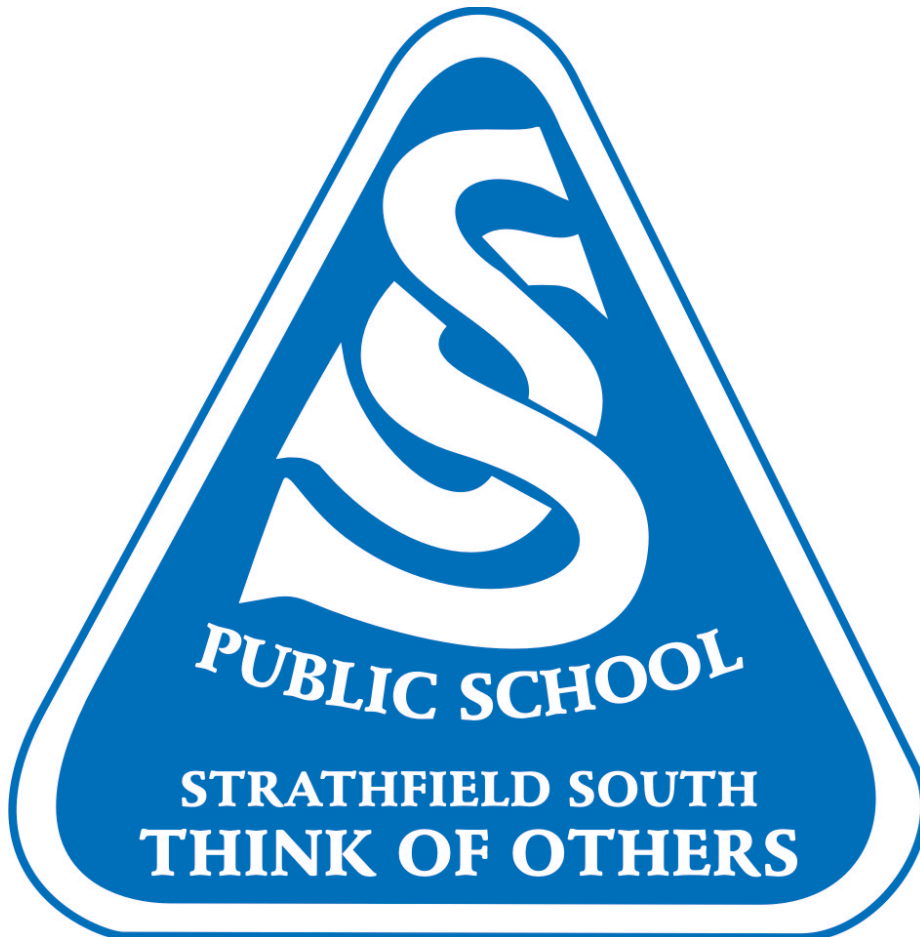


2023 Annual Report

Strathfield South Public School



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Introduction

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

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

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School vision

At Strathfield South Public School, we take charge of our learning, embrace new experiences together and challenge ourselves to improve every year. Our student community feels safe, supported and empowered to reach their full potential because every relationship is a shared responsibility and an opportunity to grow.

School context

Strathfield South Public School acknowledges our Aboriginal connections to the Wangal Clan and is located on the land of the Dharug Nation. Our school was established in 1881 and comprises of 600 students, approximately 97% of which are from culturally and linguistically diverse backgrounds.

The staff at Strathfield South Public School are highly professional, collaborative and committed. We enjoy an esteemed reputation for excellence, and support the wellbeing of every student through providing a safe, welcoming environment that promotes a sense of belonging and self-worth. Strong inclusive partnerships with our parent community are central to fostering student wellbeing, growth and engagement.

The school's P&C, voluntarily manage our healthy canteen, run an efficient, online uniform shop, and advocate on our behalf, supporting initiatives that benefit all students. They also support our school through purchasing resources, as well as funding our speech and occupational therapy programs, improved quality learning spaces and technology upgrades.

Our school offers a diverse range of rich learning opportunities. All students attend Chinese or Korean language classes and have the opportunity to participate in a variety of critical thinking and creative programs including orchestra and string and recorder ensembles, dance, choir, public-speaking, drama, physical education and sports.

Strathfield South Public School completed a thorough and insightful situational analysis, in conjunction with a self-assessment process undertaken through external validation. The combined results revealed very clear focus areas for the school's Strategic Improvement Plan (SIP).

The first focus area considers the State-wide improvement direction, *'Student Growth and Attainment'*. In order to maximise student outcomes in literacy and numeracy, we will develop a whole-school approach to data informed practices and integrated assessment processes, meeting individual student needs and informing teaching and learning programs.

The second focus area identified through our analysis addresses *'High Impact Teaching that Builds Capacity'*. Here, we will establish strong collaborative programs, grounded in research and professional learning, that embed high impact teaching strategies and a continuity of learning across all stages.

