

2023 Annual Report

Wyong Public School



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Introduction

The Annual Report for 2023 is provided to the community of Wyong 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

Wyong Public School is dedicated to implementing evidence-based practices and developing all students as continuous, flexible learners. Together we provide academic and wellbeing support for the pursuit of excellence. Our school promotes productive citizenship, collaboration and diversity.

School context

Wyong Public School has a focus on quality teaching and learning to improve student learning outcomes. School priorities include literacy, numeracy, building leadership, increasing engagement through technology and opportunities in sports and the creative and performing arts. The school has a strong student wellbeing program.

The school is located on the Central Coast and our students represent a wide range of backgrounds. Wyong PS has approximately 421 students with 21 classes including two Opportunity Classes, two Multi Category classes and one Emotionally Disturbed class. The school caters for a wide range of needs and learning abilities. Classes are formed into grade groups to maximise student learning.

Our school funding in equity and tied funding is used to support all students in the classroom with an off-class, school-funded Deputy Principal, Assistant Principal Curriculum (two) four Assistant Principal's and additional support staff, including SLSO staff. These funds are also used strategically to provide additional training and development for all staff.

We work closely with the Wyong Learning Community of schools, collaborating for school transition, sports, music, Education Week and professional learning opportunities for staff.

Wyong Public School is a proud member of the Local Ngarra AECG. We have very strong connections to the local Aboriginal community and families. Our current Aboriginal population of 96 students are well supported by an Aboriginal Education Officer, SLSOs and LASTs. We include all students in learning Aboriginal perspectives in the classroom and in acknowledging or celebrating culturally significant days.

The school works in partnership with the Schools as Community Centre (SACC) on our school site that provides many services and programs for 0-8 years families and children. Our school has an active group of Parents and Citizens who support school programs and make time to meet, raise additional funds for acquisitions and attend the uniform shop. The school has sponsorship arrangements with the Mounties Clubs club who provide awards for Dux and art / drama awards, QBD Bookstore Tuggerah who kindly provide vouchers and discount books and IGA North Wyong with their Community Chess award which is used towards STEM / Lego resources.

Findings from our situational analysis drive our strategic directions for the next 4 years.. Our Strategic Directions include:

- Student Growth and Attainment
- Differentiation and Wellbeing
- Community Partnerships

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

Strategic Direction 1: Student growth and attainment

Purpose

To have high expectations for all students that meet identified growth and attainment targets and to refine data driven teaching practices that are responsive to student learning needs.

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.

- Quality Reading Practice
- Quality Numeracy Practice

Resources allocated to this strategic direction

Low level adjustment for disability

Professional learning

Socio-economic background

Per capita

QTSS release

Summary of progress

Activity

Impact - not just about teachers but for students as well

Next Steps -

Reading

Numeracy

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Increase the average score in the Year 1 Phonics Screening Check from 23.1 in 2022 to an average of 26 items correct in 2023	The Year 1 Phonics Screening Check indicates that the average number of items correct has decreased from 21 in 2022 to 16 in 2023.
<ul style="list-style-type: none">• Increase the percentage of 3-6 students achieving growth in PAT Maths from 80% in 2022 to 83% in 2023	The PAT Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 12%.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure all students connect, succeed, thrive and learn a planned approach to whole school wellbeing processes that support high levels of tailored, individual support will be implemented with a focus on attendance. A sense of belonging will be cultivated in students in a positive and respectful learning environment in order to promote effective learning engagement and improve academic achievement for all learners

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.

- Differentiation

Resources allocated to this strategic direction

Summary of progress

The school will be again focussing on the new implementation and use of scope and sequences and introduce peer and executive led walk through observations.

Executive staff will also lead and focus on the need for critical differentiation across the school as per new curriculum and student needs.

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
Increase proportion of students achieving at or above expected growth for writing to the following levels: <ul style="list-style-type: none">• Year 5 to 60%.• Year 7 to 51%.	<ul style="list-style-type: none">• The value added percentage in Writing for Year 3 in 2023 is 86.%• The value added percentage in Writing for Year 7 in 2023 is 41%
<ul style="list-style-type: none">• Achieve Excelling in the sub-element 'Data use in teaching' within the element 'Data Skills and Use' as measured by the School Excellence Framework.	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the element of 'Data Skills and Use' to be delivering

Strategic Direction 3: Community Partnerships

Purpose

There is school wide collective responsibility for the unique student learning needs and success for every learner. This responsibility is shared by the school and the wider school community and recognises the importance of aspirations, goals, ambitions and hopes for the future

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.

