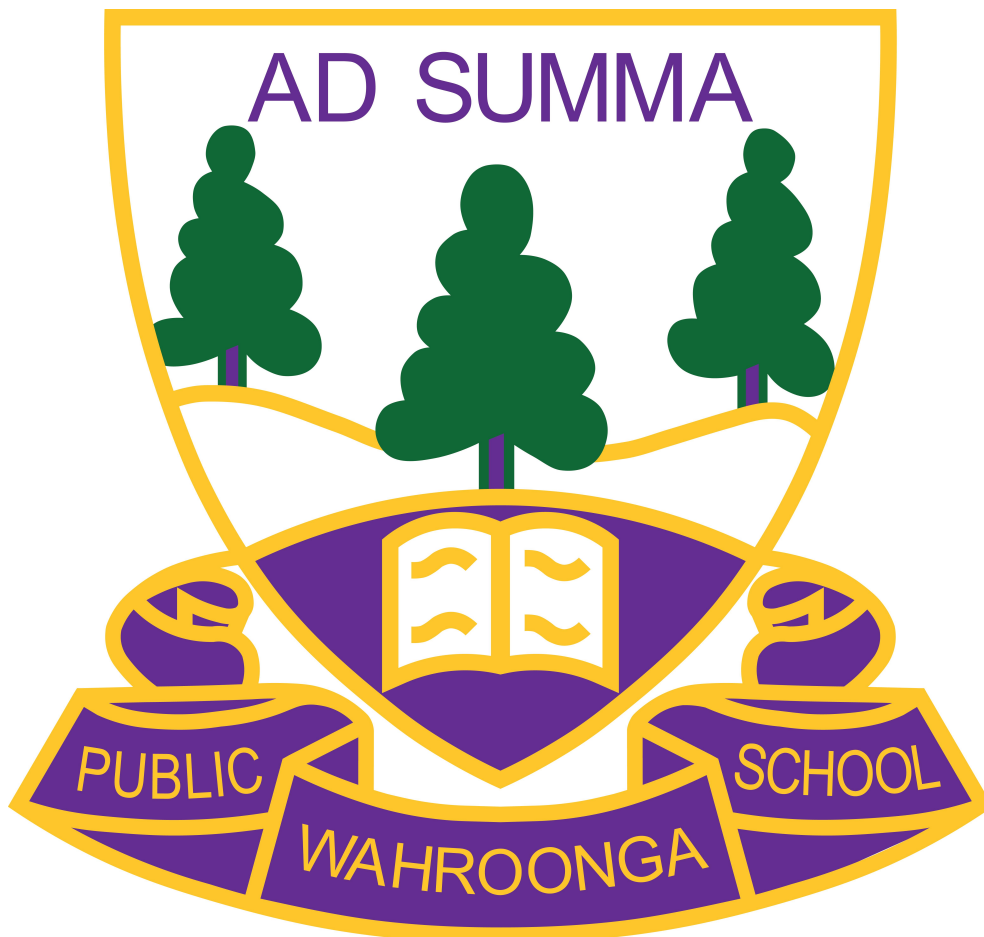


# 2023 Annual Report

## Wahroonga Public School



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# Introduction

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

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Wahroonga Public School

71 Burns Rd

Wahroonga, 2076

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

[wahroonga-p.school@det.nsw.edu.au](mailto:wahroonga-p.school@det.nsw.edu.au)

9489 3086

## School vision

At Wahroonga Public School students will take personal responsibility for their behaviour and learning in preparedness for participation in an ever changing global society. Students will achieve twelve months growth and progress in Literacy and Numeracy performance for each year of learning. Students will engage in an inclusive environment that promotes active participation and high expectations and all stakeholders will collaborate and communicate respectfully.

Underpinning our vision are the **beliefs** that:

- All students can learn
- Students learn in different ways
- Risk taking and making mistakes when learning is necessary, acceptable and encouraged
- Educating the whole child enhances wellbeing
- Positive wellbeing is an essential foundation for learning
- The curriculum is our core business
- Home/ school partnerships are critical to success
- The rapport between teacher and student is integral to learning and growth
- Every student is known, valued and cared for
- Outcomes are improved when students understand the Learning Intentions and Success Criteria in lessons and when meaningful feedback is given.

Our **Core Values** encourage students to:

Be **RESPONSIBLE** for your own:

- Learning
- Behaviour
- Interpersonal Relationships

Be **RESPECTFUL** towards:

- Others
- Self
- Property

Be and **ACTIVE and ENGAGED LEARNER:**

- Willing to take risks
- Able to consider options
- Happy to work with others

## School context

Wahroonga Public School was established in 1944 and is a metropolitan school in the northern suburbs of Sydney with an enrolment of approximately 530 students from Kindergarten to Year 6. 44% of students are from language backgrounds other than English. Wahroonga Public School caters for all students and prides itself on a culture of inclusion and participation. Wahroonga Public School is affectionately known as 'The Bush School', as it is set amongst a native Blue Gum High Forest, and features unique, attractive grounds including both natural and built features. Two in-ground swimming pools and an outdoor amphitheatre are main attractions. The school currently has 22 mainstream classes and 3 support classes and offers students a large range of extra-curricular activities including chess, sport, dance, ICT, bush building, gardening and choir. The school has an expansive band program that is renowned in the local area.

