

2023 Annual Report

Wollongong West Public School



3477

Introduction

The Annual Report for 2023 is provided to the community of Wollongong West 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 Wollongong West Public School we aspire to be a community of learners with a culture of continuous improvement.

We will empower students to engage in a meaningful curriculum as successful and resilient learners, creative and curious individuals and active and informed global citizens with dignity, purpose and options.

Our school will be a place where diversity is our strength and every child is known, valued and cared for.

School context

Wollongong West Public School is a vibrant and dynamic primary school that has served the West Wollongong community for over 90 years.

Our school celebrates and values our diverse community, with 11% of students being Aboriginal and 47% of students learning English as an Additional Language/Dialect. The predominant home languages of our families are English and Arabic. Our school fosters a culture of inclusivity with students with diverse learning needs celebrated in all classes, including our three support classes catering for children with autism and children in need of additional emotional support. Our school receives equity funding to support the needs of our diverse learners.

Our localised wellbeing framework supports a positive, therapeutic and trauma informed learning environment where all children are supported to connect, succeed and thrive. Strong relationships between all community members are central to our school.

Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas. Extra curricular activities offered at our school include band, choir, dance troupes, sporting gala days and public speaking competitions.

Students are engaged in personalised learning experiences to support each child's growth and achievement. Teachers employ an enquiring mind as they learn and grow as collaborative educators through evidenced based teaching practices developed through high quality professional learning experiences supported by our strong instructional leadership program.

Our school is an active member of the Wollongong Community of Schools, Wollongong Literacy Leadership team and the Network of Inquiry and Innovation.

Our school treasures our supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including the Northern Illawarra Aboriginal Education Consultative Group, local churches and other community organisations.

Standing proudly at the base of Mount Keira, traditionally a women's learning place of the Dharawal nation, our school has natural playground spaces, vast sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden.

Future directions for our school include:

Collaboration

- to increase growth and attainment for our students in reading, writing and numeracy
- to strengthen evidenced-informed teaching practice
- to build a culture of deep inquiry

Curriculum

- to deepen knowledge about what and how to teach
- to design quality assessment tasks to draw accurate conclusions and inform teaching

Connection

- to strengthen relationships to support learning and wellbeing, including at transition points

- to increase student attendance rates

- to embed authentic relationships between the curriculum and local Aboriginal knowledge

Self-assessment and school achievement

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

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To grow a professional learning community which is focused on continuous improvement and commitment to data informed, collaborative and evidence-based pedagogical teaching practice. Every child will achieve improved learning outcomes and above expected growth in literacy and numeracy and gaps in student achievement will decrease.

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.

- Collaboration

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
Socio-economic background

Summary of progress

In 2023, a priority was improving literacy and numeracy student outcomes through a targeted focus on strengthened teacher capacity.

The Assistant Principal, Curriculum and Instruction supported mentoring to plan for, deliver and assess student learning and evaluate teaching practice. A particular focus was the in-class mentoring of early career teachers. Regular stage and whole school data talks supported consistency in teacher judgment of student achievement and growth within and across stages through a detailed analysis of what students are currently able to do in reading, writing and numeracy. Action plans were then developed to support the articulation and acting upon of next learning for students. All teachers engaged in a six month Spiral of Inquiry, where in stage teams, teachers determined a problem of practice in the teaching of numeracy to investigate and put in place actions. Monthly Spirals of Inquiry sessions involved engagement in professional dialogue, targeted professional learning, analysis of student learning data, sharing of and reflecting on videos of teaching practice and capturing and analysing student voice through instructional rounds. The introduction of five-weekly team planning days supported collaborative planning processes.

Internal and external data sources show improved student learning outcomes across literacy and numeracy. 2023 NAPLAN results indicated 73% of Year 3 students were exceeding expectations or demonstrating strong proficiency in reading and 64% of Year 3 students were exceeding expectations or demonstrating strong proficiency in numeracy. Furthermore, 2023 NAPLAN results indicated 81% of Year 5 students were exceeding expectations or demonstrating strong proficiency in reading and 71% of Year 3 students were exceeding expectations or demonstrating strong proficiency in numeracy. Check-in assessment and internal tiered data analysis further support improved student growth and high achievement in literacy and numeracy.

In 2024, a model of distributed instructional leadership that includes all school executive team members will strengthen processes for teacher mentoring to plan and deliver quality literacy and numeracy teaching aligned to the new syllabus documents. The implementation of evidence-informed teaching practice school-wide will also be a priority. The use of formative and summative assessment practices and the strategic use of data to evaluate teaching and plan next learning will be a focus for targeted professional learning in 2024.

