2023 Annual Report

Balgowlah Heights Public School

3736

Introduction

The Annual Report for 2023 is provided to the community of Balgowlah Heights 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

We believe that a happy, engaged child is a successful one. Our community is committed to providing a positive, safe and stimulating environment for children to learn, have a voice and be valued. We aim for all children to enjoy their learning, be active citizens, become life-long learners and achieve their potential.

School context

Balgowlah Heights Public School was established in 1933 and proudly serves the local community of Balgowlah Heights and Clontarf. We currently have 701 students in Years K-6. There are 29 classes, two of which are Opportunity Classes in Years 5 and 6.

The school has strong relationships with our P&C and values parent/carer involvement in our school and their child's learning programs. We value student wellbeing and student voice; and promote respect, responsibility and personal best.

Our school enjoys extensive grounds and resources. Opportunities in sport, music and technology enable our students to excel through a range of different experiences. A wide range of extra-curricular activities in areas such as band, dance, choir, drama, strings, chess, debating and public speaking are provided.

In developing our Strategic Improvement Plan a situational analysis was undertaken where students, parents, staff and AECG were consulted. As a result we have identified the following areas of focus:

*Implementation of quality, evidence-based programs in literacy and numeracy which are differentiated to account for student needs. (Strategic Direction 1-Student growth and attainment)

*Continued emphasis on student wellbeing and personalised learning. (Stratgeic Direction 3-Engaged and successful learners)

*Implementation of collaborative pedagogical practices such as learning walks, data walls and consistent teacher judgement; based on research. (Strategic Direction 2-Explicit systems for collaboration and feedback)

*Development of quality summative and formative assessment tasks. (Strategic Direction 1-Student growth and attainment, Strategic Direction 3-Engaged and successful learners)

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	Excelling
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	Delivering
TEACHING: Learning and development	Delivering
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

In order to maximise student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies 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.

- Evidence-Based Teaching Strategies
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Beginning teacher support
Per capita

Summary of progress

In 2023, our areas of emphasis in Student Growth and Attainment were:

* new syllabuses (English and mathematics);

* numeracy - implementing evidence-based teaching strategies in mathematics;

* High Performance and Gifted Education (HPGE); and

* grammar, punctuation and spelling.

The areas of priority and associated professional learning were implemented as planned.

In relation to the new syllabuses, Years K-2 teachers commenced implementation and delivery of new content, adapting Department of Education units of work in these curriculum areas. Assistant Principal-Curriculum and Instruction (AP-C&I) worked with assistant principals and teachers in classrooms to support diagnostic assessment and explicit teaching practices for reading and writing, with an emphasis on phonics and spelling. Assistant Principals- Instructional Leaders supported classes Years K-2 with units of work in mathematics to understand the connectionist approach of the subject area. Curriculum days were implemented in addition to twice per term collaborative planning days as targeted time for teachers to understand the structure of new syllabuses, organisation of content and associated assessment practices. Teachers in Years 3-6 spent time engaging with new syllabus formats for 2024 implementation. Professional learning to support new content in relation to reading was delivered, focusing on developing reading fluency and using the Fluency Assessment Tool from the Universal Resource Hub as a qualitative measure of student reading fluency, and the DIBELS Oral Reading Fluency (ORF) as a quantitative measure of accuracy and rate for fluent reading. Teachers administered these assessments to students, providing another tool in conjunction with standardised reading to evaluate student performance across Years 1-6. Next steps for curriculum implementation will involve completion of micro learning units as they become available and Years 3-6 classes using the Department's units of work in English and mathematics to support understanding of new content and assessment strategies, which will be supported by AP-C&I.

