

2023 Annual Report

New Lambton South Public School



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Introduction

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

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

School contact details

New Lambton South Public School

St James Rd

New Lambton, 2305

<https://newlambtos-p.schools.nsw.gov.au>

newlambtos-p.school@det.nsw.edu.au

4957 1168

School vision

Creating a space that inspires everyone to be their best.

School context

New Lambton South Public School (NLSPS) is a New South Wales Department of school in Newcastle. with a population of approximately 472 students in 2021. 72% of the student population comes from families in the top 2 quartiles for Index of Community Socio Educational Advantage whilst only 8% of the student population comes from the lowest quartile. In addition to this, 3% of students identify as Aboriginal or Torres Strait Islander and 13% identify as a student with a background language other than English. (ACARA, 2019). Teaching staff at the school have a range of experiences. 65% of teachers have greater than 10 years teaching experience with 35% less than this and 9% of teachers are in their first year of teaching. There are 83% of teachers are women, with 17% male teachers in the school. The school has built a signature pedagogy based in socio-constructivist methodology focussing on the development of learners who can think critically (Lucas and Spencer, 2020). The school has some unique characteristics including a large Out of School Hours (OOSH) care facility that caters for over 200 students each morning and afternoon. A Regional Opportunity Class for students identified as high potential or Gifted and Talented. The school also embraces a curriculum built on fostering core capabilities in students. The high

The whole school community, involving students, staff, parents, and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to enhance the teaching of literacy through High Impact Professional Learning and Effective teaching practices between years 3-6. To further promote a holistic approach to student wellbeing and to future proof the school by strengthening organisational density.

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

Strategic Direction 1: Student growth and attainment

Purpose

At New Lambton South Public School our pedagogical frameworks are developed based on academic research. Students are taught the full breadth and depth of the NSW Syllabi. Thus, enabling their academic growth and attainment.

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.

- High Impact Professional Learning
- Highly Effective Teaching Practices

Resources allocated to this strategic direction

Professional learning
QTSS release
AP Curriculum & Instruction
Integration funding support
Aboriginal background

Beginning teacher support
Low level adjustment for disability
English language proficiency
New Arrivals Program

Summary of progress

- **High Impact Professional Learning**

All teaching staff have engaged in targeted and universal professional learning. The focus for universal professional learning has been English and the English units developed by staff external to the school. Targeted approaches are implemented based on teacher identified areas for development. These have ranged from understanding the new English syllabus to best practice in the implementation of decodable readers. The Assistant Principal Curriculum and Instruction has led this strategy with 100% of staff engaging in the professional learning process.

- **Highly Effective Teaching Practices**

External data has indicated that students in years 3 have performed slightly below state and similar school groups in both reading and numeracy. Students in years 4 and 5 have performed above state average but slightly below similar school groups. The weakest area in this data was that of year 3 reading. The strengthening of a direct instruction approach to phonics and phonemic awareness will be evident as strategies into 2024 to address this.

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
Demonstrate progress in year 3 to 5 Numeracy Check in assessment against SSSG achievement data compared to 2022 baseline.	Students in years 3-5, 2023 as an average of the cohort achieved 66.1% of questions answered correctly during the term 4 check in assessment. This is below the statistically similar school group cohort average of 74.1%.
Demonstrate progress in year 3 to 5 Reading Check in assessment against SSSG achievement data compared to 2022 baseline.	Students in years 3-5, 2023 as an average of the cohort achieved 63.1% of questions answered correctly during the term 4 check in assessment. This is below the statistically similar school group cohort average of 67.1%.

Strategic Direction 2: Strategic and Holistic Approach to Student Wellbeing

Purpose

Students of New Lambton South Public School are provided with opportunities to be their best academically, socially and emotionally. Students are taught specific capabilities as identified in academic research necessary for future success. Furthermore, every school initiative is selected so that it provides students to develop these uniquely human capabilities as they grow.

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.