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
Students will demonstrate increased achievement in reading based on internal assessments.	74% of students are achieving at or above expected grade level in reading based on internal assessment.
Students will demonstrate increased achievement in numeracy based on	74% of students are achieving at or above expected grade level in numeracy based on internal assessment.

internal assessments.

Strategic Direction 2: Thriving

Purpose

For all students to thrive as collaborative learners, creative individuals, critical reflectors and effective communicators through engagement in a personalised, meaningful and authentic curriculum. Quality, innovative and differentiated teaching and assessing practices will meet the individual learning needs of all students.

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.

- Curriculum

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Low level adjustment for disability
AP Curriculum & Instruction
New Arrivals Program
Integration funding support
Refugee Student Support
QTSS release

Summary of progress

In 2023, a priority was the delivery of a current, relevant and innovative curriculum that incorporates quality assessment in all forms and personalised learning experiences for every child.

A revised approach to the Collaborative Assessment of Student Work (CASW) process was undertaken. The design of a change over time document in numeracy supported increased clarity and consistency in the assessment of student work in number. This resulted in strengthened internal data that informed the development of targeted interventions to support at point learning experiences for every child. This was achieved through quality classroom teaching, the refinement of the process for the development of Personalised Learning and Support Plans containing SMART goals and a range of targeted interventions, including COVID IL&SP and New Arrivals Program support. Participation in the Building Mathematics Specialisation in Primary Schools Initiative supported the implementation of quality number talks school-wide leading to strengthened student flexibility in thinking and ability to articulate the use of mathematical strategies. Focused and sustained professional learning to support curriculum reform was undertaken to ensure a successful transition to the new and incoming English and mathematics syllabus documents.

The design and use of change over time documents and a restructure of data talk formats increased teacher understanding of grade expectations and supported the collection of more accurate internal data in reading and writing. Internal data identified the vast majority of students achieving expected growth in literacy and numeracy. 2023 check in data indicated that mostly students in Years 3, 4, 5 and 6 bettered the state and statistically similar schools in reading and numeracy.

In 2024, the school will strengthen processes to support a differentiated curriculum for all students, with meeting the needs of Aboriginal, EAL/D and HPGE learners being a priority. A focus in the new year will be providing talent development opportunities for all students across the learning domains of intellectual, creative, sporting and social/emotional.

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
Students will demonstrate growth in reading based on internal assessments.	79% of students demonstrated expected or above expected growth in reading based on internal assessments.
Students will demonstrate growth in	85% of students demonstrated expected or above expected growth in

numeracy based on internal assessments.

numeracy based on internal assessments.

Strategic Direction 3: Belonging

Purpose

For all community members to experience a strong sense of connection and belonging. The learning and wellbeing needs of every student will be supported through the fostering of authentic, respectful and informed relationships.

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.

- Connection

Resources allocated to this strategic direction

Aboriginal background

Summary of progress

In 2023, a priority was improving student wellbeing with an emphasis on strengthening support for Aboriginal students and increasing parent/carer engagement in student learning to support strengthened attendance data.

A continued focus on the implementation of trauma informed practice and quality transition programs at all stages of schooling was maintained in 2023. Sustained planning was undertaken for the implementation of the Inclusive, Engaging and Respectful schools reform to inform and develop staff and ensure school compliance. Teacher capacity to support children's mental health was enhanced through targeted professional learning. The regular analysis of learning, attendance and wellbeing data of our Aboriginal students was a priority to maximise learning outcomes for our Aboriginal students. An Aboriginal mentoring program was introduced to support increased engagement in school and high expectations of self for our Aboriginal students. The focus was on progress towards the achievement of goals identified on Personalised Learning Pathways. Increased parent/carer engagement was supported through student led conferences, showcase assemblies, strategic use of the Seesaw app and community events. A variety of initiatives were introduced and strengthened to support increased student attendance rates.

The Tell Them from Me Survey data demonstrated improved student wellbeing, with the school achieving the baseline target. Student attendance rates increased significantly in 2023.

In 2024, a priority will be revising the pedagogy and processes embedded in our localised Wellbeing Framework and promoting whole school commitment to its implementation. A further priority will be continuing the positive trend of increased student attendance through the strengthening of school attendance procedures. Parental engagement will be increased through a more focused use of the Seesaw and School Bytes apps.

