

2023 Annual Report

Stroud Road Public School



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Introduction

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

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

School contact details

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School vision

At Stroud Road Public School we provide a quality, inclusive learning environment where staff are committed to developing confident, independent and creative learners. Staff work in partnership with parents and carers to maintain ongoing academic growth and an environment where all students are known, valued and cared for.

Through highly effective research-based teaching practices, teachers provide quality, differentiated learning programs informed by rigorous data analysis to ensure that every student improves every year.

Stroud Road students, staff and community work together to 'Participate, Learn and Succeed'.

School context

Stroud Road Public School is a small rural school on the traditional land of the Worimi people. Stroud Road is situated 8 kilometres north of Stroud and 40 kilometres south of Gloucester on 'The Bucketts Way'. Students come to school from homes based in the township of Stroud Road and from rural holdings in the surrounding area.

Stroud Road Public School is set on well-maintained grounds and caters for students from Kindergarten to Year 6. The school has one full-time Teaching Principal and a current enrolment of 8 students, including three Aboriginal students. We pride ourselves on working with each student to develop individualised learning goals supported by personalised teaching programs. These programs take into account the academic, physical, social and emotional needs of each child. The school is well-resourced with students having 1:1 access to a wide variety of technologies.

Stroud Road Public School enjoys strong, positive relationships with parents, carers and the wider community. The community works together to provide a safe, happy and supportive environment where quality education builds a solid foundation for future growth and success. Students develop confidence, co-operation, resilience, responsibility and a desire for lifelong, future focused learning.

Staff, students and the community were consulted in a thorough situational analysis prior to the development of our 2021-2024 Strategic Improvement Plan. Through this process it was identified that we need to move towards quality data-driven practices that result in all students accessing learning at their level. There will be a strong continued focus on embedding quality teaching practices, specifically explicit teaching and feedback, in literacy and numeracy programs. Through professional learning opportunities we will continue to build teacher capacity in using high impact teaching strategies that lead to students achieving expected growth and attainment in their learning. Student progress will be monitored through progression tracking and students identified as needing additional support will be given individualised intensive intervention.

Students will also be supported in developing a growth mindset that allows them to be leaders of their own learning through goal setting processes.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students show strong growth and attainment in reading and numeracy through explicit, research-informed teaching practices and the delivery of feedback. Teachers will improve their effectiveness 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.

- Quality Teaching of Reading
- Quality Teaching of Numeracy

Resources allocated to this strategic direction

Integration funding support
Socio-economic background
Low level adjustment for disability
Professional learning
AP Curriculum & Instruction

Summary of progress

- **Quality Teaching of Reading**
- **Quality Teaching of Numeracy**

Reading

In 2023, Close Reading continued to be implemented across years 3-6 to improve student outcomes in reading, as well as continued focus on Reading Fluency and Understanding Texts.

2023 also saw the effective implementation of the K-2 English syllabus.

To assist staff in the implementation of the new K-2 syllabus, professional learning on Literacy and Numeracy Implementation utilising the new syllabus was delivered to all staff. The Assistant Principal Curriculum and Instruction (APC&I) provided individualised support for staff during the implementation of the lessons and provided feedback to assist staff for future planning. From this professional learning, staff, with the support of the APC&I, developed targeted improvement measures specifically relating to the implementation of an effective phonics program and incorporating rich texts within the K-2 classroom.

As a result of the above processes all teaching staff were involved in the implementation of the new K-2 syllabus, as well as working toward the 2024 implementation of the 3-6 syllabus, specific to English. Student data in reading indicated significant improvement in processes and comprehension due to the Close Reading program.

A focus on enacting and embedding the K-2 syllabus, implementation of the new 3-6 syllabus, learning intentions, success criteria and providing quality feedback to students will be a priority for 2024. Student data also indicates that a focus on vocabulary specific to reading skills will be a focus across all stages.

Numeracy

In 2023, staff participated in professional learning around the implementation of the new K-2 Mathematics Syllabus and The Big Ideas in Number. The Assistant Principal Curriculum and Instruction (APC&I) supported staff in delivering the K-2 Mathematics syllabus and incorporated best practice strategies such as 'Talk Moves'. Staff engaged in High Impact Professional Learning (HIPL) as a part of a wider network priority on effective numeracy instruction across K-6. Staff also engaged in professional learning related to the upcoming 3-6 syllabus implementation. Stroud Road Public School staff also formed effective collaborative partnerships with other small schools to develop a K-6 Mathematics program, utilising the new K-2 and 3-6 syllabus documents.