Whole school focus on numeracy explored place value content of mathematics syllabuses, with an emphasis on explicit teaching practices. Staff professional learning with a third-party provider focused on teaching place value and demonstration lessons provided the basis for teacher development which were supplemented by curriculum days and regular discussion through grade meetings. Lesson study and learning walks were undertaken with a focus on maths talks with number/place value concepts across Years K-6 and teacher debrief and evaluations reflecting the learning as being valuable to observe consistent approach across the school. Familiarisation with new syllabuses in Years K-2 and Years 3-6 explored the importance of reasoning as part of a working mathematically focus and the Department assessment tools for numeracy were trialed.

The HPGE team continued staff professional learning for identification of HPG students across the four domains, understanding the learning characteristics of students and the role of assessment in identification. Strategies for supporting HPG students were implemented, including subject acceleration. Identification procedures, in conjunction with

learning and support processes, will be an area of focus in 2024 to support identification of a broader range of HPG students with consideration given to ongoing data collection and monitoring.

An initial survey was developed to gauge teaching approaches to the areas of grammar, punctuation and spelling, which revealed variance between and across grades. This highlighted the need to develop a consistent point of reference for grades across the school and so during the latter part of the year, members of the literacy team worked on performance rubrics for writing that incorporate these elements. The rubrics will be trialed through early 2024 and the Department of Education units of work in English incorporating explicit grammar will be used. Spelling data continues to be inconsistent across the school, however, there is no planned change in this program until further advice that supplements the new syllabuses is made available.

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
*75% or more of students in Years 2-6 achieve 0.4 growth (calculated through effect size formula) in: -reading comprehension -spelling -numeracy	*In reading comprehension 66% of students achieved expected growth. *In spelling 58% of students achieved expected growth. *In numeracy 76% of students achieved expected growth.
*Improvement as measured by the School Excellence Framework: -Learning culture- Sustaining and Growing -Curriculum- Sustaining and Growing -Assessment- Delivering -Student performance measures- Delivering -Data skills and use- Sustaining and Growing -Effective classroom practice- Sustaining and Growing	Self assessment against the School Excellence Framework shows our school currently performing at sustaining and growing in all of the listed elements.
*Improve student Check-In performance (Years 3-6) by 5% in numeracy.	Numeracy growth significantly exceeded the progress measure. Year 5 students in particular exhibited significant growth.
*Improve student Check-In performance (Years 3-6) by 5% in numeracy.	Reading growth exceeded the progress measure. Year 4 students in particular exhibited strong growth.

Strategic Direction 2: Explicit systems for collaboration and feedback

Purpose

In order for every student, every teacher, every leader and every school to improve every year then consistent, high expectations based on evidence is required. Together we have a responsibility to develop constructive, informed and insightful professional relationships to continuously improve our professional practice involving collaboration and feedback.

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.

- Instructional Leadership
- Shared Understanding and Responsibility for Improvement

Resources allocated to this strategic direction

Professional learning
QTSS release
AP Curriculum & Instruction
Per capita

Summary of progress

In 2023 our areas of emphasis in Explicit Systems for Collaboration and Feedback were:

Learning Walks

- further developing protocols for learning walks;
- surveying staff in relation to learning walks;
- enhanced reflection/ debriefing in relation to learning walks to evaluate the impact of learning walks;
- completing same grade learning walks;
- implementing adjacent grade learning walks;
- collaboratively planning a Lesson study to incorporate in learning walks; and
- utilising collaboration time to share results, observations, plan teaching and learning and plan future directions.

Aspiring/ Middle School Leaders

- courses and programs sourced for Aspiring Leaders;
- courses and programs sourced for Middle Leaders;
- attendance by Aspiring Leaders and Middle Leaders in Northern Beaches Learning Alliance programs; and
- professional readings.

Lesson Study

- professional learning focused on numeracy;
- collaboratively planning a differentiated unit of work including formative/ summative assessment;
- effectively utilising Universal Hub resources;
- implement lesson study unit as part of learning walks;
- grade discussions centered on targeted students; and
- grades sharing their lesson study and data results at a K-6 Professional meeting.

All the planned areas of priority and associated professional learning were implemented.