- Succeeding and Belonging
- Productive Citizenship

Resources allocated to this strategic direction

Integration funding support
Socio-economic background
Professional learning
Per capita
Aboriginal background

Summary of progress

The school will be focussing on critical attendance students, and those on case load; as well as re-educating new parents on attendance (including partial).

IFS funding has been allocated (besides new Kindergarten students) and there is a high proportion of IFS in stage 2 and 3.

Professional Learning is again focussed on the new curriculum and embedding formative assessment.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• An uplift of 3% of students achieving 90% from 2022 baseline data.	The number of students attending greater than 90% of the time or more has increased by 2.4% to a total of 84.7% (increased by 2.4%).
<ul style="list-style-type: none">• An uplift of 2% of students reporting positive wellbeing in the TTFM survey to achieve at or above 85%.	Tell Them From Me data shows a stable percentage shift with increases and decreases over the last 5 years in reference to positive wellbeing.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$19,437.00</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 Wyong 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing 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: 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"> • Personalised Learning and Support Overview of activities partially or fully funded with this targeted funding include: • employment of additional staff for targeted student support The allocation of this funding has resulted in the following impact: • increased student confidence in developing positive relationships with staff members and their learning. <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: • to sustain relationships with culturally and linguistically diverse families that help inform and support the continuity of learning for EAL/D students at transition points.</p>
<p>Integration funding support</p> <p>\$156,124.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyong 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"> • Succeeding and Belonging • Productive Citizenship <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 • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals, by ensuring</p> <ul style="list-style-type: none"> • SLSO support was provided to each student with a disability or individual learning needs. • ongoing assessment tracking of student individual learning needs. • classroom teachers, SLSO's along with parents/carers regularly updating PLSP's which were responsive to the student learning needs and progress allowing eligible students to receive personalised, targeted learning and support within their own classrooms. improved classroom and playground behaviour, by providing • SLSO support for each student with a disability or individual behavioral needs in the classroom, playground and during transitions.

<p>Integration funding support</p> <p>\$156,124.00</p>	<ul style="list-style-type: none"> • ongoing opportunities for students to assess their own wellbeing, self-regulate and to meet with identified staff members who could provide advice, support and assistance to help students fulfil their potential. <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue our targeted individual student support in all school settings through a school-wide, collective responsibility for student learning and success which is shared by parents/carers, students and staff. • to ensure planning for learning is informed by sound holistic information about each student's wellbeing and learning needs through a case management approach in consultation with parents/carers. • to continue to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
<p>Socio-economic background</p> <p>\$614,456.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyong 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"> • Quality Numeracy Practice • Succeeding and Belonging • Productive Citizenship <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all students the opportunity to attend and participate in all learning programs. • all students with the opportunity to utilise technology to support learning. • employment of off-class expert teachers to provide additional support and strategies leading to an improvement in internal and external performance measures. • continued community engagement for all families with a particular focus on low-socio economic and and Aboriginal families. • the Learning Support Team to continue to liaise effectively with all stakeholders in supporting individual student need. • additional staff employed to reduce class sizes and broaden individual and small group opportunity for curriculum delivery. • positive wellbeing practices - student assistance provided breakfast and uniform support for students, additional welfare staff and SLSO's and teachers employed that have provided explicit teaching, welfare and mental health support for targeted students, additional supporting the Support Unit classes for individual students. <p>After evaluation, the next steps to support our students will be: to continue providing support for our families to be engaged and successful in the educational, social and emotional outcomes of their children. There will be a continuous focus on Aboriginal, EAL/D and low socio-economic families.</p>
<p>Aboriginal background</p> <p>\$153,521.39</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyong Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$153,521.39</p>	<p>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"> • Productive Citizenship <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 • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • assessment tracking and analysis of student learning needs, with intervention and targeted teaching, both in class and in small groups. • AEO and SLSO support of Aboriginal students within the classroom in the areas of literacy and numeracy. • AEO and SLSO support of Aboriginal students social and emotional wellbeing within the classroom and the playground. • cultural identification and connection via Connecting to Country, Cultural enrichment incursions, school music / Didge Groups led by the AEO, staff and SLSO. • staff collaboratively set measurable and attainable goals via the PLP process with the interconnected triangle of student, teacher, parent at its core throughout the year. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to support academic progress, cultural identification and connection and social and emotional wellbeing of Aboriginal students. • to maximise each and every Aboriginal student's learning outcomes through targeted and fluid group interventions in the classrooms. • to maintain positive, regular communication with our Aboriginal community to work in partnership to support and nurture their child's individual learning needs and connection to culture. • to continue to develop staff understanding, knowledge and skills in Aboriginal Education and Wellbeing through professional learning opportunities.
<p>English language proficiency</p> <p>\$31,513.39</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyong 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p> <p>A range of EAL/D students received direct support from the EAL/D teacher.</p> <ul style="list-style-type: none"> • Consolidation of scaffolded learning experiences to support EAL/D students in their learning and the achievement and English outcomes. • EAL/D students are more confident and prepared to take risks with their language use during discussions and reading and writing opportunities, as noted in teacher observations and work samples.

