

2023 Annual Report

Urunga Public School



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Introduction

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

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

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School vision

At Urunga Public School, we are committed to creating a supportive and nurturing environment for all to connect, succeed and thrive. We work in partnership with the broader Urunga community to provide an inclusive and innovative environment. The diverse academic, social, emotional and cultural needs of our students are supported and enhanced to enable them all to become adaptive and responsible global citizens.

School context

Urunga Public School is located on the Mid North Coast of NSW. Its current enrolment is 219 students, including 30 (14%) Aboriginal students. The school has very close ties to its local community, and it is a member of the Bellinger Dorrigo Learning Community.

Our school has a dynamic learning culture with dedicated staff committed to continual improvement of student learning outcomes through quality teaching practices and programs. Priority areas are the reviewing and developing of our teaching practices in Literacy and Numeracy and the use of Technology. We are also committed to delivering innovative and creative learning programs for students.

Our situational analysis in 2021 indicated three areas for further improvement, growth and attainment in Literacy and Numeracy, the use and analysis of data to inform future practices and developing programs and strategies to enhance the wellbeing of our students and staff.

The staff and parents enjoy positive relationships, actively promoting the school and its students.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in Literacy, numeracy and all key learning areas. To ensure every student has the appropriate support to excel in their academic, social, emotional and physical growth within their cultural context.

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.

- High Quality Assessment
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning

QTSS release

Low level adjustment for disability

AP Curriculum & Instruction

Socio-economic background

Summary of progress

In 2023, the APC&I worked closely with staff to improve reading skills through explicit teaching of phonics, fluency, vocabulary, creating written texts and comprehension. Daily reviews were introduced across all K-6 classrooms in mathematics. An action plan was developed to create a systematic process to build teachers knowledge in the Science of Reading and the Science of Learning through quality professional learning. The K-2 team were given many opportunities to observe and team teach with the APC&I in the implementation of explicit phonics, using decodables effectively, developing fluency and improving handwriting. The executive team also engaged in the Science of Reading online course through La Trobe University which enabled all leaders the skills and knowledge to lead the curriculum implementation. Teachers were encouraged to use formative assessment to inform where to next for students in literacy and maths. All K-6 teachers use whiteboards in lessons which enables them to check for understanding, making the decision to either go forward with a new concept or revise learnt information.

In 2024 we will continue to focus on High Quality Assessment, developing the appropriate systems and procedures to create a data informed school where all teachers are confident in planning and delivering teaching and learning opportunities to move all students forward in their learning.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3, 4, 5 and 6 for 2023 compared with 2022 (382.53) scaled scores. Year One will achieve 50% or more students who completed phonemic awareness expectations at "On-Track" evidenced by the "phonological awareness diagnostic assessment".	Our 2023 Check-In Assessment data reflects an improvement in Reading scores for Years 3,4,5 &6 from 382.53 in 2022 to 385.3 in 2023. This is an increase of 2.7. This score is significantly above the score for our Similar Schools Group. 50% of Year One students were assessed as being 'on track' in 2023 using the Year 1 Phonics Screening Check.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3, 4, 5 and 6 for 2023 compared with 2022 (371.67) scaled scores.	Our 2023 Check-In Assessment data reflects an improvement in Numeracy scores for Years 3,4,5 &6 from 371.67 in 2022 to 386.0 in 2023. This is a significant increase of 14.33. This score is significantly above the score for our Similar Schools Group.
School Excellence Framework	In the element of Data Skills and Use, in the Teaching Domain, we are at

In the element of **Data Skills and Use** in the **Teaching Domain** we move towards **Sustaining and Growing** in the theme of **Data Use in Teaching**.

Sustaining and Growing in the theme of Data Use in Teaching.

Strategic Direction 2: Collaborative High Quality Teaching

Purpose

Through explicit systems for collaboration and feedback, all teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods and evidence-based strategies for Literacy and Numeracy.

To ensure that every child is known, valued and cared for. To ensure that students develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

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.

- Enhancing Curriculum Knowledge
- Quality Teaching through Self-Reflection, Feedback and Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background

Professional learning

QTSS release

AP Curriculum & Instruction

Location

Summary of progress

At Urunga Public School, there is a strategic and planned approach to developing Collaborative High-Quality Teachers. The focus areas for 2023 have been enhancing curriculum knowledge as well as quality teaching through self-reflection, feedback and collaborative practice.

