

2023 Annual Report

Toomelah Public School



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Introduction

The Annual Report for 2023 is provided to the community of Toomelah 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

Our vision is to have a school with strong community links, cultural learning, and perspectives that provide a challenging and stimulating learning environment. All students are supported to learn, to ensure they are powerful, skilled and educated lifelong learners who achieve academic success.

School context

School context

Toomelah Public School is a Connected Communities primary school located in the far north west New South Wales and stands proudly on Gomeri Country. We have a current enrolment of 45 students, all of whom are Aboriginal. School numbers have increased over the past four years which is a positive trend. Due to the transient nature of our school community numbers can fluctuate throughout a year. Our FOEI is 226 identifying us as a low socio-economic rural and remote school. We receive a high level of funding due to these combined circumstances. Toomelah has a high staff mobility.

Toomelah Public School is committed to excellence in education. There is a strong ethos of inclusion and commitment to education of the whole child through the provision of quality education and welfare practices. We value a culture of teamwork, with community involvement encouraged in all aspects of school life. The school works closely with the local AECG and its community reference group.

Toomelah is a Positive Behaviour for Learning school and also uses the Berry St model school wide. Language and Cultural teaching is a feature of the school and students have weekly lessons delivered by the Aboriginal Education Officer, Community Elders and local community members.

The Connected Communities (CC) strategy, positions Toomelah Public School as a community hub. It broadens the influence of our community and school leadership, to play a role in the delivery of key services and supporting, inspiring and motivating children from birth through to transition to school and transition to high school.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance all staff will use evidence-informed strategies and embed evaluative practice to meet the needs of individual students. Students will become resilient and confident lifelong learners who are aware of their own progress. There is a culture of high expectations from students, staff and community.

Initiatives

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

- Quality Literacy and Numeracy
- Attendance

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
AP Curriculum & Instruction
Aboriginal background
Integration funding support
QTSS release

Summary of progress

Our literacy focus for 2023 was reading. Through engaging with our literacy consultant teachers participated in high-impact professional learning and were guided through the process of developing consistent evidence-informed practices across the school. Teachers planned the inclusion of quality reading activities in their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes tracked through the collection and analysis of bench marking data has shown improvement across the school in our reading results.

Throughout 2023, the Learning and Support team (LST) worked with students across K-6. Targeted intervention programs focused on literacy, numeracy, and wellbeing. Data was consistently used to make informed decisions around targeted intervention and personalised instruction. Students who received LST intervention were closely monitored and were assessed to evaluate and modify learning experiences and to determine 'where to next'. All Stages were participated in the MiniLit/MultiLit program.

In numeracy, the key area of number featured significantly in Strategic Direction 1 this year. Teachers explored and analysed assessment data to develop a shared understanding across staff about the need to improve in this area. Teachers participated in hands on professional learning to broaden their understanding of how the content builds from kindergarten to year 6 in number. The COVID Intensive Learning Support Program supported stage 2 and 3 in number.

Our school attendance is monitored by all staff and regularly discussed at staff and executive meetings. A variety of systematic processes and initiatives are implemented to engage the school and community. The Leader Community Engagement has regular contact with parents regarding attendance and works closely with staff. We have a morning breakfast, sport and art program encouraging students to arrive on time. The school funds three buses to assist students' daily attendance and provide transport to extra-curricular activities outside of school hours, such as the Police Citizens Youth Club afternoons and holiday vacation care activities. Our students receive regular rewards due to great attendance; this includes recognition on the board in the front foyer, assemblies, in class and attending reward excursions. Our barriers include 'sorry business' and ongoing student health issues.

Next steps

- Further embed, strengthen, and improve teacher capacity in the teaching of reading including fluency and comprehension.
- 3-6 teachers will be supported to implement the new 3-6 English and Mathematics Syllabuses in 2024.
- Number teaching, learning and assessment will be a focus area in 2024.
- In 2024 our Assistant Principal mentor will work closely with class teachers to build concrete resources and focus on the language of mathematics in teaching and learning programs.
- In 2024 we will include student voice on why they feel attending school is important and what can we do to best support them.

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
Attendance: <ul style="list-style-type: none">• A growth of 10% of students achieving 90% attendance or more.• A growth of 20% of students achieving 80-90% attendance or more.	The number of students attending school 90% of the time or more has increased. We have also had a significant increase in the 80-90% bracket.
Reading: <ul style="list-style-type: none">• An increased proportion of 2023 students K-6 attaining a 'C' or above in reading, compared with 2022 students.	We maintained our level of students attaining a level 'C' in reading for student reports.
Numeracy: <ul style="list-style-type: none">• An increased proportion of 2023 students K-6 attaining a 'C' or above in whole number, compared with 2022 students.	We achieved a significant increase of students achieving a 'C' in number across the school.

Purpose

Teachers participate in evidence based professional learning to build knowledge and understanding of best practice that ensures continuous improvement of all students. Students are highly engaged across all KLAs.

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.

- Continuous improvement through best practice
- Students engaged through innovative practice.