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
5% uplift in the percentage of students above 90% attendance from baseline data to achieve the system negotiated lower bound target.	58% of students attended school 90% or more of the time. This is a 13% uplift from 2022.
4% uplift in the percentage of students reporting positive wellbeing (expectations of success, advocacy and sense of belonging) in the Tell Them From Me survey from baseline data to achieve the system negotiated lower bound target.	Increased percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success to meet the lower bound target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$145,860.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wollongong West 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"> • Curriculum <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students who received integration funding support demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans (PLaSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms and the playground. The formal tracking of student achievement of and progression towards SMART goals identified on PLaSPs to evaluate the suitability of SMART goals and the impact of interventions for students in support classes was introduced.</p> <p>After evaluation, the next steps to support our students will be: The formal tracking of student achievement of and progression towards SMART goals identified on PLaSPs to evaluate the suitability of SMART goals and the impact of interventions for students in mainstream classes.</p>
<p>Professional learning</p> <p>\$22,335.33</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 Wollongong West 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release to participate in professional learning activities, aligned to the Strategic Improvement Plan, to build teacher and leader capacity. <p>The allocation of this funding has resulted in the following impact: An increased capacity of all teachers to implement quality, consistent and explicit teaching practices in reading, writing and numeracy through five weekly team collaborative planning days. In addition, teachers confidently and capably implemented the new K-2 English and Mathematics syllabus documents in 2023. Furthermore, teachers reported readiness for the implementation of incoming 3-6 English and Mathematics syllabus documents in 2024.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning to further support teacher capacity to implement curriculum reform and quality assessment practices through team collaborative planning days.</p>
<p>Refugee Student Support</p> <p>\$4,424.72</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Refugee Student Support</p> <p>\$4,424.72</p>	<ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: The learning and wellbeing needs of students from a refugee background being effectively catered for by additional support from a bilingual School Learning Support Officer. Partnerships between the school and parents/carers were strengthened through connections with bilingual staff and the use of interpreters within communication processes.</p> <p>After evaluation, the next steps to support our students will be: Strengthened connections between the school and families from a refugee background through the continued employment of bilingual staff and hosting of community events.</p>
<p>New Arrivals Program</p> <p>\$199,325.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Wollongong West 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"> • Curriculum <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Students newly arrived to Australia were supported through targeted, needs-based cultural and language support by specialist teachers. Strengthened procedures around enrolment and induction were introduced. Students supported by the New Arrivals Program made expected progress through the EAL/D phases with many being transitioning from receiving intensive language support to be supported by a differentiated class program.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the current high level of support through targeted in-class and withdrawal intensive language teaching. A priority for 2024 will be planning for increased support for students as they transition from the NAP program to being supported by a differentiated class program.</p>
<p>Socio-economic background</p> <p>\$77,181.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wollongong West 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"> • Collaboration • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to participate in twice termly team collaboration sessions to implement the new and incoming mathematics and English syllabus documents through planning units of work. • employment of additional staff to implement an intervention program. <p>The allocation of this funding has resulted in the following impact: The increased capacity of all teachers to implement quality teaching</p>

<p>Socio-economic background</p> <p>\$77,181.67</p>	<p>practices in literacy and numeracy to meet the complex learning needs of diverse learners through deepening teacher knowledge of new and incoming syllabus documents. Students not making expected growth and/or achievement levels in reading, writing and numeracy were supported through targeted interventions, such as Macqlit. 2023 NAPLAN results identified 7% of students needed attention in numeracy and no students needed attention in reading,</p> <p>After evaluation, the next steps to support our students will be: The continued development of teacher understanding of incoming syllabus documents to support improved literacy and numeracy outcomes through targeted professional learning opportunities. Intervention programs will be strengthened and extended to provide targeted support for yellow and red tier students.</p>
<p>Aboriginal background</p> <p>\$13,907.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wollongong West 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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connection <p>Overview of activities partially or fully funded with this equity loading include:</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: The establishment of an WWPS Indigenous Mob to provide a mentoring program for our Aboriginal students by older Aboriginal students within our schools. All Aboriginal students can articulate their goals identified on their Personalised Learning Pathway that they are working actively towards.</p> <p>After evaluation, the next steps to support our students will be: The extension and strengthening of the Aboriginal Mentoring Program by building the capacities and capabilities of upcoming Aboriginal student leaders and mentors to support younger peers in the achievement of personalised goals. In addition, the school will work alongside community members to develop an authentic and meaningful Reconciliation Action Plan.</p>
<p>English language proficiency</p> <p>\$138,252.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wollongong West 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"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional support in the classroom for EAL/D learners • provision of professional learning for teaching staff in strengthening understanding of EAL/D phases <p>The allocation of this funding has resulted in the following impact: EAL/D students having their language and literacy needs supported in the classroom by class and specialist staff by collaboratively designing and delivering targeted literacy and numeracy programs. All teachers can accurately identify the phase of EAL/D learners and have a deep understanding of the characteristics and needs of EAL/D learners.</p>