Protocols were established by the Leadership team and all staff were upskilled in this area. Each classroom teacher participated in cycle 1 of learning walks involving same grade observations. Each classroom teacher from Years K-5 participated in the adjacent grade observations Years K/1, Years 2/3 and Years 4/5. Collaboration time was provided to assist teachers to plan the lesson study to be implemented. They were timed to be implemented during the beginning and end of a planned lesson study. Both cycles incorporated debrief and reflection sessions following learning walks. Teachers reflected on what they had learnt, how they were beneficial, what they would like to know more about and anything teachers would like to add. Debrief reflections were collated and shared with staff across Years K-6. Teachers reflected positively on the experience and many suggestions were made to incorporate in future learning walks. Collaboration amongst grades was evident in planning and reflection time discussions. Selected students were asked specific questions in relation to their learning such as: What are you learning? Why are you learning that? How are you going with that learning? How do you know/ how can you improve and where do you go for help?

Leadership executive sourced courses and programs for Aspiring and Middle leaders to involve themselves in. As a result, three Assistant Principals involved themselves in the Northern Beaches Learning Alliance Middle Leader's program. One class teacher completed the Aspiring Leader's program. As part of Assistant Principal/Deputy Principal meetings professional readings were sourced and discussed.

Each grade spent time collaborating and developing a unit of work to be implemented. The unit utilised the Universal Resource Hub and was differentiated to cater for various levels within the classroom. Each grade focused on mathematics and lessons were planned to be delivered as part of learning walks. Lessons incorporated number talks and focused on utilising pedagogy demonstrated in professional learning centered on Mathematics.

Debrief/ reflection sessions were held after each lesson taught during learning walks. Reflections showed every class had appropriate mathematical language embedded across the school demonstrating professional learning had been successful and was being implemented across the school..

Class and grade data discussions regarding learning progressions were held in week 9 each term. Discussions focused on targeted students and outlined progress students had made.

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
*Improvement as measured by the School Excellence Framework: -Learning culture- Sustaining and growing -Assessment- Delivering -Student performance measures- Sustaining and growing -Effective classroom practice- Sustaining and growing -Data skills and use- Sustaining and growing -Professional standards- Sustaining and growing -Learning and development- Sustaining and growing -Educational leadership- Sustaining and growing	Self-assessment against the School Excellence Framework shows our school currently performing at sustaining and growing in the elements of learning culture, assessment, student growth and performance, effective classroom practice, data skills and use and educational leadership.
*5 % increase in the Teacher Tell The from Me Teacher Survey in the domains of: -Leadership -Collaboration -Learning culture	Teacher Tell Them from Me data in the area of Leadership shows we have remained on par with 2022 results with a result of 7.4 which is above the NSW Norm at 7.1. Teacher Tell Them from Me data in the area of Collaboration shows an increase of 0.3 to a score of 8.3 which remains above the NSW Norm of 7.8. Teacher Tell Them from Me data in the area of Learning Culture shows an increase of 0.1 to a score of 8.3 which remains above the NSW Norm of 8.0.
*2% increase in the People Matter Survey in the domains of: -Feedback and performance	Data from the People Matter Survey was not available.

management

-Teamwork and collaboration

Strategic Direction 3: Engaged and successful learners

Purpose

Our school will be a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing and ownership of their learning, the wellbeing of their peers and the collective wellbeing of our community. In this way, our school in partnership with parents and carers, will equip our children to be active and positive contributors to the society in which we live.

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.

- Personalised Learning
- Connect-Succeed-Thrive

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability
Socio-economic background
English language proficiency
Aboriginal background

Summary of progress

In 2023 our areas of priority in Engaged Successful Learners were:

*The Resilience Project- Introduction of the program;

*Peer Support- Implementation of the program for a second year; and

*School Attendance- Reviewing practices and supporting staff and parents in practices to support students.