Teachers engaged in weekly Instructional Leadership professional learning meetings in their stage teams this year. Teachers regularly planned, collected and analysed student assessment data. The extensive analysis of data was used to inform teaching practices to better facilitate student learning and improve student learning outcomes.

Throughout the year, K-6 teachers engaged in Instructional Leadership meetings and weekly professional learning to unpack, upskill and collaboratively plan for and to implement the new syllabus in mathematics and English for K-2. There was also a focus on engaging with the new 3-6 curriculum.

Next Steps: *In order to maximise student learning outcomes in literacy and numeracy, we will continue to use evidence-based practice and the effective analysis of data to deliver quality differentiated curriculum in literacy and numeracy. This will be underpinned by high-quality professional learning and collaborative teaching practices.*

Developing and Building Expert Teachers - In 2023, teachers will work in collaboration with their stage colleagues and the Assistant Principal, Curriculum and Instruction to hold weekly collaboration meetings around the implementation of best practices, curriculum implementation and assessment and monitoring of student progress.

Self-Reflection, Feedback and Collaborative Practice - In 2023, teachers will continue to model best practices, conduct colleague observations and hold rich professional discussions around self-reflection and effective feedback.

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
<ul style="list-style-type: none">• 100% of K-2 teachers have engaged in professional learning and are in the Enact phase of the K-2 English and Mathematics syllabuses.• 100% of 3-6 teachers have engaged in professional learning and are in the	<ul style="list-style-type: none">• 100% of K-2 teachers engaged in professional learning and were in the Enact phase of the K-2 English and Mathematics curriculum during 2023.• 100% of 3-6 teachers have engaged in professional learning and were in the Engage phase of the 3-6 English and Mathematics curriculum during 2023.

<p>Engage phase of the 3-6 English and Mathematics syllabuses.</p>	
<p>School Excellence Framework</p> <p>In the element of Learning and Development, we demonstrate Sustaining and Growing in the theme of Collaborative practice and feedback.</p>	<p>In the element of Learning and Development, we demonstrated the qualities of Sustaining and Growing in the theme of Collaborative practice and feedback.</p> <p>All teachers engaged in professional discussions and collaboration to improve teaching and learning in their classes, years, groups and stages. This includes negotiated observations of classroom practice, with feedback, to improve professional knowledge and practice.</p>
<p>• In the Tell them From Me Teacher and Student Survey Snapshot 2, Explicit Teaching Practices and Feedback increase by 0.1 from baseline of the School Mean of 7.4 in Survey 2 in 2022.</p>	<p>In the 2023 Tell them From Me Teacher and Student Survey Snapshot 2, Explicit Teaching Practices and Feedback, there was a decrease of 0.1 from baseline of the School Mean of 7.4 in Survey 2 in 2022.</p> <p>As a result, explicit teaching will remain a focus in 2024.</p>

Strategic Direction 3: Confident, Resilient and Adaptable Learners

Purpose

There is a whole school strategic and planned approach to monitoring and supporting the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

We believe leadership should be visible and distributed and that children are at the centre of all of our decision making. Our purpose is to develop and maintain streamlined systems in which leadership is nurtured at all levels.

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.

- A Planned Approach to Behaviour Support and Attendance
- Developing confident, resilient and adaptable learners

Resources allocated to this strategic direction

Per capita

Location

Socio-economic background

Summary of progress

With the planned approach to improving attendance and engagement, there was an increase of 0.5% in attendance rates from Semester 1 to Semester 2, 2023 for all students. Urunga Public School's attendance rates were above State level and significantly above Network level. There was a decrease of 14% in students attending 90% or more, using the Term 4, Semester 2 data (T4H2).

The use of Sentral to record and track behaviours has been expanded from only Executive staff utilising it to all teachers using it to record and analyse behaviours and trends across the school.

All staff have engaged in professional learning in behaviour management including components of Be You Building Resilience, Berry Street Education Model for trauma informed practices as well as the Smiling Mind program for schools. All classes include check ins, positive primers and Ready to Learn Plans. All teacher professional learning meetings include check ins and positive primers.