<p>English language proficiency</p> <p>\$31,513.39</p>	<p>Up to 5 EAL/D students are currently participating in a new arrival program, supporting transition to school life in Australia and allowing for an increased participation in a new school setting.</p> <p>After evaluation, the next steps to support our students will be: continue to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, coteaching and co-planning.</p> <ul style="list-style-type: none"> • to continue to support the academic progress, cultural identification and connection and social and emotional wellbeing of EAL/D students. • to strengthen the implementation of a structured and systematic approach to ensuring the needs of EAL/D students are met via IEPs and learning adjustment plans. • to maximise each and every EAL/D student's learning outcomes through targeted and fluid group interventions in the classroom and withdrawal group. • to maintain positive, regular communication with our school community to work in partnership to support and nurture their child's individual learning needs and cultural connection. • to continue to develop staff understanding, knowledge and skills in the area of EAL/D student education.
<p>Low level adjustment for disability</p> <p>\$278,509.22</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyong 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"> • Quality Reading Practice <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 <p>The allocation of this funding has resulted in the following impact: Students completed the various Literary phonics screenings / Fluency / Language / Speech assessments</p> <ul style="list-style-type: none"> • collaboration with specialist behaviour support staff to implement strategies to support student success and happiness at school as well as supporting staff wellbeing, capability and confidence. • targeted SLSO support to assist with academic growth, social and emotional wellbeing for identified students within the classroom and the playground. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained learning and support teachers along with SLSOs . • to continue the targeted SLSO support for student academic, social and emotional growth.
<p>Professional learning</p> <p>\$35,973.12</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 Wyong 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"> • Quality Reading Practice • Quality Numeracy Practice

<p>Professional learning</p> <p>\$35,973.12</p>	<ul style="list-style-type: none"> • Succeeding and Belonging <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • increased teacher knowledge of literacy instruction and improved student fluency. • deep dives - the driving questions and vocabulary have been an insight by classroom teachers. • Demonstration of differentiation and higher expectations for students. • identifying different perspectives within the room. Understanding of the different levels of learning in the room. • coaching and mentoring systems and structures have been implemented whole school to allow for stage teams to collaboratively engage in curriculum and wellbeing reflective conversations. • the appointment of our APCIs has ensured ongoing reflective professional learning that involves collaborative inquiry and is targeted for our stage teams. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to develop a shared vision where teachers are invested in collaborating and designing teaching and learning plans and resources to benefit student outcomes and attainment.
<p>QTSS release</p> <p>\$93,273.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyong 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"> • Quality Numeracy Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: all assistant principals, supported by the Assistant Principal's Curriculum and Instruction, facilitated collaborative stage time for 2 hours every fortnight and were able to spend time in their stage classrooms to support and develop teacher pedagogy leading to:</p> <ul style="list-style-type: none"> • improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. • 100% of teachers reported lessons differentiated according to students' needs. • 100% of teachers provided students with the opportunity to use selfassessment against learning intentions and success criteria. • staff identified teacher expertise and participated in an observation with a peer teacher to further develop their knowledge and skills for the preselected area. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue to employ staff to provide opportunities to release executive staff to lead improvement in teacher identified areas of need. • continue to employ staff to provide opportunities for stage teams to

