

# 2023 Annual Report

## Urana Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Urana 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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Urana Public School

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## School vision

Urana Public School is an inclusive, personalised and innovative learning environment with authentic experiences through real world connections.

This is achieved through the delivery of high quality education driven by explicit teaching, high expectations, evidence-based programs and a collaborative approach which results in a dynamic classroom with engaged learners who reach their full potential.

We work together to create a positive school culture and foster valuable connections where the whole community can connect, succeed and thrive.

## School context

Urana Public School is located on Wiradjuri land, in southern NSW in the Riverina region, in the small rural township of Urana. There are currently 11 student enrolments from Kindergarten to Year 6.

Urana PS regularly joins with other nearby small schools and central schools to participate in carnivals, performances, workshops and engagement activities. We pride ourselves in providing diverse opportunities including sports gala days, science fairs, STEAM (Science, Technology, Engineering and Maths) camps, musical performances and excursions. A school chaplain has been employed two days per week and runs engaging after school activities as well as integrated wellbeing programs.

The school community is focused on providing students with as many new experiences as possible in order for each individual child to discover their unique talents and to grow and develop as a whole person. There is also a strong focus on the delivery of high quality literacy and numeracy teaching and learning activities in order for students to achieve excellence.

The school completed a situational analysis to understand the strengths and areas for improvement to ensure all students continue to succeed. As part of this process we consulted with staff, community and students. Our focus for the next four years has been determined and includes a focus on engagement with community, assessment, wellbeing and staff performance.

The school will continue to evaluate its progress and make adjustments to the strategic improvement plan as required.

## Self-assessment and school achievement

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

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To increase student outcomes in reading, writing and numeracy, teachers know how individual students are progressing with their learning and collaborate to plan and explicitly teach high quality and personalised literacy and numeracy 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.

- Staff performance
- Assessment for Learning and Individualised Planning

### Resources allocated to this strategic direction

Socio-economic background

AP Curriculum & Instruction

Location

Low level adjustment for disability

QTSS release

Professional learning

Literacy and numeracy

Per capita

Aboriginal background

### Summary of progress

The focus for 2023 was to build teacher capacity by utilising high quality professional learning and consistent assessment practices in order to analyse data and plan for differentiated and individualised learning. This involved teachers collaborating widely both internally and externally to gain a deep understanding of the new K-2 syllabus and develop scope and sequences. Teachers participated in quality "writing" and "phonics" professional learning, followed consistent internal and external assessment practices, and triangulated the data in order to plan for individualised learning. Observations of teachers' lessons were also undertaken according to their Professional Development Plans and feedback given and evaluated.

As a result of these practices, student learning was scaffolded to meet individual needs, and specific and measurable goals were achieved. However, some students require additional ongoing support, and external assistance has been sought, for example, with the NSW Centre for Effective Reading.

In 2024 the focus will be to continue with an integrated approach to quality teaching, effective classroom practice, curriculum planning and delivery, and assessment to promote learning excellence and responsiveness in meeting the needs of all students. There will also be a focus on developing teacher capacity to deliver high quality numeracy learning experiences, in order to increase student outcomes.

### 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
<b>Reading Growth</b> Increase the percentage of Years 3 to 6 achieving or exceeding expected growth in the sub-element understanding texts of the National Literacy Progressions and internal data.	Most students have demonstrated growth in reading using the learning progressions.  Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage of Years 3 to 6 achieving or exceeding expected	Most students have demonstrated growth in numeracy using the learning progressions.

growth in the sub-elements additive strategies and multiplicative strategies of the National Numeracy Learning Progressions and internal data.

Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

## Strategic Direction 2: Educational Leadership

### Purpose

To enhance student well-being and engagement, the school will work in partnership with parents and community to maintain high expectations, aspirations and embrace positive change.

### 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.

- Student Well-being and Engagement
- Community Engagement

### Resources allocated to this strategic direction

### Summary of progress

The focus for 2023 was to embed evidence based wellbeing strategies by collaborating with the whole school community and other agencies to ensure all students fulfill their potential. This involved procuring a grant to employ a school chaplain to run wellbeing programs and after school activities.

Parents/carers and the wider community were provided with opportunities and encouraged to support student engagement and celebrate successes. Students were also engaged in school life with music programs and instrument tuition, inter-school sports, excursions, incursions and leadership opportunities. The school community also engaged in external community activities, for example, Anzac Day and Remembrance Day ceremonies.

Teachers delivered quality personal development lessons and consistently followed a whole school behaviour management plan. As a result of these practices, students were engaged in teaching and learning experiences and in a "Small School" school satisfaction survey, students reported a rating of 4.5 out of a possible 5 stars in answers to wellbeing questions. The results of the parent and staff surveys also indicated that students are happy and engaged at school.