The third focus area addresses *'Inclusive Relationships and Shared Responsibility'*. Through working together to create a supportive, challenging, critically reflective environment, we will ensure students are provided with optimal conditions for sustained, relevant and rigorous learning.

Ongoing reflection and consultation with the school community will be essential to the success of our SIP. Through continued high-quality school governance we will work to continually improve service delivery, community engagement and satisfaction.

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student achievement in literacy and numeracy, through a whole-school approach to data informed practices, effective classroom practice and integrated assessment processes, that meet individual student needs and inform teaching and learning programs.

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 Informed Practices
- Effective Classroom Practice in Reading and Numeracy

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Socio-economic background
QTSS release
Literacy and numeracy
Integration funding support
Aboriginal background

Summary of progress

In 2023, Strathfield South Public School offered school-wide professional learning opportunities focused on key curriculum areas, particularly literacy and numeracy and assessment practices, to support teachers' professional development. Teachers participated in professional learning to assist explicit teaching using syllabus documents, and Lyn Sharrat's work around 'The Assessment Waterfall'. Following this, teachers participated in the collaborative inquiry approach 'learning walks' where the school identified areas to strengthen in 2024 to increase student understanding of how they can improve in literacy and/or numeracy.

Job-embedded time in year group teams known as Learn Collaborate Grow (LCG) is a key practice at Strathfield South Public School led by the Assistant Principal, Curriculum and Instruction (APC&I). Teams focus on using data to inform their teaching, and implement quality practices, while engaging with research and evidence that amplifies understandings of core pedagogy. In addition, teachers co-design collaborative programs, taught consistently in classrooms to enhance syllabus content and outcomes achievement across all stages. K-2 teaching and learning programs are aligned to the new NSW English and Mathematics syllabus. Teachers contextualised and adjusted the DoE units to improve learning, by addressing individual needs, ensuring that all students are supported and challenged. All K-6 teachers have engaged in professional learning on the 3-6 syllabus to build teacher knowledge and skills in preparation for implementation in 2024. In 2024, LCG will continue as a collaborative approach to data informed teaching and programming.

Effective school-wide assessment procedures have continued to be implemented, using various summative and formative approaches to monitor and collate data in a central location. To ensure consistency across the team, Strathfield South Public School provides teachers with professional learning opportunities to collectively create various assessments, make evidence-based judgments, and monitor student progress during LCG and stage meetings. Data-informed practices are used to differentiate the curriculum and address student learning needs in literacy and numeracy. Targeted intervention programs also provide key assessment data that supports students in their literacy and numeracy learning, with this information provided back to classroom teachers to inform future planning. Assessment data is regularly monitored and reviewed to inform and improve teaching and learning. In 2024, teachers will engage in professional learning on reporting to families aligned to the new 3-6 English and mathematics syllabus and the A-E common grade scale.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>Check in Assessment - Reading</p> <p>An increase in the percentage of correctly answered questions for students in Year 4, 5 and 6 in 2023, compared with students in Years 3, 4 and 5 in 2022.</p>	<ul style="list-style-type: none"> • There was an increase of 9.4% correctly answered questions for students in Year 4, in 2023, compared with students in Year 3 in 2022. • There was an increase of 3.6% of correctly answered questions for students in Year 5, in 2023, compared with students in Year 4 in 2022. • There was an increase of 3.3% of correctly answered questions for students in Year 6, in 2023, compared with students in Year 5 in 2022.
<p>Check In Assessment - Numeracy</p> <p>An increase in the percentage of correctly answered questions for students in Year 4, 5 and 6 in 2023, compared with students in Years 3, 4 and 5 in 2022.</p>	<ul style="list-style-type: none"> • There was an increase of 10.6% of correctly answered questions for students in Year 4, in 2023, compared with students in Year 3 in 2022. • There was an increase of 4.4% of correctly answered questions for students in Year 5, in 2023, compared with students in Year 4 in 2022. • There was an increase of 5.5% of correctly answered questions for students in Year 6, in 2023, compared with students in Year 5 in 2022.
<p>All teachers provide specific feedback to students at least once a fortnight in English and mathematics.</p>	<p>All teachers provide specific feedback to students at least once a fortnight in English and mathematics.</p>
<p>Teachers communicate learning goals to at least six students, twice a term in the form of PLaSPs and/or data talk action plans (reading and mathematics).</p>	<p>Document analysis of PLaSPs indicate that 100% of teachers have established individualised learning goals twice a term for at least 6 students.</p> <p>100% of teachers utilise learning intentions and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals for all students.</p>
<p>Continue to increase the variety of summative assessments and formative assessments seen in the classroom from 2022 data.</p>	<p>Internal measures indicate an increased percentage of staff utilising a variety of summative and formative assessments compared with 2022 data.</p>
<p>Uplift of 3.4% of students attending greater than 90% of the time.</p>	<p>Internal data indicates that there has been a decrease of 6.6% of students attending 90% of the time from Semester 1 2023 to Semester 2 2023. After a marked improvement of 8.3% uplift seen from Semester 2 2022 to Semester 1 2023, we are continuing to implement our targeted strategies to achieve our uplift of 3.4% of students attending greater than 90% of the time.</p>

Strategic Direction 2: High-Impact Teaching that Builds Capacity

Purpose

To establish strong collaborative programs, grounded in research and professional learning, embedding high impact teaching strategies and continuity of learning.