- Strategic and Holistic approach to student wellbeing

Resources allocated to this strategic direction

Socio-economic background

Per capita

QTSS release

Low level adjustment for disability

Summary of progress

- **Strategic Holistic Approach to Student Wellbeing**

The activities that the school undertook in this strategic direction were designed to holistically address student wellbeing. The cornerstone of this initiative was the school's engagement with The Resilience Project. To support this the school implemented various mentoring, leadership and support strategies for students. The student body elected a Student Representative Council. Boys and girls mentoring programs were introduced and all classes engaged daily in the practices of The Resilience Project. Internal qualitative data and Tell Them from Me data shows that the school is achieving aspirational targets in student wellbeing. Further to these strategies all staff engaged in restorative practice training, emotion coaching and zones of regulation training. Qualitative surveys of students, parents and staff correlate the impact that the school's strategies are having on students with particular reference to The Resilience Project. Dedicated staff were re-allocated to wellbeing programs in order to address the reactive daily needs of students. Finally, the school engaged Priority Health monitoring implementing an online application for tracking student wellbeing. This application has proved crucial in providing real time data of student wellbeing issues, allowing school staff to intervene with students to address issues. Moreover, the school has been identified as providing exceptional student well-being programs through the commissioning of a Centre for Educational Statistics and Evaluation (CESE) case study into improved student well being. All students have the opportunity to identify a staff member who is able to support their well-being. This includes the allocation of dedicated well-being staff to run targeted programs to support students needs. Furthermore, the school has developed in consultation with the community clear expectations of community grounded in the pillars of Be Kind, Be Safe and Be your best. The Resilience Project will continue to underpin these strategies with plans to engage more fully the school community in this program.

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
Improve from Delivering to sustaining and Growing in the school excellence framework aspect of Wellbeing.	The school has achieved excelling against the School Excellence Framework aspect of Wellbeing.
Work towards excelling from sustaining and growing in the school excellence framework aspect of facilities.	The school has achieved excelling in the School Excellence Framework aspect of facilities.

Strategic Direction 3: School Excellence

Purpose

New Lambton South Public School strives to be a school of excellence. The School Excellence Framework underpins our relentless commitment to developing a school which excels pedagogically, administratively and organisationally in order to meet the ever changing demands of its students and community.

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.

- School Excellence

Resources allocated to this strategic direction

Per capita

Socio-economic background

Summary of progress

- **School Excellence**

Strategies within this direction include Improving student attendance through targeted promotion of good attendance. Enhancing transition with partner pre and high schools particularly in Aboriginal Education. Strengthening ties with community and building the professional capital of staff. The systems to monitor student attendance have shown to have improved the attendance level at the school. These will be further developed into 2024. During semester 1 the school improved its connections with the local pre and high schools through information sessions and the establishment of a middle school team to design transition from year 6-7. The local community presented an enhanced model for parental engagement and collaborative structures were implemented in order to enhance professional capital. An initial trial was held into quantifying teacher performance through self and supervisor analysis of the technical aspects of teaching. This will continue into 2024 as an improved systems approach to developing the human capital within the school. An analysis of administrative systems was undertaken also. This led to significant changes including new administrative systems, changes to school days and times and the re-allocation of human resources to better allow teaching staff to deliver teaching and learning programs. School organisation has been flexible in allowing students to transition between Infants and Primary school. Pre - school to Kindergarten links are also strong with all students undergoing transition meetings, observations at preschool and individualised interviews with management staff prior to attendance.

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
Greater than 88% of students attend school more than 90% of the time. (system negotiated target.)	At the culmination of 2023 83.5% of students had an attendance level greater than 90%. Many students were absent from school due to extended leave for holidays outside of the allotted school holiday periods. This had an overall negative impact on a number of student's attendance levels.
Working towards excelling in the School Excellence Framework element of transitions and continuity of learning	The school has achieved at the level of sustaining and growing in the area of transitions and continuity of learning. The school is working towards excelling and has developed strong processes for the handover of information at transition points internally.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$37,690.00</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 New Lambton South 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"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a speech pathologist to work intensively with new arrivals students • 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: All new arrivals have successfully progressed through the English as an Additional Language phases</p> <p>After evaluation, the next steps to support our students will be: Continue to engage specialist staff to assist students both through withdrawal programs and in class support</p>
<p>Integration funding support</p> <p>\$99,857.00</p>	<p>Integration funding support (IFS) allocations support eligible students at New Lambton South 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"> • High Impact Professional Learning <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 special and inclusive education • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All staff have undergone education in the development of Individualised Learning Plans, Autism in the classroom and managing adjustments for students with disabilities. Additional staff have been able to provide specific and tailored programs designed to meet the learning needs of students with additional needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement and monitor programs for students with additional needs.</p>
<p>Socio-economic background</p> <p>\$17,245.81</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at New Lambton South 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"> • Strategic and Holistic approach to student wellbeing • School Excellence

