

2023 Annual Report

Wilberforce Public School



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Introduction

The Annual Report for 2023 is provided to the community of Wilberforce 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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Message from the principal

Wilberforce Public School is proud of its outstanding progress towards creating citizens who are engaged learners. 2023 continued the tradition of offering students a diverse learning experience in academic achievement, the performing and creative arts sport and student wellbeing.

The school's vision statement, "Wilberforce Public School's vision, "in partnership with parents and the community, is to provide every student with a learning environment that is engaging, inclusive and holistic, where every student makes progress in learning." reflects an ethos and tradition of Wilberforce Public School. The school's reputation is well-established as providing opportunities for students to seek excellence and achieve their personal best. The school enjoys enthusiastic parent and community support through the Parents and Citizens (P&C) Association and subsidiary committees.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas of development.

Graham Wilkins

Principal

School vision

Wilberforce Public School's vision, in partnership with parents and the community, is to provide every student with a learning environment that is engaging, inclusive and holistic, where every student makes progress in learning.

School context

Wilberforce Public School is situated in a semi-rural environment of the Hawkesbury District, north-west of Sydney. The school has 348 students with a dynamic and caring staff, providing a rich and varied learning environment. In 2023, we have 22 students identifying from an Aboriginal background. Our Current FOEI is 89.

The school has a strong academic record and this, combined with sound performing arts and successful sports programs, gives opportunities for students to gain a well-rounded education. We have high expectations of our students, with our school motto "Strive for Success" inspiring staff to equip students with the skills to both learn and adapt to an ever-changing world and, at the same time, set purposeful goals to further their own learning.

Parents, carers and the wider community are actively involved in the school, with parents and community members providing ongoing support for the school through volunteering, fundraising and collaboration with staff. The P&C Committee meets monthly, and supports the school targets to improve learning and support students through resourcing the school. There is meaningful collaboration and consultation between the school and its community, as well as organising events and initiatives which raise valuable funds for the school and provide opportunities for the school community to connect and thrive. A wide and diverse range of community members, parents, teachers and students were consulted through the planning process for the school plan.

Human Resources

The school has 23 staff members at the school with a total entitlement of 19.665. Through school allocated funds, an additional 2 full-time and 2 part-time SLSOs are employed. A diversity of staff experience exists at our school with 1 teacher gaining proficiency in 2023, and a further 6 teachers in the first 10 years of their careers. We utilise a teaching load of 1.3 for Learning Support and in 2023 will continue our various G&T programs totaling a 0.3 teaching load to cater for and extend our high potential students. This will be refined and expanded upon in the coming years. Our School counsellor time is 0.2.

Our school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle which focused on students-centred learning and ensuring teachers have a deep knowledge of syllabus content, which could be utilized to implement explicit teaching, differentiate curriculum and quality assessment practices.

Areas for improvement in reading from a gap analysis include: interpreting poetry and author's opinions, linking multimodal text and finding key words and inferring information within a text.

The gap analysis in numeracy indicates the need to focus on: effectively using a range of processes, problem solving strategies, fractions and decimals, knowledge of 3D objects and space and using measurement in context, particularly mass. Students have a good understanding of volume and capacity and strategies in multiplication and addition.

Wellbeing and Attendance

Students' advocacy at school was 81% which was above state (67%). Expectations for success and Sense of belonging were 96% and 76% respective which were both above state average. In 2023, 67.4% of our students are achieving 90% attendance (15% above state average) with an overall attendance rate of 91.1%.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading, writing and grammar, we will develop explicit learning sequences across the school which cater, challenge and ensure high expectations for every student, show evidence of revision based on feedback on teaching practices and the analysis of reliable student assessment data.

