
<p>Aboriginal background</p> <p>\$45,598.41</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stockton 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a part-time Literacy mentor

<p>Aboriginal background</p> <p>\$45,598.41</p>	<p>with students performing below the expected stage level</p> <p>The allocation of this funding has resulted in the following impact: We have made significant improvement in student learning outcomes by targeted programs with small groups or individual students.</p> <p>After evaluation, the next steps to support our students will be: We will also continue to employ additional staff to run small group and/or individual groups of students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Stockton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <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>The allocation of this funding has resulted in the following impact: We have made significant improvement in student learning outcomes by targeted programs with small groups or individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support where necessary through monitoring processes.</p>
<p>Low level adjustment for disability</p> <p>\$112,802.04</p>	<p>Low level adjustment for disability equity loading provides support for students at Stockton 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention, through Speech Sound Pics (SSP) and small group work from Interview for Student Reasoning (IfSR) target areas to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact: We have made significant improvement in student learning outcomes by targeted programs with small groups or individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support where necessary through monitoring processes.</p>
<p>Professional learning</p> <p>\$21,132.86</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 Stockton 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"> • Data use and analysis <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • teacher relief for staff engaging in professional learning • staffing release to support professional learning through AECG's

<p>Professional learning</p> <p>\$21,132.86</p>	<p>Connecting to Country</p> <p>The allocation of this funding has resulted in the following impact: Data Champions professional learning has increased the executive knowledge in data skills and use. Staff are also feeling more confident after Connecting to Country. They have more local knowledge to support Aboriginal students in our school.</p> <p>After evaluation, the next steps to support our students will be: Data skills and knowledge will filter through stages next year, so that we all have the same understanding and use of data and evidence informed practice at our school. We will continue to look for ways to support classroom practice with language, culture and history. A big part of this will be the school's commitment to sending all staff to Connecting to Country professional learning.</p>
<p>QTSS release</p> <p>\$52,910.50</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stockton 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"> • Building teacher capacity <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 <p>The allocation of this funding has resulted in the following impact: Classroom teachers were mentored in class by assistant principals through lesson observations, co-teaching and support. We were focused on reading and numeracy as our whole school professional learning targets were in these areas. Mentoring and in class support for teachers has been success professional learning for all classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure staff are supported in class and through relevant professional learning. Continue to implement a mentor model of support for classroom teachers.</p>
<p>COVID ILSP</p> <p>\$90,269.91</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: We have made significant improvement in student learning outcomes by targeted programs with small groups or individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support where necessary through monitoring processes.</p>
<p>AP Curriculum & Instruction</p> <p>\$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key</p>

AP Curriculum & Instruction

\$124,070.40

partners in student learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Reading
- Building teacher capacity

Overview of activities partially or fully funded with this Staffing - Other funding include:

- coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum
- lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers
- strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms
- lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school

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

The APC&I has led the team in evidenced based practice by building teacher capacity and focusing staff on literacy and numeracy.

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

Continue to work with staff to build capacity to refine consistency and evidenced based pedagogy to improve student learning outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	150	159	148	142
Girls	114	102	113	106

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.3	92.8	87.8	91.9
1	93.8	92.6	86.4	90.9
2	94.3	93.3	88.5	91.6
3	93.9	92.7	86.2	89.8
4	93.2	92.5	87.0	91.2
5	94.5	91.4	85.6	86.6
6	92.8	92.3	86.4	91.7
All Years	93.9	92.5	86.7	90.7
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)	3.8
Classroom Teacher(s)	9.35
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.62

*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	339,885.52
Revenue	3,346,893.22
Appropriation	3,254,443.25
Sale of Goods and Services	16,886.68
Grants and contributions	64,316.01
Investment income	11,147.28
Other revenue	100.00
Expenses	-3,263,523.99
Employee related	-2,989,618.28
Operating expenses	-273,905.71
Surplus / deficit for the year	83,369.23
Closing Balance	423,254.75

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	143,616
Equity Total	221,034
Equity - Aboriginal	45,598
Equity - Socio-economic	60,233
Equity - Language	2,400
Equity - Disability	112,802
Base Total	2,051,848
Base - Per Capita	69,945
Base - Location	0
Base - Other	1,981,904
Other Total	620,191
Grand Total	3,036,689

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

School performance - NAPLAN

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

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

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

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

Parent/caregiver, student, teacher satisfaction

In 2023, the school gathered feedback from parents, students, and teachers through the Tell Them From Me platform and internal surveys to gauge perceptions of the school. The following insights were derived from these surveys. Parents expressed feeling welcomed and involved in school activities, overwhelmingly affirming the school's safety for their children. A majority of students reported having trustworthy friends at school who encourage positive choices. They also noted increased participation in art, drama, music groups, and extracurricular activities. Students highlighted the caring and supportive nature of staff, with a strong sense of belonging to the school community. Staff feedback emphasized a high level of collegiality and a safe working environment, alongside praise for the innovative curriculum tailored to student needs.

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.

Other School Programs (optional)

2023 saw the following activities:

- * a growing choir - yearly participation in ChoralFest
- * gardening club
- * Enviro-rangers and a school focused on sustainability through canteen initiatives, Oz Harvest "Feast" program and a grant to provide education and new bin surrounds for better organisation of waste for recycling
- * guitar lessons before school
- * an author visit
- * Blackflips against Bullying incursion - 2nd year reinforcement of antibullying message for students
- * participation in the interschool public speaking competition

- * participation in the Premier's Spelling Bee
- * participation in sporting gala days for football, soccer, touch football and netball
- * participation in PSSA competitions in cricket, girls and boys soccer
- * participation in zone carnivals
- * participation in Science and Engineering Challenge
- * increased opportunities for Stage 3 leadership including school leaders participating in GRIP leadership, "Learn to Lead" with UoN and peer support groups
- * participation maths enrichment day
- * a whole school inaugural art show - including incursion days with Newcastle Art Gallery
- * expansion of our Kindy EXPO as a part of kindergarten transition to include preschool - Early Years EXPO as a part of kindergarten and Preschool transition