Initiatives

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

- Curriculum Continuity
- Differentiation

Resources allocated to this strategic direction

Aboriginal background

Professional learning

QTSS release

Literacy and numeracy

Low level adjustment for disability

Summary of progress

In 2023, there were marked improvements in Strategic Direction 2: High-Impact Teaching that Builds Capacity. We strengthened our unified approach to curriculum planning and delivery through the implementation of the K-2 syllabus as well as a whole school professional learning focus on *differentiation*.

Teachers differentiated curriculum delivery to meet the needs of students at different levels of achievement, with particular focus on our high potential students. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. Our in-class differentiation was strengthened through increased focus and professional learning on the Differentiation Adjustment Tool and how to use this effectively within the classroom. This ensured that lessons would be able to support all students to progress and achieve.

We continued to focus on collaborative planning, feedback, assessment, classroom management and differentiation. Opportunities were provided to explore research to drive ongoing improvement in teaching practice and student results. As a result there was a significant shift in program compliance with English and mathematics programs showing improvement. Further work is needed in the remaining KLAs in the area of compliance.

At SSPS, we changed our approach to self driven reflective practice by following the CESE's Guide to evidence-based models of collaborative inquiry. As a team we led the Spirals of Inquiry collaborative inquiry process for all teachers (including senior executive) in order to improve student outcomes through differentiation. This whole school approach ensured all teachers were provided the opportunity to find new ways to improve their practice by responding to student needs.

In 2024, the team will continue to engage the community in High Potential Gifted Education (HPGE) processes including parent workshops, and focus groups. High potential and gifted education practices will continue to be explicit and implemented through all teaching and learning programs as well as extra curricular activities including Math Olympiad, Tournaments of Mind, Dance, Debating and Music. We will continue to drive teachers to improve their practice through high-impact teaching strategies in particular questioning and differentiation as part of their daily routines and lessons. In addition, staff will continue to be provided with relevant professional learning which will include another opportunity for a collaborative inquiry process. Further development is needed in the area of planning differentiated learning opportunities for our high potential students.

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
HSIE, CA, PDHPE, Science and Mathematics KLAs have a clear scope	All HSIE, PDHPE, Science and Mathematics KLAs have a clear scope and sequence accessible to staff.

and sequence, accessible to staff.	Creative Arts scope and sequence will be revised in 2024.
Data collected demonstrates an increase in compliance according to the SSPS Curriculum Monitoring Checklist in Science and Creative Arts from 2022.	There was an increase in compliance from Semester 1 2023 compared to Semester 2 in 2023 of 4% according to the SSPS Curriculum Monitoring Checklist in Science for ES1.
All English, mathematics and science lessons incorporate learning adjustments and are registered with an evaluation.	<p>Program analysis using the SSPS Curriculum Monitoring Checklist indicates that 100% of ES1 science lessons incorporate learning adjustments and are registered with an evaluation.</p> <p>Program analysis using the SSPS Curriculum Monitoring Checklist indicates that 75% of Stage 1 science lessons incorporate learning adjustments and are registered with an evaluation.</p> <p>Program analysis using the SSPS Curriculum Monitoring Checklist indicates that 75% of Stage 2 science lessons incorporate learning adjustments and are registered with an evaluation.</p> <p>Program analysis using the SSPS Curriculum Monitoring Checklist indicates that 75% of Stage 3 science lessons incorporate learning adjustments and are registered with an evaluation.</p>
The school is excelling in three themes across the five elements of the High Impact Professional Learning Tool.	The school is excelling in three themes in two of the five elements of the High Impact Professional Learning Tool.
All staff improve their practice by demonstrating that they incorporate at least three high-impact teaching strategies as part of their daily routines and lessons.	Internal measures indicate an increased percentage of teachers using a variety of high-impact teaching strategies compared with 2022 data.
All staff members give and receive feedback against the standards, through a process of reflective practice.	100% of teachers participated in a reflective practice process during which they gave and received feedback from a colleague with an emphasis on differentiation.

Purpose

To work together to create a supportive, challenging environment that ensures optimal conditions for sustained, relevant and reflective 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.