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. Leading the improvement learning and curriculum in literacy
- b. Data collection, analysis and use in literacy

Resources allocated to this strategic direction

Professional learning

Summary of progress

Our 2023, focus was on the use of explicit teaching practices to improve literacy across the school and the continued implementation of the new syllabus. Whole school assessment data was analyzed and shared, so that high-impact professional learning could be designed and delivered to all staff. The new syllabus was utilised across the school, with DoE units being implemented but with substantial modifications. The Assistant Principal Instructional Leader provided support to K-2 classes in literacy through development of resources, demonstration lessons, team-teaching opportunities, coaching, mentoring and in-class support to assist them with the implementation of these strategies. The use of interventions including MiniLit, and MacqLit, supported our most vulnerable students to make progress in their learning. Staff regularly used and updated data to support and inform their inquiry process, which enabled them to draw on a wider range of teaching strategies when working with all students. Student learning outcomes have been tracked through the collection and analysis of assessment data and improvement in student progress. This year we sort to engage students in their learning goals directly by meeting with them one-on-one with the Principal, APCI or Learning Assistant. Students were showed their PAT and Check in data to discuss their individual Growth. Structured support was focused on extending high achieving students through a variety of targeted literacy extension programs. Next year, we will continue to refine the implementation of Direct Explicit Teaching and literacy warmups designed to support students' retention of information.

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
• 70% of students achieving >0.4 effect size growth in PAT reading.	75% of students received an effect size greater than 0.4 year-on-year growth in PAT reading.
• Have 80% of students Years 1-6 achieving a sound or higher for writing.	79% of students in Years 1-6 achieved a sound for English or higher in final year report.
• 75% of students achieving an effect size of 0.4 in grammar as indicated by PAT data.	66% of students achieved a 0.4 effect size.
At least 80% of students completing Year 1 will have achieved within Level 5 of the understanding texts sub element of the Literacy Progressions.	73% of students achieved a level 5 in Understanding text. Our school addressed the outcome of Understanding Texts EN2-4A with the following activities: * The APCI supported teachers with identified areas of need through in class support, programming, and demonstration lessons. * Mentoring and coaching sessions provided to staff in how to unpack the

<p>At least 80% of students completing Year 1 will have achieved within Level 5 of the understanding texts sub element of the Literacy Progressions.</p>	<p>new syllabus and effectively plan lesson sequences to address comprehension and the teaching of comprehension.</p> <p>* Development of evidence-informed literacy practices to improve teaching, learning and assessment within the focus area.</p> <p>* Supported staff to collaboratively plan and optimise learning for all students through the development of lesson planning and program implementation.</p> <p>In 2024, all staff will receive professional learning to support the implementation of the new progressions, PLAN 2 and the curriculum reforms.</p>
<p>To match SSSG schools in reading check-in data.</p>	<p>All cohorts matched SSSG schools in the Term 3/4 Reading Check In, with Year 3 4.1% above, Year 4 5.3% above, Year 5 4% above and Year 6 7.8% above. Additionally, despite some cohorts being below SSSG and state in the Term 2 check in, all cohorts were above state and SSSG in Semester 2 and achieved greater growth than state or SSSG schools.</p>

Strategic Direction 2: Growth and attainment in numeracy

Purpose

To improve student learning outcomes in numeracy, we will develop differentiated curriculum content and learning experiences based on evidence-informed strategies, student data and embedded evaluative practice.

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. Build teaching capacity of leaders and teachers in effective practice in numeracy
- b. Personalised student learning through data skills and assessment

Resources allocated to this strategic direction

Summary of progress

In Numeracy, our focus in 2023 was to embed deep syllabus knowledge and evidence informed practices in all programs with a focus on systematic and effective numeracy instruction. The Numeracy team were guided by data which demonstrated gaps in student understanding in particular areas of Mathematics. This led to the investigation of the development of the current Mathematics Scope and Sequence as well as teacher confidence in developing quality and explicit Numeracy teaching and learning programs. During the year the whole staff have been involved in strategic and collaborative planning and redevelopment of a new Scope and Sequence utilising key documents such as the new NSW Mathematics Syllabus. Staff have developed this scope and sequence, which will provide staff with the ability to plan for effective Numeracy lessons that are explicit and systematic. Directions for 2024 will be heavily focused on the implementation of high impact professional learning in the area of explicit, quality Mathematics programming as well as the use of data to drive systematic and effective Numeracy instruction.

