

# 2023 Annual Report

## Waterfall Public School



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# Introduction

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

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

## School contact details

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## School vision

Waterfall Public School is underpinned by a culture of high expectations developed within a quality learning environment. We value and drive the continuous improvement for the individual growth of each student. Staff work with the community to collaboratively foster respectful, resilient, lifelong learners.

## School context

Waterfall Public School is a small school in the most southern suburb of Sydney, fringed by the Royal National Park. The multi-stage classes are driven by differentiated learning to support success for all students.

The school has a commitment to connecting, engaging and enabling the students to contribute and ethically advocate within their community, and beyond.

The school fosters student voice and student ownership of learning.

Students have the opportunity to participate in quality extra curricular programs and all senior students are enabled as school leaders and mentors for younger students.

Waterfall Public School has a dedicated focus on Sustainability and Environmental Education fostering an appreciation of its unique, picturesque setting in the Royal National Park.

Working authentically in partnership with the community there is a focus on continual whole school improvement, collaborating to support the wellbeing of all students.

The school has an active and supportive P&C and wider community who are a dynamic advocacy group for the school, dating from 1901, and values its cultural and historical significance.

Through the process of developing a situational analysis, external and internal data was collated from students, staff and parents. This analysis of data identified areas for school improvement.

School performance data indicated that the school needed to improve in numeracy. Teaching and learning programs need to evidence consistent practices and reliable student assessment data is collated and continuous tracking of student progress and achievement is monitored. Staff want professional learning to focus on the continuous improvement of their teaching practice through upskilling in current evidence based differentiated strategies to effectively cater for all individual students in a multi-stage class.

Community feedback identified the need to further strengthen effective partnerships by delivering workshops to assist parents in strategies to support learning at home and school.

Attendance data needs to be regularly analysed and used to inform planning. Improving student wellbeing and a sense of belonging to ensure optimum conditions for student learning across the whole school was evident from the Tell Them From Me Survey.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning, resulting in sustained and measurable whole school improvement.

### Initiatives

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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.

- Evidenced based practices in Numeracy
- Evidenced based practices in Reading

### Resources allocated to this strategic direction

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#### QTSS release

#### Low level adjustment for disability

#### Per capita

#### AP Curriculum & Instruction

#### Integration funding support

#### English language proficiency

#### Socio-economic background

#### Professional learning

### Summary of progress

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The focus for 2023 was on the use of developing and implementing the highly effective teaching practices of collaboration, explicit teaching, formative assessment and using data to inform practice. Staff collaboratively analysed internal and external student achievement data to construct the 2023 Strategic Improvement Plan, Improvement Progress Measures (IPMs) and engaged with the Leading Evaluation, Evidence and Data (LEED) project to further enhance whole school data analyses and practices. The continual analysis and reflection of student achievement data and observation guided and informed programming. More effective explicit teaching practices were facilitated through the daily separation of infants and primary for English and mathematics lessons which also enabled formative assessment opportunities. Increasing daily attendance was a whole school priority to ensure continuity in learning and assist student achievement of outcomes.

Analysis of student data demonstrated a lapse in understanding of phonological awareness skills in K-2 students, therefore the explicit teaching of phonological awareness skills became a priority. Targeted reading intervention programs in addition to online decodable readers were utilised to support the explicit teaching practices. The focus area for Years 3-5 was on reading comprehension, students engaged in guided reading sessions utilising the super six strategies and a subscription to the School Magazine supported student engagement. In mathematics, Number Talks and Teaching Sprints were implemented into daily mathematics programs with a narrow focus on number and place value. Semester 2 Check-in Assessment Results demonstrate improvement in student achievement in both reading and numeracy in comparison to 2022 data. Internal Term 4 assessments show that 67% of Stage 2 & 3 students are achieving 85% or higher in grade-based number and place value assessments. To prepare for the implementation of the 3-6 curriculum, the school engaged in Early Adopter Small School professional learning in addition to joining a neighbouring school for 3-6 syllabus implementation sessions on both English and mathematics. Waterfall PS also joined the Small School Learning Alliance to work with other small schools to collaboratively plan multi-stage programs.