- Learner Agency
- Learning Culture

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability
Refugee Student Support
Per capita

Summary of progress

INITIATIVE 1 - LEARNER AGENCY

Review of Whole-School Behaviour Policies and Processes

This year, the DoE's introduction of the new Student Behaviour and Support Management Plan saw the need for us to review our whole-school policies, practices and procedures. This largely encompassed initiative 1, Learner Agency in SD3 Inclusive Relationships and Shared Responsibility. The following SIP projects entailed to address both our initiatives and progress measures:

Positive Support Systems

The review of our school's positive support structures took almost 12 months to complete and several cycles of discussions, feedback and consultation took place within and between both staff and students. Data was collated through form of feedback groups, staff discussions and student parliament meetings. Different frameworks were discussed vigorously, along with current research and considerations around our school's Choice Theory ideals. As a result of this process, the school has seen the creation of a new whole-school positive reinforcement model as well as modifications made to the previous system.

In addition, it was recognised that whole-school expectations and explicit learning around what these behaviours looked like in different learning spaces, was needed. Therefore, in order to support our refined positive reinforcement model we also introduced a new behaviour expectations matrix. This matrix has been created with explicit lessons that address behaviour across all domains of our school values; we are safe, respectful, active learners.

The SSPS community was informed throughout the process and provided with opportunities for feedback.

As a result, through many authentic staff and student voice opportunities, the school has commenced the implementation of a consistent, high expectations, positive support model. Evidence of impact will be determined in 2024/2025.

Whole School Behaviour Approach

In 2023, we also reviewed and updated our 'Managing Behaviours of Concern' processes in alignment with the new DoE Behaviour Policy. Again, our systems were reviewed to ensure that students were empowered to make good choices for themselves and were provided with the time and support to work through scaffolds to discuss poor choices and future options. The transparency between the school, staff, students and parents was also evaluated and it was deemed that communication around managing behaviour was unclear and therefore a parent scaffold was devised and shared with the community. Further information about this will be addressed with the community through P&C spotlights and workshops in 2024.

Social and Emotional Learning Programs

Strathfield South Public School has been working towards implementing a whole-school wellbeing approach based around Choice Theory ideology since 2018. The school has worked extensively with Judy Hatswell to upskill staff with the knowledge and understanding of the theory and its use in the school context. We have however recognised the need for a more practical approach with the students themselves. After speaking with many schools and researching different approaches, the school decided to utilise The Get Happier Project as a means of embedding the practical strategies for students to use. A successful trial was completed by kindergarten in term 4 and the entire program will be commenced in 2024.

Similarly, the Zones of Regulation lessons have been commenced which will also work in conjunction with The Get Happier Project to address both the Social and Emotional learning needs of our students. These programs also form an incredibly important part of our wellbeing framework in terms of the PDHPE curriculum and equipping our students with the skills and strategies that they need to become self-regulated citizens.

INITIATIVE 2 - LEARNING CULTURE

Parents as Teacher Helpers (PaTH)

Parents participated in 6 sessions which focused on spelling, phonics, phonemic awareness, reading, number talks, reasoning and a parent selected session. From the 10 parents that were trained, 5 parents engaged in the class support with some of these parents completing more than 1 session a week. The parents have been in the classrooms since the very beginning of Term 4 2023. Staff were supported in classrooms K-2 with PaTH volunteers supporting students with Literacy and Numeracy tasks. In 2024 PaTH Volunteers will be asked to return to supporting classrooms and an evaluation of the program's effectiveness will take place.

Community Engagement

This year, Strathfield South has prioritised welcoming the community back into the school post the pandemic. Many events were held onsite including Welcome Dinner, Mother's and Father's Day Breakfasts, Education Week, 100 days of Kindergarten Picnic, Are You OK afternoon tea, Koori Connection afternoon teas and an End of Year Festival (cancelled due to weather but filmed). Termly 'Spotlight' sessions were held online to promote and provide information about various programs including HPGE, speech and OT, and curriculum.

Safeguarding Kids Together (SKT)

The SKT Specialist Support Team, in collaboration with the school, aimed to review our wellbeing framework, identify areas of need and improve community engagement processes. Executive participated in intensive interviews and staff and students were involved in reflection focus groups and evaluative processes. Gathering information and data from multiple sources assisted in identifying appropriate steps to increase and improve school systems across the five domains of Wellbeing.