In 2024 school culture will continue to be strongly focused on learning and wellbeing, the building of educational aspiration and ongoing performance improvement throughout the school community.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Attendance</b> Data will indicate an uplift in students attending more than 90% of the time.	The number of students attending school 90% of the time or more has been maintained.
<b>Well-being</b> Data will indicate there is a maintenance of the number of students reporting improvement in expectations for success, advocacy and sense of belonging at school	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$22,427.49</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Urana Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff performance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through specific literacy and numeracy professional learning to support student learning</li> <li>• employment of additional staff to support differentiated literacy and numeracy program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Increased reading outcomes for targeted individual students</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to support staff through professional development to target individualised student learning.</li> </ul>
<p>Aboriginal background</p> <p>\$1,006.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Urana 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff performance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- an increase (&gt;50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$18,013.95</p>	<p>Low level adjustment for disability equity loading provides support for students at Urana Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff performance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in</li> </ul>



<p>Low level adjustment for disability</p> <p>\$18,013.95</p>	<p>improvement for students with additional learning needs</p> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</li> </ul>
<p>Location</p> <p>\$16,867.82</p>	<p>The location funding allocation is provided to Urana Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff performance</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Principal released in order to effectively undertake administration duties.</li> <li>- The temporary teacher delivered other Key Learning Areas and targeted student needs exposing students to an increased variety of teaching styles and expertise. .</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to employ a temporary classroom teacher, to release the principal and target student learning in other Key Learning Areas.</li> </ul>
<p>Professional learning</p> <p>\$6,103.96</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 Urana Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff performance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• -all staff participated in quality professional learning in literacy to target the individual needs of students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- there was an improvement in reading and writing outcomes for targeted students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to participate in quality professional learning in order to increase literacy and numeracy learning outcomes for all students.</li> </ul>
<p>QTSS release</p> <p>\$2,367.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Urana Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff performance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$2,367.36</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</li> </ul>
<p>COVID ILSP</p> <p>\$1,675.50</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers and SLSOs to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- the majority of the students in the program achieving significant progress towards their personal learning goals</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
<p>Per capita</p> <p>\$3,383.38</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Urana Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Staff performance</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• - employment of teacher for small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- the majority of the students in the program achieving significant progress towards their personal learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to utilise this funding towards employing a teacher or SLSO to target individual student needs.</li> </ul>
<p>AP Curriculum &amp; Instruction</p> <p>\$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

AP Curriculum & Instruction

\$31,017.60

- Staff performance

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

- collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum

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

- teachers consistently collecting and analysing student data which then informed planning for ongoing teaching and learning, targeting individual student need.

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

- continue to employ and APCI to support teachers and students, in order to target individual student need.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	6	2	9	9
Girls	1	2	4	3

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	83.1	86.0	94.6	80.0
1			93.5	95.4
2	87.4	97.8		94.2
3		0.0	93.8	
4	85.3	0.0	98.2	96.8
5	93.7	98.9	94.5	81.9
6	95.1	100.0	90.1	86.8
All Years	89.6	89.7	94.2	89.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1			87.4	90.5
2	92.0	92.6		90.8
3		92.7	87.6	
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	87.3	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

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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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	95,150.27
<b>Revenue</b>	506,826.48
Appropriation	499,063.31
Grants and contributions	3,972.96
Investment income	3,790.21
<b>Expenses</b>	-488,308.70
Employee related	-401,536.23
Operating expenses	-86,772.47
<b>Surplus / deficit for the year</b>	18,517.78
<b>Closing Balance</b>	113,668.05

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	41,448
Equity - Aboriginal	1,007
Equity - Socio-economic	22,427
Equity - Language	0
Equity - Disability	18,014
<b>Base Total</b>	349,515
Base - Per Capita	3,383
Base - Location	16,868
Base - Other	329,263
<b>Other Total</b>	66,132
<b>Grand Total</b>	457,094

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Students

Students have completed surveys in 2023. The feedback indicated that their teachers encourage them to do well at school and they have friends at school. Students indicated in their responses that they felt that their teachers cared about them, and that they have someone to go to if they are upset. Almost all students like coming to school, but indicated that they would like further enhancements made to the play equipment.

## Parents

Parent surveys indicated that all children like going to school, enjoy learning at school and that their teacher cares about them. Parents and carers believe that staff encourage all students to do well at school and can identify a staff member to talk to when needed. Parents and carers indicated that some students can struggle with friendships, more structured play and activities will be offered to enhance their friendships.

## Staff

Staff surveys were completed in 2023, indicating a high level of engagement of students enjoying coming to school and being able to identify someone to talk to at school. Staff provided feedback that there is a high level of care for students and more often than not, students engaged positively with each other, with a strong connection between peers evident. Staff indicated our next steps for improvement, include encouraging students to become more positive when trying new things, and to continue to have high expectations for achievement.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.