Next year, in this strategic direction, we will continue the focus on developing the implementation of evidenced based teaching practices, specifically, collaboration, explicit teaching and use of data to inform practice. Additionally, the use of Learning Intentions and Success Criteria and effective feedback will also be introduced to enhance student achievement. 2024 IPMS will continue to focus on student achievement in phonological awareness, reading comprehension, numeracy with an additional focus on increasing student attendance.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All students in Years K -1 are able to demonstrate growth in their understanding of phonological awareness.	88% of students in Years K-1 have demonstrated growth in phonological awareness, 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.
72% of students will meet expected grade benchmarks on internal assessments in the Number and Place Value sub-element of the National Numeracy Progressions.	76% of students have met the expected grade benchmarks on internal assessment in number and place value.
All students in Years 2 -5 are able to demonstrate growth and achievement in comprehension over the year, using the learning progressions.	All students in Years 2-5 are able to demonstrate growth and achievement in the comprehension.

## Strategic Direction 2: Connecting, Caring, Collaborating

### Purpose

In order to support the wellbeing of individual students so that they can connect, succeed, thrive and learn, we will work with our community using best practice to embed a culture of high expectations, resulting in a dynamic partnership with community ensuring all stakeholders are known, valued and cared for.

### 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.

- Connecting, Caring & Collaborating

### Resources allocated to this strategic direction

QTSS release

Aboriginal background

Integration funding support

Location

### Summary of progress

The focus for 2023 was on the building and strengthening of community partnerships and student and staff wellbeing. Throughout the year school staff and the Waterfall Parents and Citizens (P&C) Association partnered to host a variety of events and fundraising ventures. To support student and staff wellbeing, programs were implemented to boost staff morale and address students complex needs to enhance engagement and attendance. A High Potential and Gifted Education (HPGE) program was implemented to identify talent, cater for different learning needs and support the development of all high potential and gifted students. School initiatives in the area of Aboriginal Education were further enhanced to build on programs developed in 2022.

To acknowledge the importance of school within the town, The wider community were welcomed onsite to join in important memorials, ceremonies an events, many held in partnership with the Waterfall PS P&C. Attendance at these events demonstrated the overwhelming support for the school from the families and strengthened partnerships. Connections were also established with neighbouring schools which facilitated the participation of Waterfall students in Friday PSSA sport and at Swimming, Athletics, Cross Country Carnivals and Interrelate program. Additionally, students were able to engage in the Sutherland Shire Schools Music Festival. The school canteen was reopened with students collaboratively writing the menu and volunteer parents preparing and selling food. To enhance student and staff wellbeing, the whole school participated in the Premier Sporting Challenge and events were held throughout the year to provide diversity to the regular school day. The School Counsellor delivered a wellbeing program to work in conjunction with PBL lessons to targeted Stage 2 and Stage 3 girls to focus on recognising and managing anxiety. Purposeful and challenging enrichment and contextually relevant extension programs were implemented to identified student to enhance student engagement. An Aboriginal Community Liaison Officer worked side by side with school staff to develop programs and initiatives to build Aboriginal Educational knowledge which manifested in a Cultural Group for First Nations students, the building of connections with families, work commencing on the school Reconciliation Action Plan (RAP) and the establishment of a joint project between the school and the Royal National Park Education Centre. Additionally, Waterfall PS reached out to neighbouring schools to initiate a community to construct a joint locally relevant Aboriginal Curriculum.

Next year in this strategic direction, the school will continue to work closely with the community and P&C to strengthen existing partnerships. In addition to providing additional sport and creative arts, Leadership, High School Transition and overnight camp opportunities will be offered to support students moving to high school next year. The provision of programs to support wellbeing will be further developed in 2024, to support the neuro and emotionally diverse needs within the school. Aboriginal Education will continue to be a focus area with the further development of the school RAP, the continuation of the school Cultural Group, the planting of a Dharawal garden and the creation of a joint Aboriginal Curriculum to be taught to the whole school.