A key focus of 2023 was the significant partnership with the Collaborative Support, Unique Settings (CSUS) team, focusing on Number and Place Value. This focus, as part of a wider network priority, allowed for shoulder-to-shoulder support in the effective instruction, data collection, data analysis, reflective practice and improvement in numeracy pedagogy across the school.

As a result of our focus this year, the school has seen a significant improvement in student achievement against the Numeracy Progressions, with 81% of our students consolidating understanding on assessed Number and Place Value indicators. This improvement has also been reflected in check-in data (school percentage of questions correct 71.7%), when compared to both state (65.2%) and similar schools (58.2%). Analysis of assessment data was used to support program implementation and to guide future teaching and learning programs.

In 2024, The school will focus on further deepening our understanding of new syllabus documents, with particular work in the areas of learning intentions and success criteria. As a school we will also continue to build capacity in the effective use of data to target learning for individual students at their point of need. Small Group tuition will focus on progressing students in years 3-6 through Number and Place Value into Additive Strategies, whilst students in K-2 will once again focus on Number and Place Value.

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 students 3-6 are able to demonstrate growth and achievement in Understanding Text over the year using the Literacy Progressions.	Review of student progress against the Literacy learning progressions indicates 100% of students 3-6 have demonstrated growth and achievement in Understanding Texts over the year.
All students K-6 are able to demonstrate growth and achievement in Number and Place Value over the year using the Numeracy Progressions	Review of student progress against the Numeracy learning progressions indicates 100% of students K-6 have demonstrated growth and achievement in Number and Place Value over the year.
<p>Effective Classroom Practice</p> <p>School self-assessment against the School Excellence Framework indicates the school has improved from Delivering to Sustaining and Growing and strengthening in the theme of Feedback.</p>	Self-assessment against the School Excellence framework shows the theme of Feedback to be Delivering.

Strategic Direction 2: Data Driven Practices

Purpose

To maximise student learning outcomes for every student and provide opportunities for students to achieve their potential growth, teachers will collaboratively develop, analyse and use assessment data to inform and modify their teaching programs in order to cater for the individual learning needs of all students. Students will utilise teacher feedback as an effective way of determining and monitoring their own learning goals.

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.

- Personalised Learning and Engagement
- Data Analysis and Use

Resources allocated to this strategic direction

Socio-economic background

Location

QTSS release

Per capita

Aboriginal background

Low level adjustment for disability

Professional learning

Summary of progress

The focus for 2023 was on improving student attendance, specifically increasing the proportion of students attending >90% of the time to 80%.

This involved implementing evidence informed attendance improvement practices across the school population, as well as targeted improvement measures for identified students. Staff engaged in High Impact Professional Learning (HIPL) on attendance improvement, conducted analysis of student attendance data and implemented evidence-based attendance improvement processes and practices. The school adopted an individualised case-management approach, focusing on target students and families and working collaboratively to monitor and gradually improve attendance.

As a result, there was an improvement in student attendance, both overall attendance rates as well as the percentage of students attending more than 90% of the time. However, the improvement measure of 80% of students attending >90% of the time was not met.

Next year our focus will be on embedding evidence-based attendance improvement processes and practices to continue to improve student attendance across both relevant metrics; overall attendance rates as well as percentage of students attending greater than 90% of the time.

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 collaboratively establish literacy and numeracy learning goals with the teacher based on feedback and their achievement as tracked on the progressions PLAN2. All student can articulate their learning goals to their peers, teachers and parents.	All students regularly collaborate with their teacher, utilising feedback, to establish literacy and numeracy learning goals. In 2024, there will be an increased emphasis on transparently sharing student learning as tracked on the progressions in PLAN2.
Attendance: Increase proportion of	The number of students attending school 90% of the time or more has