<p>English language proficiency</p> <p>\$138,252.88</p>	<p>After evaluation, the next steps to support our students will be: Undertaking quality professional learning and embedding mentoring practices into classroom practice to support differentiated learning experiences for EAL/D students within the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$133,823.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Wollongong West 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"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional support in the classroom in meeting the literacy and numeracy needs of students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: Internal data indicates a decrease in the number of students school-wide, who are not new arrival students, achieving below expected proficiency levels in reading and numeracy using internal data.</p> <p>After evaluation, the next steps to support our students will be: modifying the current model of co-planning and co-teaching to include mentoring to support targeted and differentiated learning experiences within the classroom for students with additional learning needs. In addition, student achievement of and progression towards SMART goals identified on PLaSPs will be tracked to evaluate the suitability of SMART goals and the impact of teaching and interventions in mainstream classrooms.</p>
<p>QTSS release</p> <p>\$46,163.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wollongong West 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"> • Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Executive and teaching staff having a deep understanding of new and incoming syllabus documents through participating in quality professional learning and mentoring opportunities.</p> <p>After evaluation, the next steps to support our students will be: The mentoring of class teachers by Assistant Principals to deepen understanding of new and incoming syllabus documents and the implementation of quality, explicit and consistent teaching practices.</p>
<p>COVID ILSP</p> <p>\$82,259.06</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>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</p>

COVID ILSP

\$82,259.06

funding include:

- employment of teachers/educators to deliver small group tuition

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

A decrease in the number of students requiring Tier 1 and Tier 2 interventions in Years 1-6.

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

The continuation of the implementation of literacy and numeracy small group tuition, using internal and external data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	111	109	104	110
Girls	90	84	87	104

Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.9	90.3	86.1	92.3
1	94.3	91.0	82.9	88.6
2	92.5	86.7	86.5	88.0
3	91.8	91.9	88.2	83.7
4	93.2	90.9	86.6	91.0
5	91.3	91.5	82.4	93.3
6	91.9	84.5	86.6	86.6
All Years	91.7	89.9	85.3	88.9
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)	4
Classroom Teacher(s)	10.52
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
Teacher EAL/D	0.6
School Counsellor	0.8
School Administration and Support Staff	4.92

*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	282,481.93
Revenue	4,328,793.64
Appropriation	4,242,400.04
Sale of Goods and Services	18,904.54
Grants and contributions	58,984.11
Investment income	6,804.95
Other revenue	1,700.00
Expenses	-4,240,431.21
Employee related	-3,920,256.69
Operating expenses	-320,174.52
Surplus / deficit for the year	88,362.43
Closing Balance	370,844.36

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	156,400
Equity Total	363,165
Equity - Aboriginal	13,907
Equity - Socio-economic	77,182
Equity - Language	138,253
Equity - Disability	133,823
Base Total	2,332,618
Base - Per Capita	54,186
Base - Location	0
Base - Other	2,278,432
Other Total	592,740
Grand Total	3,444,923

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

The Tell Them from Me survey was administered to parents/carers, students and teachers in November 2023. The following information was sourced:

Parent/caregiver identified strengths:

- school supports positive behaviour, in particular "my child is clear about the rules for school behaviour".
- parents feel welcome, in particular "I can easily speak with the Principal".
- an inclusive school, in particular "school staff take an active role in making sure all students are included in school activities".

Parent/caregiver identified area for development:

- parents are informed, in particular "I am well informed about my child's progress in school subjects".

Student identified strengths:

- students display positive behaviour at school
- advocacy at school
- teachers use explicit teaching practices and provide feedback

Student identified area for development:

- positive learning climate

Teacher identified strengths:

- an inclusive school, in particular "I make an effort to include students with special needs in class activities".
- collaboration, in particular "I discuss learning problems of particular students with other teachers".
- Teaching strategies, in particular "when I present a new concept I try to link it to previously mastered skills and knowledge".

Teacher identified area for development:

- technology, in particular "students use computers or other interactive technology to track progress towards their goals".

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.