In terms of Positive Behaviour for Learning, the Matrix of Expected Behaviours, based on our values of Respect, Responsible and Safe Learners, has been published as a part of our updated Wellbeing Policy and is being explicitly taught in all classrooms. Our signage to reflect our expected behaviours in all settings across the school has been developed and installed throughout the school. Teachers and students are regularly referring to the expected behaviours signage when in the playground.

Mindfulness lessons are regularly being taught Kindergarten to Year 6 and all staff have had professional learning in the Wellbeing Framework and the Be You learning modules for Building Resilience and Smiling Minds educational program. Both students and staff have been surveyed using the Be You Building Healthy Communities surveys. As a result of these surveys, action plans in the identified areas for improvement are being developed. The staff survey indicated that Building Resilience should be a focus area and the student surveys indicated that the Family Partnerships domain of the Be You matrix should be a focus. Developing and implementing these plans will be our next steps.

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
Achieve an uplift of 2 % from 2022 in students attending more than 90% of the time from the baseline, using T4H2 data.	There has been a decrease of 14% from 2022, in students attending more than 90% of the time from the baseline, using T4H2 data.

<p>System Negotiated Targets</p> <p>In Tell Them From Me Snapshot II data, the number of students that report positive relationships at school in Social-Emotional Outcomes will increase by 2% from 2022.</p>	<p>The Tell Them From Me Student Snapshot 2, 2023 results demonstrate an increase of 4% from 2022. The results reflect that 86% of students report positive relationships at school in 2023 as compared to 82% in 2022.</p>
<p>Teacher feedback for TTFM Learning Culture School Mean will increase by 0.1 from baseline 2022 data.</p>	<p>The Tell Them From Me teacher survey results reflect that there has been an uplift of 0.2 in the area of Learning Culture from 2022 to 2023. This exceeds our target.</p>
<p>School Excellence Framework</p> <p>In the element of Wellbeing we demonstrate sustaining & growing in the theme of A Planned Approach to Wellbeing and Behaviour.</p>	<p>In the element of Wellbeing we demonstrate sustaining & growing in the theme of A Planned Approach to Wellbeing and Behaviour.</p>
<p>Sentral behaviour data indicates a 2% decrease in negative incidents as compared to 2022</p>	<p>There was a significant decrease of 38% of negative incidents recorded in 2023 as compared to 2022.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$133,653.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Urunga 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All students with high level learning needs were supported by Individualised Learning Plans developed by teachers in consultation with the Learning and Support Team, as well as parents and carers. These students were also supported by School Learning Support Officers in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ School Learning Support Officers to work in the classrooms in order to support teachers to develop and implement programs for students to achieve their goals.</p>
<p>Socio-economic background</p> <p>\$112,694.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Urunga Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Enhancing Curriculum Knowledge • Developing confident, resilient and adaptable learners • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of teachers to enable the release of teachers for Instructional Leadership Stage conferences and professional learning. • 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: Students and teachers have been supported in differentiating the curriculum to meet the needs of students with additional needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ supplementary teachers and School Learning Support Officers and extra teachers to work in the classrooms in order to support teachers to develop and implement programs for students to achieve their goals.</p>
<p>Aboriginal background</p> <p>\$60,775.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Urunga 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</p>