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
Cohorts to have a higher average in Check-in results than SSSG schools in Mathematics.	All results matched or were higher than both state and SSSG results. Year 3 check in results were 68% in numeracy compared to the state average of 65.7 and SSSG of 62.5. Year 4 Check in results were 62.6% compared to the stage of 65.2% and SSSG of 62.4%. Year 5 check in results were 65.3% compared to state at 65.2% and SSSG of 61.2% Year 6 results were 68.1 compared to an SSSG of 59.9 and stage of 63.3%.
• At least 75% of students in Year 2-6 will demonstrate an effect size of 0.4 growth when comparing start of year to end year scale scores in the Progressive Achievement Test (PAT) in numeracy.	Overall 68% of students achieved 0.4 growth or higher. Effect size for Year 6 is 0.63 with 65% achieving 0.4 growth. Effect size for Year 5 is 0.5 with 63% achieving 0.4 growth Effect size Year 4 is 0.71 with 76% achieving 0.4 growth Effect Size for Year 3 is 0.64 with 68% achieving 0.4% growth
At least 90% of students completing Year 3 will have achieved AdS7 and 83% of students completing Year 4 will have achieved the learning indicators within the additive strategies sub-	84% of students in Year 3 have achieved ADS7 and 77% of Year 4 students have achieved ADS8.

element of the Numeracy Progressions
(AdS8) Outcome MA2-5NA

An Improvement of 10% year-on-year
of students achieving in the top 25%
compared to Norms for Mathematics
PAT assessment.

At the start of 2023 11% of students were achieving in the top 25% of PAT
Numeracy. In 2024 20% of students achieved in the top bands in numeracy.

Strategic Direction 3: Promoting wellbeing and attendance through engagement and community partnerships

Purpose

To improve wellbeing and attendance, we will develop contemporary, engaging and forward-focussed strategies and partnerships that cater for the constantly changing needs of individual students, so that every student can connect, engage and succeed in learning.

Initiatives

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

- Embracing learning through Wellbeing, Attendance and Participation
- Engaging in the Community

Resources allocated to this strategic direction

Summary of progress

Our focus for 2023 was to improve our engagement communication and reporting practices to so that we foster a high expectation learning culture, engagement and ensure all students make learning progress. This has been evident within our initiative to work closely with parents and students to minimise student absences to reduce the negative affect absences have on student learning. Homework and behaviour policies linked to extracurricular activities encouraged students to actively become involved in the curriculum and student homework increased while negative behaviour decreased. Our school's goal to strengthen our communication and reporting practices to students' families has resulted in further improvements being made to student reports to ensure that they are personalised, comprehensive and provide detailed and clear information to support student learning and growth. Parent feedback continues to be considered to pursue ongoing enhancements to our reports, such as including more detail to explain the focus areas being reported on for English and Mathematics under the new curriculum along with the inclusion of how many students obtained different grades within a cohort. Future directions will include moving interviews to Term 1, further increasing the overall attendance rate and building effective strategies to work with all families to engage and involve them in their child's education. We will also seek to expand our connection with other Local schools to further shared learning programs and curriculum initiatives.