### 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
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By 2023 Waterfall PS will have achieved 95% positive wellbeing.	100% of students have achieved positive wellbeing.
The school will have achieved their lower band attendance target of 70% of students having an attendance of 90% or above.	58.8% of students have an attendance rate of 90% or above.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,488.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Waterfall Public School in mainstream classes who require moderate to high levels of adjustment.</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>• Evidenced based practices in Reading</li> <li>• Connecting, Caring &amp; Collaborating</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>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded 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>* SLSO delivered the MiniLit and MacLit program to targeted K-3 students.. As a result of the implementation of the program, students progressed an average of 13 levels in two terms.</li> <li>* The SLSO led a student centred inquiry based Cultural Group for First Nations students to develop cultural knowledge.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The MiniLit, MacLit and Cultural programs will be continued next year.</p>
<p>Socio-economic background</p> <p>\$2,697.53</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waterfall 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>• Evidenced based practices in Reading</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 [program] to support student learning</li> <li>• employment of additional staff to support [name] program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* SLSO delivered the MiniLit and MacLit program to targeted K-3 students.. As a result of the implementation of the program, students progressed an average of 13 levels in two terms.</li> <li>* Teachers engaged in Principal led PL on the Sounwaves program to ensure consistency in delivery and engagement in primary and infants.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The MiniLit, MacLit and Soundwaves programs will continue in 2024 and additional support programs will be investigated.</p>
<p>Aboriginal background</p> <p>\$6,129.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Waterfall 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>• Connecting, Caring &amp; Collaborating</li> </ul>

<p>Aboriginal background</p> <p>\$6,129.07</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* All staff engaged in professional learning on Turning Policy into Action.</li> <li>* A school Reconciliation Action Plan (RAP) committee was establishment and discussed with the community.</li> <li>* Extra opportunities were provided for First Nations students, including a walk on country and the implementation of an student led inquiry based cultural group.</li> <li>* Whole school learning opportunities have facilitated learning about Dharawal flora with a native garden bed being installed to continue learning and engagement.</li> <li>* A community of schools has been initiated to develop a locally relevant Aboriginal Curriculum.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2024, staff will engage in further PL to enhance knowledge and understanding. The RAP committee will continue to work on the plan, the school Cultural Group will continue on a weekly basis and the community of schools will meet and liaise to develop the locally relevant Aboriginal Curriculum to deliver to all students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Waterfall 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>• Evidenced based practices in Reading</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 delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* A specialist reading teacher was employed to deliver a small group reading intervention program.</li> <li>* SLSO delivered the MiniLit and MacLit program to targeted K-3 students.. As a result of the implementation of the program, students progressed an average of 13 levels in two terms.</li> <li>* A School Magazine subscription was purchased to be used in Guided Reading Groups where the Super Six Reading Strategies were explicitly taught.</li> <li>* An Online Decodable Readers subscription was purchased to enhance the home reading program.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2024, the MiniLit and MacLit programs will continue to be implemented with targeted students. The subscriptions will be renewed to continue to engage the students with reading and compliment the explicit reading lessons.</p>
<p>Low level adjustment for disability</p> <p>\$31,807.29</p>	<p>Low level adjustment for disability equity loading provides support for students at Waterfall 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</b></p>