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 HSIE and CA programs demonstrate some evidence of student involvement in planning, choice in the way they display their learning and student feedback about lessons.	<p>This progress measure has become embedded into our term stage planning days. Students from the Student Parliament, Teaching and Learning Ministry, are upskilled in understanding what a "good" lesson looks like and then attend stage planning days each term, to engage in collaborative work with staff.</p> <p>This year, student voice was evident by leaders providing input into HSIE programs. Parliament members attended Stage planning days for ES1, Stage 1, Stage 2 and Stage 3. These small groups discussed the design of teaching and learning programs in History, and provided feedback on how they felt about the upcoming units of work.</p> <p>More specifically students made suggestions on lesson sequences, unit structure as well as focus areas for other KLAs. They provided a list of learning activities and teaching strategies that they felt were conducive to their learning, as well as ones that they found disengaging.</p>

<p>All HSIE and CA programs demonstrate some evidence of student involvement in planning, choice in the way they display their learning and student feedback about lessons.</p>	<p>As a result, changes were implemented into both semester 1 and 2 programs based on student suggestions. Some of these included less time on the floor, less teacher talk, more lessons using ICT, and additional research projects.</p> <p>Student voice was also acknowledged by all teachers as they implemented the ideas provided and refined programs. Teachers had ongoing conversations with students about how best to implement their feedback into future lessons. Additionally, some classrooms implemented a visual student feedback wall where students put their reflections and ideas about teaching and learning, as well as how the classroom was run.</p> <p>In 2024, we aim to increase the number of classrooms implementing an ongoing process for formalised student feedback.</p>
<p>Surveys (e.g. Tell Them From Me, BeYou) and the data adapted from the Personal and Social Capability learning continuum demonstrate an increase in positive responses around engagement, self-regulation and wellbeing.</p>	<p>SKT - Student Focus Groups</p> <p>The key findings from 65 students involved in 14 focus groups are as follows:</p> <ul style="list-style-type: none"> • <i>What do you like most about your school?</i> <p>Common themes:</p> <ul style="list-style-type: none"> - Supportive Teachers - "Teachers are supportive", "Lots of teachers are very kind and try to help us have a positive day", "The teachers make the subjects unique and interesting", "I love my classroom teacher, good techniques at teaching us", "Teachers are fair to everyone", "Teachers help us and keep us safe" - Cultural Diversity - "Diversity and inclusion is good here - Buddy benches for those that need", "Lots of celebrations", "Diverse community and how we can learn about each other", "School accepts everyone and is really fair", "Everyone is equal-no matter if you have a disability or not", "It's cultural diversity!" - Opportunities - "There are lots of extra-curricular activities", "Lots of opportunities, music, dance, choir, knitting, calligraphy, languages", "Music programs are good here. We have fulltime music teacher and lots of variety of instruments" "Lots of opportunities for kids and a variety of activities" - Facilities - "The facilities are great- School Hall has been renovated and looks brand new", "We have good equipment in the playground and classrooms", "All the resources are good" "We have a good library and can go there during break times", "Canteen is so good and affordable", "Lots of space to play and lots of different activities" "Different areas to play not just one" "There are place to stay in the playground where you can go if you don't have anyone to play with" • <i>What is one thing the school could do better?</i> <p>Common Themes:</p> <ul style="list-style-type: none"> - Playground equipment and resources - "Install more play equipment in playground like slides, monkey bars" - Clean Environment - "Environment could be cleaner", "Strict rules for rubbish" - Bathroom Hygiene - "Bathroom maintenance of equipment" - More school academic activities - "More extension classes/activities and projects for academic students", "More selective classes in the school" <p>SKT - Staff Wellbeing Map</p> <ul style="list-style-type: none"> • <p>Overall, 84 student wellbeing programs were mapped across the school with 31 programs running every week, evidence of a balanced tiered support approach and external providers being engaged. Over the 5 domains of student wellbeing cognitive, social and emotional domains were</p>