The Resilience Project was a significant program of implementation after extensive consultation in 2023. Professional learning was provided for staff and background provided for parents through Parents' & Citizens' (P&C) Meetings and the school newsletter. The staff worked collaboratively to plan the program for each term and on-going reviews were undertaken to monitor the progress of the program.

The primary grades, due to the number of lessons involved, had to modify the program. The feedback from staff on the program and the professional learning was positive. Data on the effectiveness of the program through *Tell Them from Me* Surveys will be undertaken early in 2024.

The Resilience Project will be implemented again in 2024 with professional learning for staff focussed on staff well-being and parent webinar information sessions.

Peer Support was implemented in Term 3 with a focus on resilience. The feedback from students and staff indicated the goals of the program were achieved and successful. The program will be implemented again in 2024 in Term 3.

School attendance policies and procedures were evaluated and as a result some changes to processes occurred. The policies were shared with parents through P&C meetings and in the school newsletter.

Two areas of focus were identified, these being unexplained absences and the number of students on extended leave for holidays. These will be focus areas again in 2024.

The student attendance rate of attending school greater than 90% of the time or more, improved significantly to 81%. However, this is still below the school's student attendance target.

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
*Achievement of 2023 system-negotiated targets: -94.0% of Years 4-6 students report advocacy, a sense of belonging and high expectations.	Tell Them from Me Survey data indicates 86% of students report a positive sense of wellbeing (Expectations for success, advocacy and sense of belonging at school). Expectations for success and advocacy results were improved while sense of belonging results showed a small decline from previous year.
*Achievement of 2023 system-negotiated targets: -93.5% students have a school attendance rate of 90% or higher	The number of students attending greater than 90% of the time or more increased to 81%.
*Improvement as measured by the School Excellence Framework: -Wellbeing- Sustaining and growing -Learning culture- Sustaining and growing -Curriculum- Sustaining and growing -Assessment- Delivering -Reporting- Delivering -Management practices and processes- Delivering	Self-assessment against the School Excellence Framework shows our school currently performing at sustaining and growing in the elements of wellbeing, assessment, learning culture, curriculum and management practices and processes. In the element of reporting we are excelling.
*5% increase in the Parent Tell Them from Me Survey in the domains of: -Inclusive school -Parents are informed	Parent Tell Them from Me data shows an increase of 0.1 in *inclusive school* to a score of 6.6 and in the area of *parents are informed* a decrease of 0.2 to a score of 5.8.

Funding sources	Impact achieved this year
Integration funding support $203,143.00	Integration funding support (IFS) allocations support eligible students at Balgowlah Heights Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connect-Succeed-Thrive **Overview of activities partially or fully funded with this targeted funding include:** • 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; and • Personalised learning plans were developed and reviewed for all students meeting disability criteria or needing additional support in literacy and numeracy. **The allocation of this funding has resulted in the following impact:** *Students involved in targeted programs demonstrated appropriate learning growth in the identified area. *A number of School Learning Support Officers (SLSOs) delivered specific reading programs. *Our school employed additional SLSOs to assist student learning. **After evaluation, the next steps to support our students will be:** *Continue to provide best practice programs in literacy and numeracy. *Continue to work in conjunction with parents to support students in their learning. *Continue to fund additional SLSOs to assist students.
Socio-economic background $3,990.20	Socio-economic background equity loading is used to meet the additional learning needs of students at Balgowlah Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connect-Succeed-Thrive **Overview of activities partially or fully funded with this equity loading include:** • Personalised learning plans were developed and reviewed for a number of students needing additional support in literacy and numeracy; and • Employment of additional staff to support delivery of targeted initiatives. **The allocation of this funding has resulted in the following impact:** *Additional SLSOs and Learning Support Teachers were engaged to support student learning. *Students involved in targeted programs exhibited growth in the identified area. **After evaluation, the next steps to support our students will be:** *Continue to provide best practice programs in literacy and numeracy. *Continue to work in conjunction with parents to support students in their learning. *Continue to fund additional SLSOs and Learning Support Teachers to assist students.
Aboriginal background $1,474.08	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Balgowlah Heights Public School. Funds under this equity loading have been targeted to ensure that the performance