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 our attendance baseline target of students attending 90% of the time; 84.7% with a target range of 87.4% and 92.4%.	As a result of this initiative, student attendance has improved. In 2023 this data had grown significantly with 67.4% of students attending 90% of the time and an overall attendance rate of 91.1% attendance.
• Achieve student advocacy in the TTFM data of 90% (currently 80%) maintain Expectations for Success at above 95% and increase Sense of Belonging to 85%.	The student advocacy improved 1% from 80 to 81%. This is 4% below SSSG schools. The sense of belonging increased from 72% to 76%. This is 7% above like schools.
Students in the High advocacy, high expectations quadrant will match SSSG schools (TTFM).	Students in the high advocacy, high expectations quadrant is at 80%. SSSG is at 83%.
Parents feel informed about their child's education will be 6.4 (Norms 6.6)	Parents feel informed of their child's education is at 7.1

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$181,778.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wilberforce Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Implementation of targeted programs to differentiate teaching and learning programs • Intensive learning and behaviour support for funded students • Additional staffing to assist students with additional learning needs • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Each funded student has evidence of achievement noted in the evaluation of their Personalised Learning and Support Plan and the setting of new goals throughout the year. Teachers and parents/carers have been able to discuss these learning goals and include input from external providers such as Speech Therapists and Occupational Therapists. Time was also provided for teachers to meet at transition points so important information and strategies could be shared.</p> <p>After evaluation, the next steps to support our students will be: Continue with targeted School Learning and Support Officer support, guided by the Learning and Support Team. Ensure that transition discussions occur between past and current teachers, and engage in further professional learning opportunities for School Learning Support Officers and teachers. Progress will continue to be monitored through the Learning and Support Team.</p>
<p>Socio-economic background</p> <p>\$87,103.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wilberforce Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • High impact teaching strategies in reading. • High impact teaching strategies in numeracy. • Effective collaboration in planning and programming. • Resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Having small groups learning programs in english and maths has ensured close attention to individual learning and wellbeing needs. The additional teacher funded by the use of socio-economic funding has been a very successful and practical strategy for our school to optimise high quality learning for our pupils.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop relationships with external agencies and small group support to effectively provide support for student wellbeing and learning.</p>
<p>Aboriginal background</p> <p>\$18,840.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wilberforce 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>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional teacher to work as a Literacy and Numeracy teacher with students performing below and above the expected stage level..

<p>Aboriginal background</p> <p>\$18,840.37</p>	<ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students. <p>The allocation of this funding has resulted in the following impact: Students have learnt about their culture and been engaged in Numeracy programs to extend their knowledge and understanding.</p> <p>After evaluation, the next steps to support our students will be: To ensure students continue to learn about their cultural identity. High Potential and Gifted students will be provided with experiences to connect with others through Department of Education initiatives. Continue Aboriginal students meeting to connect to each other and culture.</p>
<p>English language proficiency</p> <p>\$3,628.92</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wilberforce Public School.</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Support for Literacy Programs focused on developing English language skills. <p>The allocation of this funding has resulted in the following impact: Improved Literacy results for EALD students.</p> <p>After evaluation, the next steps to support our students will be: Continue programs to support students.</p>
<p>Low level adjustment for disability</p> <p>\$137,850.39</p>	<p>Low level adjustment for disability equity loading provides support for students at Wilberforce Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <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 • Engagement of School Learning Support Officers to cater to the individual needs of students not eligible for extra funding. These students include some with diagnosis, some obtaining diagnosis and some that require extra support to engage in learning and social-emotional aspects of school life. This initiative enabled students to achieve greater success during learning tasks, feel more connected to the Wilberforce Public School environment, increase their wellbeing network of trusted adults and enable improved data gathering opportunities to support families seeking diagnosis or medical intervention. • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Engagement of higher duties for an experienced staff member to manage Attendance, learning and transitions between schools and preschools. <p>The allocation of this funding has resulted in the following impact: Enabled staff to ensure attendance has been a focus for 2023. Develop learning programs for all students based on the new syllabus. Focus on individual needs within the classroom and maintain a well managed learning environment.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: Continue with the allocation of higher duties for the learning and support teacher as it has strengthened the links between families, the school and external providers previously which is extremely valuable in supporting students with high need.</p>
<p>Professional learning</p> <p>\$22,621.53</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 Wilberforce Public School.</p>