<p>students attending >90% of the time to 80%.</p>	<p>increased.</p>
<p>School self-assessment of the element Assessment indicates maintaining at Sustaining and Growing with excellence in the theme of Whole School monitoring of student learning.</p> <p>School self-assessment of the element Data Skills and Use indicates improvement from Delivering to Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use while the element of Assessment has remained at Sustaining and Growing.</p>
<p>School assessment processes for identifying gifted students or those with high potential across all four domains are embedded within the whole school assessment schedule.</p>	<p>Delayed initiatives in Semester Two have contributed to this work being postponed to 2024. Although staff have engaged in some professional learning related to HPGE, identification processes are yet to be embedded across the school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$19,610.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Stroud Road 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"> • Quality Teaching of Numeracy <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 <p>The allocation of this funding has resulted in the following impact: Students are working one on one with either the classroom teacher or SLSO to support their learning needs in literacy and numeracy. Students have demonstrated significant growth in Number and Place Value, as evidenced by tracking of student data within PLAN2. Students with additional learning needs have also received significant and meaningful one to one assistance to help support health needs, social development and overall student wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Continuing to embed effective data collection practices and evidence-based numeracy pedagogies within the classroom. Due to the significant impact resulting in the allocation of funds, the school will continue to embed this staffing model moving forward.</p>
<p>Socio-economic background</p> <p>\$17,959.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stroud Road 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"> • Quality Teaching of Numeracy • Personalised Learning and Engagement <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 Numeracy program implementation. <p>The allocation of this funding has resulted in the following impact: This funding has allowed for the employment of a full-time classroom teacher, as well as an SLSO to support student's learning needs in literacy and numeracy. Students have demonstrated significant growth in Number and Place Value, as evidenced by tracking of student data within PLAN2.</p> <p>After evaluation, the next steps to support our students will be: Due to the significant impact resulting in the allocation of funds, the school will continue to embed this staffing model moving forward.</p>
<p>Aboriginal background</p> <p>\$4,697.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stroud Road 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"> • Personalised Learning and Engagement

<p>Aboriginal background</p> <p>\$4,697.19</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: This funding has allowed for the employment of a full-time classroom teacher, as well as an SLSO to support student's learning needs in literacy and numeracy. Students have demonstrated significant growth in Number and Place Value, as evidenced by tracking of student data within PLAN2.</p> <p>After evaluation, the next steps to support our students will be: Due to the significant impact resulting in the allocation of funds, the school will continue to embed this staffing model moving forward.</p>
<p>Low level adjustment for disability</p> <p>\$18,228.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Stroud Road 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"> • Quality Teaching of Numeracy • Personalised Learning and Engagement <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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: This funding has allowed for the employment of a full-time classroom teacher, as well as an SLSO to support student's learning needs in literacy and numeracy. Students have demonstrated significant growth in Number and Place Value, as evidenced by tracking of student data within PLAN2.</p> <p>After evaluation, the next steps to support our students will be: Due to the significant impact resulting in the allocation of funds, the school will continue to embed this staffing model moving forward.</p>
<p>Location</p> <p>\$1,190.40</p>	<p>The location funding allocation is provided to Stroud Road Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: This funding has allowed for the employment of a full-time classroom teacher, as well as an SLSO to support student's learning needs in literacy and numeracy. Students have demonstrated significant growth in Number and Place Value, as evidenced by tracking of student data within PLAN2. All students were also able to experience whole-school excursions free of charge.</p> <p>After evaluation, the next steps to support our students will be: Due to the significant impact resulting in the allocation of funds, the school</p>

<p>Location</p> <p>\$1,190.40</p>	<p>will continue to embed this staffing model moving forward.</p>
<p>Professional learning</p> <p>\$5,008.16</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 Stroud Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching of Numeracy • Personalised Learning and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Familiarisation and proficiency in using the new K-2 and 3-6 syllabus. • Aboriginal Education and embedding Aboriginal perspectives. • Teacher relief for staff engaging in professional learning • Course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Through a continuous cycle of improvement centered around High Impact Professional Learning at Stroud Road Public School, staff have significantly improved their proficiency in delivering to a high standard the new K-2 and 3-6 syllabus. Staff have improved pedagogy in Numeracy, as evidenced by the significant growth of all students within Number and Place Value. Following significant Professional Development, staff also improved the provision of quality curriculum for Aboriginal students and embedding of Aboriginal Perspectives throughout the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Staff Professional Learning in 2024 will be centered around quality instruction in numeracy, quality instruction in reading, supporting student attendance as well as effective evaluative practices.</p>
<p>QTSS release</p> <p>\$2,130.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stroud Road 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"> • Personalised Learning and Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: This funding has allowed for the employment of a full-time classroom teacher, as well as an SLSO to support student's learning needs in literacy and numeracy. Students have demonstrated significant growth in Number and Place Value, as evidenced by tracking of student data within PLAN2.</p> <p>After evaluation, the next steps to support our students will be: Due to the significant impact resulting in the allocation of funds, the school will continue to embed this staffing model moving forward.</p>
<p>COVID ILSP</p> <p>\$11,357.43</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>

COVID ILSP

\$11,357.43

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

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

- providing targeted, explicit instruction for student groups in numeracy - Number and Place Value
- providing intensive small group tuition for identified students.
- development of resources and planning of small group tuition
- providing targeted, explicit instruction for student groups in literacy - Reading Fluency

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

Students involved the COVID ILSP program have demonstrated significant growth within the Literacy and Numeracy Progressions in the areas of Number and Place Value as well as Reading Fluency.