Aboriginal background $1,474.08	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connect-Succeed-Thrive **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff to support literacy and numeracy programs. **The allocation of this funding has resulted in the following impact:** *Students involved in targeted programs exhibited growth towards their learning goals. **After evaluation, the next steps to support our students will be:** *To continue to engage parents deeply in the process of establishing and monitoring Personalised Learning Plans for students.
English language proficiency $29,082.03	English language proficiency equity loading provides support for students at all four phases of English language learning at Balgowlah Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connect-Succeed-Thrive **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff to support delivery of targeted initiatives; • Provision of additional English as an additional language or dialect (EAL/D) support in the classroom and as part of differentiation initiatives; and • Withdrawal lessons for small group (developing) and individual (emerging) support. **The allocation of this funding has resulted in the following impact:** *Identifying EAL/D students, assessing their English language proficiency and prioritising their support needs. *Understanding students' language skills and language needs. It has enabled the classroom teachers to gauge the level of challenge and support required to scaffold learning. *The EAL/D teacher to assess, monitor and report EAL/D students' English language development using specialised tools such as the EAL/D learning progressions. *EAL/D students provided with a supplementary school report to inform parents on their child's English language proficiency. **After evaluation, the next steps to support our students will be:** *Continue to support EAL/D students with their language skills. *Collaborate with class teachers to co-design learning, drawing on knowledge of the assessed language needs of the EAL/D learner. *Providing advice and appropriate models of delivery for the school's EAL/D support strategy based on identified EAL/D needs.
Low level adjustment for disability $134,626.97	Low level adjustment for disability equity loading provides support for students at Balgowlah Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Connect-Succeed-Thrive

Low level adjustment for disability $134,626.97	**Overview of activities partially or fully funded with this equity loading include:** • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting; • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers; • Targeted students were provided with evidence-based intervention in reading and numeracy to enhance learning outcomes; • Employment of learning and support teacher (LaST) and interventionist teacher; and • Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. **The allocation of this funding has resulted in the following impact:** *An increase of students across the school having access to small group and individual support in literacy and numeracy. *Increased opportunities for the Learning and Support teachers to work in classrooms assisting and mentoring. *Improved collaboration between Learning and Support teachers and classroom teachers. **After evaluation, the next steps to support our students will be:** *Continuation of in-class support and assisting by the School Learning and Support Officers. *Continuation of in-class support and assisting by the Learning and Support Teachers. *Continue the increased support in numeracy in addition to continued literacy support.
Professional learning $40,614.16	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 Balgowlah Heights Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence-Based Teaching Strategies • Instructional Leadership • Shared Understanding and Responsibility for Improvement **Overview of activities partially or fully funded with this initiative funding include:** • Engaging a specialist teacher to unpack evidence-based approaches to teaching numeracy and explore modelled, interactive, guided and independent numeracy; • Collaborative time for staff to work in teams with literacy, numeracy, high performing and gifted education and student well-being; and • Development and implementation of staff professional learning goals detailed in professional development plans. **The allocation of this funding has resulted in the following impact:** *Professional development plans were implemented. *Collaborative time for staff to work together was provided on a weekly basis and for three days per term to plan programs of work. *Focus on reading comprehension and numeracy pedagogy occurred. **After evaluation, the next steps to support our students will be:** *The models of collaboration implemented in 2023 will continue in 2024. *Time to work collaboratively on new Years 3-6 English and mathematics syllabuses will occur in 2024. *Learning walks and lesson studies will be implemented in writing.
QTSS release $141,568.13	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Balgowlah Heights Public School.