Resources allocated to this strategic direction

QTSS release

Socio-economic background

Low level adjustment for disability

Beginning teacher support

AP Curriculum & Instruction

Aboriginal background

Summary of progress

During 2023 TPS participated in external validation. The staff took part in a situational analysis which reflected on the school's contextualised understanding of the current reading practices and student outcomes across the school.

This led to the school's focus for 2023 continuing to be on data informed teaching and learning, and high impact teaching practices to improve the learning outcomes for all students in reading. Focusing on the triangulation of data and high impact professional learning, teams were guided through how to unpack internal and external data. In combination with our literacy consultant and DoE EAL/D Leader, we created professional dialogue on current data utilising SCOUT and internal school data which was triangulated to support the learning needs of students and the future directions of explicit teaching practices in reading.

Whole school professional learning about growing an assessment culture has helped staff evaluate current practices and has seen teachers reflect on their use of formative assessments to monitor progress and set learning goals and will be a target in 2024. Access and close analysis of external assessment data, such as NAPLAN, Check in Assessments and Year 1 Phonics Screening has become a more regular practice in grade teams and has been used to inform future directions of teaching and learning. Teachers have increased their knowledge and understanding of the importance of collecting, unpacking and analysing data.

Connecting whole school professional learning into K-2 and 3-6 collaborative planning remains an important focus to ensure staff recognise that planning days sessions are an extension of the whole school Inquiry process. Staff have identified that collaboration is important and valued, however there is a need to continue to build a shared definition of collaboration and redefine the expectations, purpose and outcomes of collaborative planning.

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
Strengthen our position in "Delivering" in Underpin professional learning with strong evidence-based research, as mentioned in High Impact Professional Learning (HIPL) school self-assessment tool.	We have increased level of evidenced-based research that underpins High Impact Professional Learning (HIPL). This is evident in our close relationship with our literacy consultant. Our focus in 2023 was visible learning including learning behaviours and data use.
Strengthen our position in Sustaining and Growing in "Professional Learning"	Self-assessment against the School Excellence Framework and based upon our evidence from external validation shows the school currently

in the domain of Teaching and Learning as measured in the School Excellence Framework.	performing at delivering in the element of Professional Learning.
Strengthen our position in Sustaining and Growing in "A Planned Approach to Wellbeing" in the domain of Learning as measured in the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Wellbeing.

Strategic Direction 3: Community, Connection and Culture

Purpose

There is a school and community wide, collective responsibility for student wellbeing and learning. Parents and community are active participants and regularly engage in school events.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation and collaboration with parents and community. Community support the students and school to connect to their culture and engage in learning opportunities.

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.

- Language and Culture
- Partners in Learning
- Wellbeing

Resources allocated to this strategic direction

Location

Professional learning

Socio-economic background

Aboriginal background

Per capita

Summary of progress

Community, Connection and Culture- Toomelah staff and students participate in weekly language and cultural lessons. We also have whole weeks and numerous days per year dedicated to learning about Gamilaraay language and culture. Classes learn both in the classroom and on Country. We successfully continued our a monthly 'yarn up' for community to attend and be a voice in the school. NAIDOC week, Culture Week and on Country community events were well support and attended by community, this included our Parent Reading program run by our Literacy Consultant. Our Positive Behaviour for Learning team, created explicit lessons targeting behavioural expectations. The school is a member of the City Country Alliance- providing professional learning for staff and linking rural and remote students with city students. We have strong connections with allied health professionals including the Toomelah clinic, speech, hearing, dentistry, occupational therapy, and numerous other community support providers that assist both at home and school. Next steps will be the ongoing and continued review of current wellbeing programs as well as participating in The Resilience Project which will focus on gratitude, empathy and mindfulness. Staff development days one and two in 2024 will be Connecting To Country which is run by our AECG. The intention of the days is to raise cultural awareness unique to Toomelah.

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
Strengthen our position in Delivering in "Community Engagement" in the Leading domain as measured in the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Community Engagement.
At least a 15% increase of students reporting Expectations for Success, Advocacy and Sense of Belonging at school as measured in the Tell Them From Me survey.	Our Tell Them From Me data indicates 90% of students report a positive sense of belonging and that 91% of surveyed students valued their schooling outcomes.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,813.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toomelah 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 Literacy and 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: Targeted support for the identified students to support their engagement in the classroom and playground. Most of the students supported experienced a decrease in the number of negative behaviour incidents and a reduced number of suspensions.</p> <p>After evaluation, the next steps to support our students will be: Targeted funding for identified students will continue to be used to support their successful engagement in both class and playground environments. The role of the Student Learning Support Officer will be to continue to promote student learning.</p>
<p>Socio-economic background</p> <p>\$142,302.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toomelah 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 Literacy and Numeracy • Continuous improvement through best practice • Students engaged through innovative practice. • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Toomelah Public School effectively supported the transition of students from low socio-economic backgrounds through leading and teaching the TPS transition Program. Staff met with families, invited and responded to agency suggestions on strategies to support transition, established avenues for open communication between stakeholders and organised information visits through our transition to school program. Students receiving what they need to access school each day. Students are receiving interventions on the playground and around the school so that they feel safe, included and supported.</p> <p>After evaluation, the next steps to support our students will be: The school will continue with these initiatives during 2024 and will continue to support families with who need assistance to access programs and excursions.</p>
<p>Aboriginal background</p> <p>\$187,551.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toomelah 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</p>