<p>Aboriginal background</p> <p>\$60,775.40</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff Learning and Support Teacher to support Aboriginal students. • employment of specialist additional staff School Learning Support Officers to support Aboriginal students. • employment of additional staff to support Minilit program implementation. • Ongoing engagement in cultural activities, events, celebrations and meetings with our local elders and community members. <p>The allocation of this funding has resulted in the following impact: In the Numeracy Check In assessment, 62% of Aboriginal students in Years 4 to 6 improved their results from 2022.</p> <p>After evaluation, the next steps to support our students will be: Continue to improve current level of support for our Aboriginal students through the employment of an Aboriginal School Learning Support Officer and through increasing the involvement of our Aboriginal community. Improve communication and Personalised Learning Pathways for our individual Aboriginal students through the introduction of new communication avenues with our parents and carers. Professional learning for staff in the 8 Ways of Learning which is a collection of 8 simple pedagogies for dialogue to enhance students' learning, in particular, our Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$119,930.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Urunga 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"> • High Quality Assessment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 program provided appropriate support to teachers and students. SLSOs supported students with disabilities to enable enhanced differentiation through the implementation of accommodations and adjustments. Teachers were supported to develop Individual Learning Plans for targeted students. Access requests were developed and submitted for new students with disabilities and for students with a new disability diagnosis. A whole school database of needs and support for identified students was developed.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support for teachers to develop Individual Learning Plans for students with special needs. Further develop and increase the use of data in the K-6 Learning and Support database. through embedding appropriate collaborative data analysis into our Assistant Principal Curriculum and Instruction learning sessions with teaching teams for 2024.</p>
<p>Location</p> <p>\$39,052.21</p>	<p>The location funding allocation is provided to Urunga Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Location</p> <p>\$39,052.21</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Curriculum Knowledge • Developing confident, resilient and adaptable learners • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of a temporary classroom teacher • Classroom teachers allocated a budget to fund resources to resource their Teaching and Learning programs • Kindergarten teachers released to attend Preschools for observation, planning and transition purposes • Supplementary funding assistance given to students in need for uniforms and excursions. <p>The allocation of this funding has resulted in the following impact: The release of kindergarten teachers to visit preschools and to develop transition programs from an early stage, enabled us to deliver a comprehensive model of transition for all of our new kindergarten students and their families. Teachers are very familiar with the needs of these students before commencing school. Many students were supported financially to enable participation in excursions and to have full school uniform.</p> <p>After evaluation, the next steps to support our students will be: In 2024, we will continue to allocate a small flexible budget to each Classroom Teacher to enable resourcing of their programs. We will continue to release our Kindergarten teachers to consult with local preschools as well as to attend them for observations. We will also continue to give financial assistance to our students in order to support access to uniforms and extra-curricular activities for all.</p>
<p>Professional learning</p> <p>\$20,147.31</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 Urunga 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"> • High Quality Assessment • Effective Classroom Practice • Enhancing Curriculum Knowledge • Quality Teaching through Self-Reflection, Feedback and Collaborative Practice • Other funded activities <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. A team of teachers participated in PL in the following areas: Berry Street Education Model, the Science of Language and Reading, the new K-2 curriculum, Leadership, Writing, Stephen Covey's 7 Habits, Lyn Sharratt Clarity and many other individual activities. • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: All teachers and support staff participated in professional learning activities based on their roles, needs and Professional Development Plans. All classroom teachers participated in weekly collaboration meetings where they examined data, works samples and developed consistent teacher judgement. The new curriculum for K-2 was a major focus for professional learning.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$20,147.31	Continue to attend and develop professional learning based on feedback from student data, and individual staff needs. There will be ongoing support for staff to attend and engage in quality professional interactions. There will be a focus on analysing trends and needs across all PDPs.
QTSS release \$43,085.95	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Urunga 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"> • High Quality Assessment • Effective Classroom Practice • Enhancing Curriculum Knowledge • Other funded activities <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: Improved teacher quality and improved teaching and learning programs across the school.</p> <p>After evaluation, the next steps to support our students will be: There will be ongoing support for staff to complete and engage in quality and targeted professional activities and interactions.</p>
COVID ILSP \$92,039.91	<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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: We employed a part-time teacher three days a week to coordinate and implement the Intensive Learning and Support Program to enhance Literacy and numeracy outcomes. The intervention sessions entailed three 30-minute weekly sessions for around 6-10 weeks.</p> <p>During Semester One, the ILSP Groups comprised 30 students from Year 2 to Year 6. The primary focus was on enhancing comprehension skills, including identifying main ideas, information retrieval, and text analysis. Targeted assistance was also provided for decoding skills. The outcome was significant, with 100% of students showing improvement in comprehension, while 90% demonstrated progress in decoding skills based on pre-and post-assessments.</p> <p>In Semester Two, ILSP Groups comprised 15 students engaged in intensive Mathematics intervention. The emphasis was on understanding numerical quantities, place value, and developing computational thinking. All students exhibited growth in summative and formative assessments conducted</p>