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

Due to the effectiveness of Small Group Tuition within the Stroud Road Public School setting, this model will be continued into 2024 with a focus on Additive Strategies.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	6	4	7	5
Girls	6	4	6	3

Student attendance profile

School				
Year	2020	2021	2022	2023
K			70.5	69.6
1	73.4		58.9	89.6
2	84.6			59.2
3		90.8		
4	91.5		88.3	
5	83.0	90.9	87.9	85.8
6	90.4	90.6	88.3	86.1
All Years	86.0	90.8	82.0	80.9
State DoE				
Year	2020	2021	2022	2023
K			87.9	91.1
1	91.7		87.4	90.5
2	92.0			90.8
3		92.7		
4	92.0		87.4	
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	91.9	92.1	87.2	90.5

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	114,910.08
Revenue	505,393.33
Appropriation	495,508.98
Grants and contributions	7,503.59
Investment income	2,380.76
Expenses	-458,397.87
Employee related	-410,090.68
Operating expenses	-48,307.19
Surplus / deficit for the year	46,995.46
Closing Balance	161,905.54

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	0
Equity Total	40,885
Equity - Aboriginal	4,697
Equity - Socio-economic	17,959
Equity - Language	0
Equity - Disability	18,228
Base Total	325,746
Base - Per Capita	3,383
Base - Location	1,190
Base - Other	321,172
Other Total	55,970
Grand Total	422,600

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

Stroud Road Public School actively seeks and acts upon feedback from the wider school community, including in particular parents/caregivers, students and teachers. When gathering this data, traditional collection methods such as surveys can at times not be suitable for publication due to low participant numbers relating to de-identification principles. Below is a snapshot of parent and student satisfaction during 2023.

Parent Satisfaction

The following 5 questions were posed to parents related to 'feeling welcome at school' on a graded scale from 0-10.

- I feel welcome when I visit the school.
- I am well informed about school activities.
- Teachers listen to concerns I have.
- I can easily speak with the school principal.
- Written information from the school is in clear, plain language.

Parents at Stroud Road Public School reported a mean score of 9.7/10.

The following 5 questions were posed to parents related to 'parents are informed' on a graded scale from 0-10.

- If there were concerns with my child's behaviour at school, the teachers would inform me immediately.
- I am informed about my child's behaviour at school, whether positive or negative.
- The teachers would inform me if my child were not making adequate progress in school subjects.
- I am well informed about my child's progress in school subjects.
- I am informed about my child's social and emotional development.

Parents at Stroud Road Public School reported a mean score of 8.4/10.

The following question was posed to parents to ascertain the effectiveness of Student Achievement Reports:

- My child's school reports provide me with information on how to best support my child in their learning.

80% of parents at Stroud Road Public School Agree with the above statement, while 20% Strongly Agree with the above statement.

The following question was posed to parents to ascertain the areas of school operation that the school has sought parent input in.

Has the school sought your input into, or opinions about: Tick all that apply.

- School planning (SP)
- Development or review of school policies (DSP)
- Teaching practices (TP)
- Curriculum (Key Learning Area) delivery (KLA)
- School reporting procedure to parents (SRP)

Parents at Stroud Road Public School reported that the school had sought parent input for all of the above areas of school operations.

Student Satisfaction

Students at Stroud Road Public School engaged in two feedback snapshots throughout 2023 via Tell Them From Me. These snapshots demonstrate significant improvement in student satisfaction throughout the year in many metrics.

- 67% of students feel a positive sense of belonging at school, up from 60% in Snapshot 1.
- 100% of students value schooling outcomes, up from 60% in Snapshot 1.
- 100% of students indicate they consistently demonstrate positive behaviour at school, up from 80% in Snapshot 1.
- 100% of students are interested and motivated at school, up from 20% in Snapshot 1.
- 100% of students indicate they put in a high degree of effort at school, up from 80% in Snapshot 1.
- Using a graded scale from 0-10, students gave an average of 8/10 for time being used at school for effective learning experiences, up from an average of 7.2/10 in Snapshot 1.
- Using a graded scale from 0-10, students gave an average of 8.2/10 for explicit teaching and feedback practices used by teachers, up from an average of 6.8/10 in Snapshot 1.
- Using a graded scale from 0-10, students gave an average of 8.0/10 for feeling a sense of advocacy at school, up from an average of 7.0/10 in Snapshot 1.
- Using a graded scale from 0-10, students gave an average of 8.2/10 for experiencing a positive teacher-student relationship, up from an average of 7.8/10 in Snapshot 1.
- Using a graded scale from 0-10, students gave an average of 7.0/10 for experiencing a positive learning climate, up from an average of 4.7/10 in Snapshot 1.

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.