<p>Surveys (e.g. Tell Them From Me, BeYou) and the data adapted from the Personal and Social Capability learning continuum demonstrate an increase in positive responses around engagement, self-regulation and wellbeing.</p>	<p>well catered for and balanced across all domains. There was little evidence of evaluation of programs being provided.</p> <ul style="list-style-type: none"> • Future directions are to increase the promotion of all programs and initiatives at the school both internally and externally. We will use the language of the five Wellbeing Domains when promoting initiatives. A Social Media team will be established and a Community Liaison Officer position will be placed in 2024. • In 2024, a careful consideration of purposeful programs that impact the majority of students across the five domains of cognitive, physical, social, emotional and spiritual will be a focus. Evaluative processes will be embedded in key areas to gather relevant and ongoing data. <p>Tell Them From Me Surveys</p> <p>The TTFM Student Satisfaction survey reveals that a majority of students express satisfaction with the school and the opportunities provided, particularly emphasising the abundance of extracurricular activities. Additionally, a considerable number of students reported feeling extremely confident in their ability to seek help if experiencing bullying. However, the data also highlights an area for future attention, namely, how to effectively support students in enhancing their sense of belonging, as this emerged as a significant factor contributing to the lack of enjoyment at school. This trend was observed across multiple stages.</p>
<p>Staff teaching Years 2, 4, and 6 collect baseline data on Personal and Social Capability learning continuum (even year).</p>	<p>Not Applicable (odd year)</p>
<p>The school has embedded systems for new and returning staff to be trained in the school's wellbeing approach and use the language in reflective conversations.</p>	<ul style="list-style-type: none"> • Students in every classroom have been involved or informed about the decision making process around the new positive support systems. • 100% of staff have contributed to the review, evaluation and implementation of the new positive support systems. • 100% staff were consulted and given the opportunity to provide feedback about future directions with our new Social and Emotional Wellbeing programs. • 100% staff received training in the process around addressing behaviours of concern, utilising the reflective conversations questions in alignment with our Behaviour Management Matrix and implementing the strategies in daily conversations.
<p>Parent surveys demonstrate improvements in 2/12 elements in the <i>School Assessment Tool</i> key dimensions: <i>Communicate, Connect learning at home and at school, and Participate</i> (compared to the baseline data)</p>	<p>PATH Survey</p> <p>Following the training sessions to prepare and upskill parents for the PaTH program, 75% of parents felt that the phonemic awareness, phonics and spelling was the most beneficial training. 50% of parents were keen to learn more about mathematics. 8 classes in K-2 were supported with a PaTH volunteer in 2023.</p> <p>Tell Them From Me Parent Survey</p> <p>To be completed in 2024 as it was decided that the same areas are addressed as in the school assessment tool and we have more substantial base-line data using this platform.</p> <p>Community Engagement</p> <p>The number of parents onsite for different events increased substantially in 2023 with at least 150 people attending each of the Mother's Day, Father's Day and Welcome Dinner events.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,000.11</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learner Agency <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact: The students who received this funding were provided with additional support and interventions, to ensure successful transition into our community. All staff engaged in professional learning that focused on developing understanding in the effects of trauma from students who are refugees, and strategies that can support these students at school.</p> <p>After evaluation, the next steps to support our students will be: To further develop staff understanding of trauma informed practice to continue to support our supports as necessary.</p>
<p>New Arrivals Program</p> <p>\$21,202.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Strathfield South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in improvement of New Arrival students in accessing curriculum in English language. The specialist New Arrival program focused on oral language development in English and later the focus progressed to reading and writing. The specialist teacher worked with classroom teachers to support New Arrival students and their teachers in engaging in classroom programs.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible. For example participating in teacher professional learning in PECS, using visual scaffolds. All students completing the New Arrival program are supported by EAL/D specialist teachers in the classroom and/or small group withdrawals.</p>
<p>Integration funding support</p> <p>\$368,828.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Strathfield South 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>

<p>Integration funding support</p> <p>\$368,828.00</p>	<ul style="list-style-type: none"> • Learner Agency • Data Informed Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. LaS meetings discuss integration funding decisions. Families and external providers co-contribute to the development and monitoring of the plan.</p> <p>After evaluation, the next steps to support our students will be: Ensuring integration funding will be adjusted throughout the year in response to student PLSPs so funding is used to specifically address each student's support needs.. Upskilling of SLSOs in supporting students achieve their targets.</p>
<p>Socio-economic background</p> <p>\$33,906.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Strathfield South 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"> • Effective Classroom Practice in Reading and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • employment of additional staff to support program implementation. • resourcing to increase equitability of resources and services • professional development of staff to support student learning <p>The allocation of this funding has resulted in the following impact: To provide support to targeted students, socio-economic background funding was combined with other equity loadings, enabling the employment of school learning support officers who offer in-class and small group support. All eligible students were provided with support for equitable participation in extra-curricular activities such as attending camps, school resources, uniforms, and classroom materials, as well as access to healthy food on a daily basis.</p> <p>After evaluation, the next steps to support our students will be: The school plans to continue providing assistance for equitable participation in extra-curricular activities and school resources, and to explore targeted literacy intervention programs to support students in literacy.</p>
<p>Aboriginal background</p> <p>\$7,846.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Strathfield South 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>