<p>Aboriginal background</p> <p>\$187,551.97</p>	<p>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"> • Quality Literacy and Numeracy • Attendance • Students engaged through innovative practice. • Partners in Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: All students showing greater engagement and participation in their learning. This year we delivered student PLP's linked to SMARTER goals. All students identified a Literacy, Numeracy and a cultural goal. The PLP days were held each term as a celebration and included students, staff and community. In term 4 we started a reward incentive as part of our assemblies.</p> <p>After evaluation, the next steps to support our students will be: In 2024 the AEO will work with the students, parents and classroom teachers to collaborate on PLPs for all Aboriginal students. We will also revise the current PLP process to involve carers authentically in the process of developing, monitoring and celebrating students goals.</p>
<p>English language proficiency</p> <p>\$52,920.71</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Toomelah 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 Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - whole staff Professional Learning delivered which improved the confidence and knowledge of the EAL/D learning progressions to use PLAN2 for support groups. - building capacity of SLSO team to support students with identified needs & IFS funding, resulting in more students receiving targeted support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - purchasing of physical resources and furniture to improve learning support spaces and targeted programs.
<p>Low level adjustment for disability</p> <p>\$65,260.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Toomelah 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"> • Continuous improvement through best practice

<p>Low level adjustment for disability</p> <p>\$65,260.85</p>	<ul style="list-style-type: none"> • Students engaged through innovative practice. <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 • 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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: Student negative incidents were reduced due to a proactive and supportive School Learning and Support Officer program. This program was data driven and meant that initiatives like active playground support assisted students in the playground. There was a tiered approach to support which aligned with the Learning and Support processes of the school.</p> <p>After evaluation, the next steps to support our students will be: During 2024, the school will continue to employ School Learning and Support Officers to support students in implementing a tiered approach to student need.</p>
<p>Location</p> <p>\$54,958.99</p>	<p>The location funding allocation is provided to Toomelah 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"> • Language and Culture <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 • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Increased opportunities and choices for students including language and culture.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$18,266.65</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 Toomelah 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"> • Language and Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Staff and students participating in Connecting to Country and visiting and learning about the history of Toomelah. These learning opportunities lead to us working closely with the EAL/D advisor and creating a professional learning unit based on Aboriginal English.</p>

Professional learning \$18,266.65	<p>After evaluation, the next steps to support our students will be: Continue to review our culture and language lessons and support surrounding schools in Gamilaraay language and culture.</p>
QTSS release \$7,812.29	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Toomelah 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"> • Attendance • Continuous improvement through best practice <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 • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: All staff collaborated with executive staff on their professional goals for the year and worked towards the achievement of these goals. Executive staff met both strategically throughout the PDP cycle and on a needs basis to support staff members in working towards their goals. This is an individualised and collaborative process that occurred systematically and routinely within the school.</p> <p>After evaluation, the next steps to support our students will be: To provide Assistant Principals with additional release time to support classroom programs and the implementation of the new syllabus K-6.</p>
COVID ILSP \$55,397.13	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <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: 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	21	19	13	17
Girls	24	22	30	33

Student attendance profile

School				
Year	2020	2021	2022	2023
K	61.1	64.0	74.2	73.6
1	59.2	80.4	62.9	79.0
2	60.2	70.6	76.8	84.6
3	69.7	79.8	63.3	86.9
4	65.4	73.1	65.6	79.2
5	66.9	66.4	74.9	78.0
6	68.9	66.6	62.6	82.7
All Years	63.6	71.9	68.8	79.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.4
Classroom Teacher(s)	3.92
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.9
Other Positions	1

*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	482,640.40
Revenue	2,629,249.25
Appropriation	2,528,923.79
Grants and contributions	38,245.94
Investment income	14,206.81
Other revenue	47,872.71
Expenses	-2,535,326.33
Employee related	-1,991,405.00
Operating expenses	-543,921.33
Surplus / deficit for the year	93,922.92
Closing Balance	576,563.32

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	65,376
Equity Total	448,036
Equity - Aboriginal	187,552
Equity - Socio-economic	142,303
Equity - Language	52,921
Equity - Disability	65,261
Base Total	504,174
Base - Per Capita	11,191
Base - Location	54,959
Base - Other	438,024
Other Total	1,120,533
Grand Total	2,138,119

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 the Tell Them From Me survey, it was positive that 95% of parents feel welcome when they visit the school. Parents also feel confident discussing any issues or concerns with the classroom teacher.

In our student survey it was positive to see 78% of students feel good about their culture. Additionally 70% of students feel proud of their school.

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.