<p>COVID ILSP</p> <p>\$92,039.91</p>	<p>before and after the program.</p> <p>After evaluation, the next steps to support our students will be: To summarise, the 2023 initiative has enhanced students' Literacy and mathematics proficiency, positively influencing their confidence and engagement in learning. Observational accounts and ongoing assessments indicate that students found learning in small groups enjoyable, fostering a sense of shared responsibility for learning under the guidance of the ILSP teacher. Classroom teachers have noted favourable effects on student learning, with the ILSP teacher regularly updating them on student progress.</p> <p>The advancement in literacy and numeracy learning outcomes among targeted students supports the efficacy of this initiative. Next steps:</p> <p>We aim to implement a comparable intervention program in 2024 to enhance literacy and numeracy outcomes. However, the approach will involve a single teacher supporting students from Kindergarten to Year 6.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	102	107	111	102
Girls	128	118	101	86

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.1	92.5	86.3	89.1
1	94.2	91.1	88.8	82.9
2	92.5	91.3	87.7	90.9
3	96.1	87.8	86.7	88.2
4	94.0	91.0	82.2	88.5
5	92.9	89.2	87.0	81.3
6	91.0	90.2	81.1	86.6
All Years	93.8	90.4	85.7	86.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	2.52

*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	24,151.52
Revenue	2,774,819.12
Appropriation	2,684,709.70
Sale of Goods and Services	86.36
Grants and contributions	89,413.54
Investment income	509.52
Other revenue	100.00
Expenses	-2,719,163.39
Employee related	-2,355,799.63
Operating expenses	-363,363.76
Surplus / deficit for the year	55,655.73
Closing Balance	79,807.25

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	105,571
Equity Total	293,401
Equity - Aboriginal	60,775
Equity - Socio-economic	112,695
Equity - Language	0
Equity - Disability	119,931
Base Total	1,739,976
Base - Per Capita	55,175
Base - Location	39,052
Base - Other	1,645,749
Other Total	258,851
Grand Total	2,397,799

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

Parent/ Carer Feedback

The parents and carers of our community were surveyed on the following areas:

- Channels/ methods of communication
- Parent / Teacher Conferences
- Student attendance at school
- Parent Workshops
- Canteen

The feedback from parents and carers showed the following:

Communication channels:

- 68% find emails extremely or very useful, 6% find them somewhat useful.
- 58% find fortnightly newsletters extremely or very useful, while 13% find them somewhat useful.
- 43% find Facebook extremely or very useful, while 30% find it somewhat useful, 13% find it not so useful or not at all useful.
- 17% find Zoom extremely or very useful, 40% find it somewhat useful, 43% find it not so useful or not at all useful.

Parent / Teacher Conferences:

- 81% are aware that you can request further conferences.
- 28% have organised additional conferences throughout the year.
- 57% prefer parent / teacher conferences at the end of Term 2 or beginning of Term 3, 43% would prefer parent / teacher conferences at the end of Term 1 or beginning of Term 2.

Student attendance at school:

- 96% value attendance as extremely or very important.
- 54% reply to the Sentral SMS, 39% phone the school, 7% email the school.

Parent Workshops:

- 62% would like a curriculum workshop, 62% would like a mental health and wellbeing workshop, 41% would like a cyber safety for family's workshop, 15% would like a NDIS Connection workshop.
- Other suggestions: Behaviour management policies and procedures, behaviour management in schools and home for kids who aren't eligible for National Disability Insurance Scheme, despite extensive challenges, art workshops, food workshops, language workshops.

Canteen:

- 3% of our families use the canteen every day, 49% of our families use the canteen on a weekly basis, 35% use it monthly. Of those that use it, 73% are happy with the range of food offered on our 2023 menu.
- 60% are using the online ordering system and most are happy with it.
- 90% are happy with the days that the canteen is open.

In the **Tell Them From Me student survey** results in 2023, for:

- *Advocacy at School*, there was a decrease of **10%** from 2022 to 2023.
- *Expectations for Success* there was a decrease of **30%** from 2022 to 2023.
- *Sense of Belonging* 59% there was an increase of **9%** from 2022 to 2023.

The Tell Them From Me data 2023 from staff had a positive growth in the areas of parent involvement, inclusivity, teaching strategies, collaboration and learning culture compared to the data from 2022.

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.