<p>Aboriginal background</p> <p>\$7,846.40</p>	<ul style="list-style-type: none"> • Data Informed Practices • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • release time for staff attending local network opportunities with and for our students 'Koori Connections' • participation in Strathfield Community of Schools Koori Connections program <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal participated in all Koori Connections activities, resulting in students developing a deeper understanding and appreciation of their own culture, strengthening relationships with indigenous peers across the network, exploring their cultural identity, and building pride in their heritage. All Aboriginal students have a Personalised Learning Pathway (PLP) which is written in conjunction with parents/carers to map learning goals for students, resulting in students feeling that their learning is relevant to their needs and interests as well as increasing ownership of learning and engagement with content. All students achieved their goals as documented in their PLPs.</p> <p>After evaluation, the next steps to support our students will be:</p> <ol style="list-style-type: none"> 1. In 202, we will review and streamline the PLP process for every Aboriginal student in collaboration with the LaST executive and the APC&I. 2. Openly engage with our network's Aboriginal Engagement Officers (AEO) and Home School Liaison Officers (HSLO) to collaboratively address individualised student learning goals. 3. Establish connections and engage more effectively with local AECG as we commence drafting our Reconciliation Action Plan.
<p>English language proficiency</p> <p>\$441,261.72</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Strathfield South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: All identified EAL/D students are supported in the classroom or through small group withdrawal by EAL/D specialist teachers. Families of EAL/D students are informed of student learning goals and EAL/D progressions on school reports. The Learning Support Team (LST) works in tandem with classroom teachers to provide targeted resources and program adjustments. Identified students are assisted to progress to higher levels of English proficiency. The employment of specialised community language teachers foster a sense of community connection, supporting English language proficiency.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students in class and in small group withdrawal as needs are identified. Continue professional learning for all staff to meet the needs of EAL/D students and maintain relationships built with Curriculum Advisor and EAL/D Network.</p>

<p>English language proficiency</p> <p>\$441,261.72</p>	<p>Continue to build partnerships with families by sharing identified needs and learning goals in English language proficiency.</p> <p>Utilise multilingual communication, including translations and translators in all communication formats, to ensure inclusivity and celebrate the diversity of the community.</p>
<p>Low level adjustment for disability</p> <p>\$254,021.04</p>	<p>Low level adjustment for disability equity loading provides support for students at Strathfield South 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"> • Learner Agency • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • SLSO timetables to accommodate for student social and emotional development in the classroom and on the playground • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSPs) • ongoing targeted professional learning for SLSOs in our Community of Schools, utilising the expertise of external specialists <p>The allocation of this funding has resulted in the following impact:</p> <p>The Learning and Support team (LST) offered interventions to students who needed extra assistance. Personalised Learning Support Plans (PLSPs) were created by class teachers that would aid students with additional needs. The progress of these identified students was monitored, and adjustments were reviewed through various meetings, such as stage meetings, Learning Support, parent and review meetings.</p> <p>Students who received integration funding were given Personalised Learning Support Plans (PLSPs) that were reviewed collaboratively at regular intervals and communicated to all stakeholders. Students achieved their PLSP goals, with the help of additional teachers and School Learning Support Officers who supported them in accessing a differentiated curriculum.</p> <p>On completion of the 2023 Wingara SLSO Community of Schools PL Program, SLSOs demonstrated increased confidence, skills and capacity in supporting students they worked with.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to provide professional learning opportunities for teaching and non-teaching staff (SLSOs), reviewing strategies to support student learning.</p> <p>Further develop and expand the "triage and case management approach" model for the Learning and Support team to meet students' needs at the point of need, including building teacher capacity through this model.</p>
<p>Professional learning</p> <p>\$45,897.24</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 Strathfield South 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"> • Effective Classroom Practice in Reading and Numeracy • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$45,897.24</p>	<ul style="list-style-type: none"> • whole staff professional learning in HPGE and the Differentiation Adjustment Tool to improve differentiation for identified students. • all staff continued using the Case Management Model to focus on improving outcomes for students in literacy and numeracy during weekly collaborative planning time with the Assistant Principal Curriculum and Instruction • staff participated in DoE micro learning modules on new 3-6 curriculum <p>The allocation of this funding has resulted in the following impact: Improved teacher confidence to identify students in the 4 domains of HPGE and differentiation of teaching and learning programs. Staff participated in quality professional learning and mentoring to develop personalised learning and support plans that are responsive to student learning needs. Expert coaching and mentoring was provided to staff to better cater for students with specific needs in their classrooms. This included the deployment of the Assistant Principal Curriculum and Instruction in classrooms and shoulder-to-shoulder teaching of experienced and early career teachers.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to support staff with personalised and targeted professional learning in the form of mentoring and co-teaching. Deliver ongoing professional learning for the 3-6 syllabus and continue ongoing professional learning for the K-2 syllabus. Continued professional learning, including data analysis and reviewing formative and summative assessment strategies to improve student learning outcomes in literacy and numeracy. Continue to develop and upskill early career teachers through the processes of professional learning and induction.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Strathfield South Public School from Kindergarten to Year 6.</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"> • Effective Classroom Practice in Reading and Numeracy • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: Students accessed teaching and learning activities based on identified needs which resulted in increased engagement and improved outcomes. Targeted professional learning for all teachers in reading comprehension and numeracy leading to reading and numeracy improvements both on internal and external measures. Job embedded collaborative time (Learn Collaborate and Grow) to allow teachers to analyse student data to measure evidence of impact across literacy and numeracy. 100% of K-6 teachers have completed 3-6 DoE micro-learning and NESA mathematics PL, Dr Chrissy Montelone PL and PL led by APC&I in whole-school and executive meetings. 100% of identified teachers participated in teaching sprints and reported a positive impact on their teaching and pedagogy.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will continue to provide APC&I support and professional learning opportunities in the form of mentoring and co-planning and strengthen teacher confidence in engaging with and assessing student proficiency. We will continue LCG time for all teachers to collaboratively plan to implement new syllabuses. APC&I to provide shoulder to shoulder support /mentoring</p>