<p>Professional learning</p> <p>\$22,621.53</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"> • a. Leading the improvement learning and curriculum in literacy <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 • Presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Staff have a deeper knowledge of the curriculum and embedding Explicit Instruction practices to review knowledge, provide feedback and use assessment to drive teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: In 2024, staff will engage in professional learning on differentiating the curriculum and using the syllabus to support learning. All staff will collaborate with colleagues and Assistant Principals Curriculum & Instruction and principal to build knowledge in the Year 3-6 Curriculum. Funds will also be directed to supporting and growing middle leadership for staff who have expressed an interest in improving.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wilberforce Public School from Kindergarten to Year 6.</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy • Staff training and support in literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment • Targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>After evaluation, the next steps to support our students will be: Teachers engaging in professional learning around the Literacy and numeracy. As a result of this professional learning resources such as decodable readers have also been purchased to support the shift around pedagogy and evidenced based teaching practices.</p>
<p>QTSS release</p> <p>\$66,522.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wilberforce Public School.</p> <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: An additional Assistant Principal to be funded to enable supervisors to work with smaller teams of staff and have a closer oversight of student progress as well as additional release to perform Instructional Leadership activities.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>QTSS release</p> <p>\$66,522.82</p>	<p>To continue to pay for an additional Assistant Principal above establishment to ensure that teachers are supported and quality teaching and learning programs are evident, with a shift to evidenced based teaching practices and with an eye to fulfilling activities planned throughout our Strategic Improvement Plan.</p>
<p>COVID ILSP</p> <p>\$84,993.80</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>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 • Providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals particularly in the area of writing</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources (such as PLAN 2, stage based short assessments and Year 1 Phonics Screener) to identify specific student need. Where necessary we will provide additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	188	178	181	184
Girls	162	162	157	161

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.6	94.7	85.9	90.5
1	91.9	93.5	86.0	90.8
2	91.5	93.1	86.5	90.0
3	93.3	93.2	85.2	92.0
4	91.1	93.3	85.6	87.7
5	91.8	92.0	86.5	93.3
6	93.9	93.7	83.2	93.3
All Years	92.1	93.3	85.6	91.3
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)	4
Classroom Teacher(s)	12.75
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	153,733.37
Revenue	3,842,850.80
Appropriation	3,674,371.74
Sale of Goods and Services	65.45
Grants and contributions	153,805.98
Investment income	7,471.23
Other revenue	7,136.40
Expenses	-3,788,595.03
Employee related	-3,384,336.18
Operating expenses	-404,258.85
Surplus / deficit for the year	54,255.77
Closing Balance	207,989.14

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	199,856
Equity Total	247,423
Equity - Aboriginal	18,840
Equity - Socio-economic	87,104
Equity - Language	3,629
Equity - Disability	137,850
Base Total	2,673,438
Base - Per Capita	87,968
Base - Location	0
Base - Other	2,585,470
Other Total	326,960
Grand Total	3,447,677

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2023, communication between parents and teachers has been positive, with parents feeling they can speak with their child's teachers. Surveys indicate that the parents were in favour of reforming the school's reporting system and moving interview to Term 1. Our data also highlights that parents feel welcome when visiting the school and strongly support learning at home.

Our student survey data indicates 76% of students feeling a positive sense of belonging at our school, which is increase of 7% above SSSG schools. 96% of students report having positive expectations for success. There was an increased number of students feel they have someone at school who consistently provides encouragement and can be turned to for advice and bullying remains low at 16%; 20% below state norms and 92% of students reported having positive relationships. Areas for improvement are students' motivation to learn, homework practices and improving positive growth orientation.

Teachers report an increased level of collaboration with colleagues compared to previous years, with significant improvements in planning common learning opportunities and giving/receiving helpful feedback about teaching. Teachers indicated an increased feeling of support from school leaders during stressful times and to improve their teaching practice. Overall, these measures indicate a positive trajectory for the school in the areas of belonging, communication and collaborative culture.

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.