<p>QTSS release</p> <p>\$93,273.98</p>	<p>collaborate and support each other's development.</p> <ul style="list-style-type: none"> • increase the percentage of staff identifying teacher expertise and participated in an observation with a peer teacher to further develop their knowledge and skills for the pre-selected area. • Continue the number of teachers who self-identify areas for improvement.
<p>COVID ILSP</p> <p>\$220,201.29</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> <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 - [focus area] <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • In excess of 200 K-6 students received explicit small group or individual tuition to enhance literacy skills. Focus in Literacy included phonics to decode, cvc words, blending to support the engage and enact phase in the new K-2 English Syllabus. • S1 students engaged in small group tuition to improve on letter sound correspondences that enhanced individual decoding and encoding skills. Focus in Literacy included phonics to decode, cvc words, blending to support the engage and enact phase in the new K-2 English Syllabus. • S2 students engaged in a range of individual and small group focus areas within reading, comprehension and phonological decoding. All students demonstrated progressive skill building that enhanced decoding automaticity and comprehension. • S3 students engaged in small group tuition that focused on building independent knowledge of vocabulary, punctuation and grammar to enrich reading and writing skills. Students continued to develop on their progressional milestones of achievement to attain an improved alignment with stage outcomes. Students who are working well below stage level received additional support in phonological awareness. • Over 150 K-6 students received explicit small group tuition to enhance numeracy skills. • Weekly in-class support in ES1 during Mathematics lessons resulted in an uplift of a students ability to count forwards and backwards to 20 and also allowed the classroom teacher to have the opportunity to extend small groups of students in reasoning tasks. The focus in Numeracy included quantifying number numeral ID and recognition and fluency to support the engage and enact phase in the new K-2 Mathematics Syllabus. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will involve regular monitoring of students. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. • intervention grouping will remain fluid to ascertain a needs-based model that builds upon and develops current progressive skills across all cohorts.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	246	250	220	223
Girls	223	212	192	194

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.4	87.9	81.6	87.6
1	90.8	89.2	80.8	83.9
2	88.6	88.2	84.3	88.2
3	91.2	85.1	80.0	87.5
4	89.4	89.3	78.9	84.0
5	93.1	88.9	83.8	87.1
6	91.3	90.2	82.8	83.9
All Years	91.0	88.5	81.9	85.8
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)	7.4
Classroom Teacher(s)	16.35
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
School Administration and Support Staff	7.32

*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	115,385.82
Revenue	6,871,750.76
Appropriation	6,549,441.13
Sale of Goods and Services	4,776.18
Grants and contributions	314,193.42
Investment income	3,140.03
Other revenue	200.00
Expenses	-6,501,415.85
Employee related	-5,988,376.29
Operating expenses	-513,039.56
Surplus / deficit for the year	370,334.91
Closing Balance	485,720.73

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	144,709
Equity Total	1,078,000
Equity - Aboriginal	153,521
Equity - Socio-economic	614,456
Equity - Language	31,513
Equity - Disability	278,509
Base Total	3,650,784
Base - Per Capita	111,256
Base - Location	0
Base - Other	3,539,528
Other Total	732,480
Grand Total	5,605,973

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 (TTFM) is an evaluation survey tool that measures students wellbeing and engagement at school, as well as a range of attitudes and experiences of the wider community towards school practices and procedures. The information collected from the TTFM survey is used to drive future direction.

During 2022 23 students in Years Four, Five and Six completed the TTFM survey.

Aspirational - Social -Emotional Outcomes

68% of students expect to attend University when they complete High School.

75% of Aboriginal students feel good about their culture at school.

78% of Aboriginal students believe that their teachers have a good understanding of their culture.

Over 70% % of students feel proud of their school.

95% of students reported that teachers take time in class to explain thinkgs they have been taught before.

Over 70% of students believe that they are treated with fairness and respect by their teachers.

Over 70% of students know where to seek help if they experience bullying.

The majority of students feel positive about attending High School

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.