<p>Socio-economic background</p> <p>\$17,245.81</p>	<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 The Resilience Project to support student learning and personal strategies to manage difficult situations. • staff release to implement tailored well being programs. • employment of additional staff to support the Rock and Water and Relational Aggression programs. <p>The allocation of this funding has resulted in the following impact: Students who have engaged in these activities are evidenced to have reduced rates of recidivism. They have demonstrated a greater level of resilience in line with ACARA continuum for social and personal development.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor and implement these targeted strategies in line with the current availability of resources.</p>
<p>Aboriginal background</p> <p>\$13,671.68</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at New Lambton South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning <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 • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: All Aboriginal and Torres Strait Islander students have Personalised Learning Pathways. These are reviewed every 5 weeks with parental consultation. The establishment of the New Lambton South Aboriginal Education Team has occurred. This is a collaborative team of teaching staff and Aboriginal parents focused on embedding cultural competency and implementing the newly developed NLSPS Reconciliation Action Plan.</p> <p>After evaluation, the next steps to support our students will be: Continuing to enhance the Personalised Learning Pathway process to include greater community input. Continuing to develop cultural competency and embedding Aboriginal perspectives into all aspects of schooling.</p>
<p>English language proficiency</p> <p>\$15,605.15</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at New Lambton South 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"> • Highly Effective Teaching Practices <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 support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support

<p>English language proficiency</p> <p>\$15,605.15</p>	<p>The allocation of this funding has resulted in the following impact: All English as an Additional Dialect students have engaged in small group intensive tuition with a teacher and speech pathologist. As a result all students have progressed through the progressions of English language acquisition.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage specialist staff to work with EALD students intensively, moving to greater levels of in class support rather than withdrawal.</p>
<p>Low level adjustment for disability</p> <p>\$114,776.76</p>	<p>Low level adjustment for disability equity loading provides support for students at New Lambton South 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"> • Strategic and Holistic approach to student wellbeing • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 <p>The allocation of this funding has resulted in the following impact: All students with identified additional learning needs have developed Individualised Learning Plans. Specialist staff provide a range of interventions including the completion and implementation of functional behaviour assessments and classroom observations. Additional support staff provide tailored programs in literacy and numeracy targeted at students with identified learning needs.</p> <p>After evaluation, the next steps to support our students will be: Targeted programs will continue to be implemented. Strengthening of the learning support team processes and communications have been identified as an area for improvement.</p>
<p>Professional learning</p> <p>\$32,098.32</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 New Lambton South 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: To provide additional time for teaching staff to be observe and undergo observations of teaching practice with the coaching of the Assistant Principal Curriculum and Instruction. Additionally all staff have received additional time to engage with, understand and implement new curriculum documents.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement a ' spiral of inquiry' approach to professional learning</p>

Professional learning \$32,098.32	working from macro concepts to individualised improvement of teachers.
QTSS release \$93,984.19	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at New Lambton South 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"> • High Impact Professional Learning • Strategic and Holistic approach to student wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • 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: Assistant Principals have been afforded the time to work collaboratively with team members to implement new curriculum, observe classroom practice and provide coaching. Furthermore, additional time has been used to strengthen partnerships within the school and wider community.</p> <p>After evaluation, the next steps to support our students will be: Assistant Principals will have the continued opportunity to work collaboratively and lead their teams to strengthen pedagogical approaches and curriculum knowledge. The ongoing development of assessment models and intervention practices will be a focus for the coming year.</p>
COVID ILSP \$50,975.96	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Small group intervention has resulted in measurable improvement for targeted students in reading and mathematics</p> <p>After evaluation, the next steps to support our students will be: An abridged version of this will continue to occur due funding constraints</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	245	244	260	267
Girls	234	228	196	190

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.5	96.2	86.6	94.3
1	95.1	95.2	90.7	93.8
2	95.8	93.8	89.5	94.4
3	93.8	95.2	88.0	91.5
4	92.3	95.0	87.0	91.7
5	92.0	94.2	90.1	93.1
6	93.2	92.9	87.6	93.7
All Years	94.0	94.5	88.5	93.1
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)	5.6
Classroom Teacher(s)	16.46
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.32

*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	542,585.98
Revenue	5,282,402.91
Appropriation	4,895,884.42
Sale of Goods and Services	55,276.40
Grants and contributions	307,913.29
Investment income	22,645.05
Other revenue	683.75
Expenses	-5,226,355.49
Employee related	-4,524,641.20
Operating expenses	-701,714.29
Surplus / deficit for the year	56,047.42
Closing Balance	598,633.40

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	85,502
Equity Total	161,299
Equity - Aboriginal	13,672
Equity - Socio-economic	17,246
Equity - Language	15,605
Equity - Disability	114,777
Base Total	3,737,591
Base - Per Capita	121,364
Base - Location	0
Base - Other	3,616,226
Other Total	432,420
Grand Total	4,416,812

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 community have been surveyed through the Parents and Community Committee. Overwhelmingly the school community is positive about the education and the extra curricula opportunities offered by the school. This is further reinforced through Tell Them From Me data which evidences high levels of student satisfaction and engagement in schooling. This was formally recognised by the Centre for Education Statistics and Evaluation (CESE) in a 2023 case study on student well being.

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.