QTSS release $141,568.13	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Instructional Leadership • Shared Understanding and Responsibility for Improvement **Overview of activities partially or fully funded with this initiative funding include:** • Assistant principals provided with additional release time to support classroom programs; • Implementation of instructional rounds to strengthen quality teaching practices; and • Practices such as lesson demonstrations, lesson feedback, co-teaching, programming, assessment, data discussions and personalised feedback were implemented at our school and at neighboring schools. **The allocation of this funding has resulted in the following impact:** *Learning walks were held with an intensive in-school cycle based on numeracy and learning walks also took place with local schools. *Regular meetings held between the Deputy and Assistant Principals to discuss instructional leader approaches. **After evaluation, the next steps to support our students will be:** *Continue the Assistant Principal/Deputy Principal instructional leader model integrated with the support of an Assistant Principal-Curriculum and Instruction.
COVID ILSP $11,927.82	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of teachers to deliver small group tuition; • Providing targeted, explicit instruction for student groups in literacy and numeracy; • Development of resources and planning of small group tuition; and • Releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups. **The allocation of this funding has resulted in the following impact:** *Small group tuition for K-6 students, targeting those who need extra support with literacy and numeracy. *Students having access to additional support programs within the school. *Working alongside the classroom teacher to best support individual students. **After evaluation, the next steps to support our students will be:** *Continue additional support program to assist students enhance their literacy and numeracy skills.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	334	361	368	372
Girls	375	377	352	332

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	95.5	94.9	91.6	94.5
1	95.6	95.1	90.9	92.8
2	94.0	94.1	90.3	93.4
3	95.6	95.5	89.9	93.5
4	93.6	93.8	91.8	94.0
5	96.9	94.8	90.9	92.7
6	94.5	93.4	87.9	92.6
All Years	95.1	94.5	90.4	93.3
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	25.51
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.67

*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	769,634.64
Revenue	7,529,791.18
Appropriation	6,220,554.68
Sale of Goods and Services	523.02
Grants and contributions	1,269,163.42
Investment income	38,850.06
Other revenue	700.00
Expenses	-7,576,365.88
Employee related	-6,657,307.72
Operating expenses	-919,058.16
Surplus / deficit for the year	-46,574.70
Closing Balance	723,059.94

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	195,094
Equity Total	169,173
Equity - Aboriginal	1,474
Equity - Socio-economic	3,990
Equity - Language	29,082
Equity - Disability	134,627
Base Total	5,038,136
Base - Per Capita	187,387
Base - Location	0
Base - Other	4,850,749
Other Total	604,664
Grand Total	6,007,068

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

Student, parent and staff feedback was sought in 2023 through the *Tell Them from Me* Survey. Key findings were:

Parents

*58 parents responded to the survey which was a significant decrease on participation the previous year.

*P*arents are informed* rating increased from the previous year.

Parents support learning at home and *school supports learning* ratings decreased from the previous year.

Parents feel welcome, school supports positive behaviour and *inclusive school* remained at a similar level to the previous year.

*At parent forums the *Tell Them from Me* Report was discussed.

Students

Positive relationships rating increased from the previous year, though there was an increase reported by Year 6 students of bullying.

**Sense of belonging* decreased from the previous year.

*Other key areas of *positive behaviour, effort, expectations for success* and *advocacy* remained at a similar level to the previous year.

Staff

Parent involvement and *collaboration* ratings increased from the previous year and are well above the state average.

*Other key areas such as *inclusive school, leadership, data informs practice* and *teaching strategies* remained at a similar level to the previous year and are above state average.

The next steps to support our students and community are:

*To continue to share the survey results at parent, staff and student forums and discuss implications.

*To reflect on the domain of *school supporting learning*.

*To Implement strategies aimed at enhancing students' *sense of belonging*.

*To continue to implement programs such as *The Resilience Project*, *Peer Support* and use *Positive Behaviour for Learning* practices.

*In addition to the *Tell Them from Me* Surveys it is planned in 2024 to gain feedback from parents and staff from focus groups and school designed surveys.

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.