<p>Literacy and numeracy</p>	<p>for teachers with the implementation of the new 3-6 syllabus and continued, ongoing support for K-2 teachers in embedding K-2 syllabus.</p>
<p>QTSS release \$124,523.14</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Strathfield South 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"> • Effective Classroom Practice in Reading and Numeracy • Data Informed Practices • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • implementation of reflective practice to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: This funding allowed our leadership team to enhance professional practice through collaboration and allowed them to meet with their teams to reflect on their practices and track student growth.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further enhance assessment practices in line with the new 3-6 syllabus. - Instructional leaders and Stage Team Leaders to continue to enhance professional learning and individualised coaching with a focus on explicit teaching. Continue evaluative and reflective practice eg learning walks/instructional rounds to strengthen quality teaching practices in literacy and numeracy.
<p>COVID ILSP \$65,489.94</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 to deliver small group tuition • providing intensive small group tuition for identified students who were at risk in reading • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: In 2024 the school will to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	377	369	347	315
Girls	340	317	283	269

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.8	94.8	91.0	93.8
1	92.1	94.2	89.6	92.2
2	92.5	94.2	91.3	92.3
3	93.1	94.9	90.4	93.0
4	93.7	95.0	89.5	93.1
5	93.8	94.6	90.3	92.6
6	93.1	91.3	89.9	93.5
All Years	93.0	94.1	90.3	93.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.14
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher EAL/D	3.2
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	2.2

*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	256,642.99
Revenue	7,546,348.06
Appropriation	7,009,668.01
Sale of Goods and Services	5,392.74
Grants and contributions	513,054.88
Investment income	11,863.93
Other revenue	6,368.50
Expenses	-7,608,997.81
Employee related	-6,573,229.31
Operating expenses	-1,035,768.50
Surplus / deficit for the year	-62,649.75
Closing Balance	193,993.24

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	277,097
Equity Total	737,036
Equity - Aboriginal	7,846
Equity - Socio-economic	33,906
Equity - Language	441,262
Equity - Disability	254,021
Base Total	4,542,142
Base - Per Capita	163,964
Base - Location	0
Base - Other	4,378,178
Other Total	841,695
Grand Total	6,397,969

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 used a combination of internal and external surveys along with focus groups to monitor the impact of community engagement and satisfaction from parents/caregivers, students and teachers.

PARENTS/CAREGIVERS

Parents as Teacher Helpers (PATHs):

Following the training sessions to prepare and upskill parents for the PaTH program, 75% of parents felt that the phonemic awareness, phonics and spelling was the most beneficial training. 50% of parents were keen to learn more about mathematics. 8 classes in K-2 were supported with a PaTH volunteer in 2023.

Parent Surveys:

High Potential Gifted Education - 100 parents attended the HPGE workshops, during which expert staff shared strategies on identifying potential across the domains and how to best support their children at home.

Positive Support Systems - All parents were provided the opportunity to provide feedback during the review of the behaviour support systems.

Community Events Attended:

Welcome Dinner - 105 adults completed the RSVP

Mother's Day Breakfast - 157 adults completed the RSVP

Father's Day Breakfast - 120 adults completed the RSVP

STUDENTS

Safeguarding Kids Together (SKT) Student Focus Groups:

- Participation - 65 students from 3-6 participated in 14 focus groups

- What do you like most about your school? Common themes: Supportive Teachers, Cultural Diversity, Opportunities, Facilities

- What is one thing the school could do better? Common Themes: Playground equipment and resources, Clean Environment, Bathroom Hygiene, More Academic Activities

Tell Them From Me (TTFM) Student Surveys:

The TTFM Student Satisfaction survey reveals that a majority of students express satisfaction with the school and the opportunities provided, particularly emphasising the abundance of extracurricular activities. Additionally, a considerable number of students reported feeling extremely confident in their ability to seek help if experiencing bullying. However, the data also highlights an area for future attention, namely, how to effectively support students in enhancing their sense of belonging, as this emerged as a significant factor contributing to the lack of enjoyment at school. This trend was observed across multiple stages.

TEACHERS

High Impact Professional Learning (HIPL) Survey:

Establish systems to support continuous and coherent professional learning - 47.8% staff answered Excelling & 39.1% Sustaining and Growing

Establish link between professional learning and individual development - 60.9% staff answered Sustaining and Growing & 26.1% Excelling

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.