<p>Low level adjustment for disability</p> <p>\$31,807.29</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Evidenced based practices in Numeracy</li> <li>• Evidenced based practices in Reading</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• 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</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 additional SLSO was employed on a casual basis to provide extra assistance for targeted students in literacy and numeracy lessons.</li> <li>* In Term 4, an additional teacher was employed on a Tuesday to facilitate the whole day separation of infants and primary and to support the Acting Principal in the delivery of explicit lessons in Literacy, Numeracy, Geography and Science.</li> <li>* Term 4 Check-in results showed overall lift in student achievement in Stage 2 &amp; 3 Reading and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2024, The daily separation of infants and primary will be facilitated through utilising QTSS and Principal Support Funding to continue the focus on lifting student achievement of outcomes.</p>
<p>Location</p> <p>\$400.00</p>	<p>The location funding allocation is provided to Waterfall 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>• Connecting, Caring &amp; Collaborating</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>• incursion expenses</li> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Funds were used to support First Nations students attend a network wide excursion to support the development of cultural knowledge.</p> <p>A casual was employed for a half day to support the principal in developing Cultural Group learning resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2024, these funds will support the community of schools development of an Aboriginal Curriculum.</p>
<p>QTSS release</p> <p>\$3,787.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Waterfall 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>• Evidenced based practices in Numeracy</li> <li>• Evidenced based practices in Reading</li> <li>• Connecting, Caring &amp; Collaborating</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>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>QTSS release</p> <p>\$3,787.78</p>	<p>Separation of Infants and Primary enabled explicit teaching practices and more effective assessment practices to be implemented, enabling the use of data to inform to practice.</p> <p>Teaching sprints were implemented for targeted areas of focus in Years 3 - 5.</p> <p>Engagement with the LEED Program led a focused inquiry into how to improve Primary's achievement in reading comprehension.</p> <p>The new 3-6 Curriculum PL was engaged in and Waterfall PS joined the Small School Alliance to facilitate collaborative multistage programming.</p> <p>Acting Principal led PL on the HPGE policy and identifying talent in students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, all these initiatives will continue and be regularly reflected on for progress and impact on student achievement.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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/educators to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students who were identified as requiring support in reading.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A specialist reading teacher was employed on a part-time basis to implement a reading intervention program to targeted students. All participating students demonstrated growth as a result of the program. 30% of the targeted students achieved higher than the state and SSSG average in the Semester 2 Check-in Assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, targeted students will continue to engage in reading intervention programs with participation based on regular data analysis.</p>
<p>Professional learning</p> <p>\$4,762.72</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 Waterfall 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>• Evidenced based practices in Reading</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have engaged in professional learning to build knowledge and capacity in the areas of evidence based practices, such as data analysis, Aboriginal Education and Curriculum Reform.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The focus areas for 2024, will be continuing to build knowledge of the new curriculum and reflect on 2023 implementation to ensure students are effectively engaging with the learning and achieving outcomes.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	9	11	9	9
Girls	13	8	7	8

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.6	97.1	83.8	90.0
1	97.6	93.9	95.0	96.3
2	97.3	92.2	89.6	93.4
3	87.0	92.2	55.4	89.6
4	86.7	85.3	92.4	85.3
5	87.4	95.7	81.7	92.6
6	96.6	71.6	96.9	
All Years	91.4	88.4	87.1	91.6
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	
All Years	92.0	92.4	87.4	90.7

## 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)	0.16
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.2

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <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>	79,897.75
<b>Revenue</b>	621,708.02
Appropriation	602,553.45
Sale of Goods and Services	4,193.13
Grants and contributions	12,991.84
Investment income	1,419.60
Other revenue	550.00
<b>Expenses</b>	-601,972.75
Employee related	-548,968.52
Operating expenses	-53,004.23
<b>Surplus / deficit for the year</b>	19,735.27
<b>Closing Balance</b>	99,633.02

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>	68,780
<b>Equity Total</b>	43,034
Equity - Aboriginal	6,129
Equity - Socio-economic	2,698
Equity - Language	2,400
Equity - Disability	31,807
<b>Base Total</b>	351,967
Base - Per Capita	4,164
Base - Location	400
Base - Other	347,403
<b>Other Total</b>	90,287
<b>Grand Total</b>	554,068

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## 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

Each year schools are required to seek the opinions of parents, students and teachers about the school. We surveyed our student, parents and staff about school management:

Parents agreed that the school cares about the students and the reflective behaviour responses are fair and consistent and; the school communicates effectively with students and parents.

Staff agreed that monitoring and evaluation of the school's plans, policies, programs and practices are planned and ongoing and; the school is continually looking at ways to improve its performance.

Students responded positively about our school agreeing that students are friendly and teachers are fair and our school playground - undercover areas and gardens are nice. Students and parents would like more sports equipment to be available at recess and lunch and; would like more books available to borrow from the library.

# 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.