Areas of focus for the period 2022-2025 have been determined after a thorough situational analysis of current school performance and a period of consultation with school community stakeholders. In 2022-2025 Wahroonga Public School will focus on 2 Strategic Directions that will drive improvement in:

Quality teaching practice focused on explicit teaching and differentiation.

Effective assessment for learning.

Data informed decision making.

Initiatives to support students in their wellbeing, resilience and sense of belonging.

Positive 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	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

### Purpose

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Increase the number of students achieving expected growth in reading and numeracy through data use, curriculum differentiation and explicit teaching.

### Initiatives

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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 Teaching Practice
- Assessment for student learning
- High Expectations

### Resources allocated to this strategic direction

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Per capita

QTSS release

English language proficiency

Integration funding support

Socio-economic background

New Arrivals Program

AP Curriculum & Instruction

### Summary of progress

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#### Targeted and Explicit Programs in Literacy

All classes ensured that teaching pedagogy in regard to literacy was centered on best practice, was evidence informed and was based on student data and identified need. Writing and curriculum reform was focused on in teacher professional learning throughout the year. All teaching staff received an additional 40 minutes a week to build their familiarity and capacity to teach from the new English syllabus. All classes engaged in termly planning days that were centered on the use of data to regularly monitor the impact of teaching practices on student outcomes and academic growth.

Teachers greatly valued the planning days where they could work collaboratively with colleagues on curriculum reform and the writing of data informed and differentiated teaching programs in literacy.

The impact of this initiative has been an increase in performance against statistically similar school groups (SSSG) in Check In Assessment, especially in Year 4 where we have seen an increase of 18% of our students now performing above this comparison group. WPS now has 67% of students in Year 4 above SSSG.

In 2024, in this initiative, we will maintain practices already in place and focus more on the use of Learning Progressions to assist with differentiating and catering for student need.

#### Targeted and Explicit Programs in Numeracy

All classes ensured that teaching pedagogy in regard to numeracy was centered on best practice, was evidence informed and was based on student data and identified need. The Assistant Principal Curriculum and Reform worked shoulder to shoulder with teachers in classrooms to build teacher capacity throughout the year. All teaching staff received an additional 40 minutes a week to build their familiarity and capacity to teach from the new Mathematics syllabus. All classes engaged in termly planning days that were centered on the use of data to regularly monitor the impact of teaching practices on student outcomes and academic growth.

Teachers greatly valued the planning days where they could work collaboratively with colleagues on curriculum reform and the writing of data informed and differentiated teaching programs in numeracy.

The impact of this initiative has been an increase in performance against statistically similar school groups (SSSG) in Check In Assessment, especially in Year 5 where we have seen an increase of 11% of our students now performing above this comparison group. WPS now has 69% of students in Year 5 above SSSG.

In 2024, in this initiative, we will maintain practices already in place and focus more on the use of Learning Progressions to assist with differentiating and catering for student need.

### **Progress towards achieving improvement measures**

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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"> <li>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</li> </ul>	<ul style="list-style-type: none"> <li>An analysis of Check-in Assessment data for <b>reading</b> in <b>Year 3</b> for 2023 compared with Year 3 2022 indicates an increase in the mean scaled score from 397.6 to 406.</li> <li>An analysis of Check-in Assessment data for <b>reading</b> in <b>Year 5</b> for 2023 compared with Year 5 2022 indicates an increase in the mean scaled score from 428.5 to 432.</li> </ul>
<ul style="list-style-type: none"> <li>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</li> </ul>	<ul style="list-style-type: none"> <li>An analysis of Check-in Assessment data for <b>numeracy</b> in <b>Year 3</b> for 2023 compared with Year 3 2022 indicates an increase in the mean scaled score from 387.9 to 390.</li> <li>An analysis of Check-in Assessment data for <b>numeracy</b> in <b>Year 5</b> for 2023 compared with Year 5 2022 indicates an increase in the mean scaled score from 424.9 to 451.</li> </ul>

## Strategic Direction 2: Resilience and belonging

### Purpose

Improve wellbeing through effective whole school programs and practices.

### 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 Wellbeing Processes and Procedures
- Student Wellbeing

### Resources allocated to this strategic direction

Per capita

Aboriginal background

Low level adjustment for disability

New Arrivals Program

### Summary of progress

#### School Wellbeing Processes and Procedures

Stage 2 (Year 3 and 4) students at Wahoonga public School trialed a new approach to the student award system. This approach aligned with Choice Theory, the psychology underpinning wellbeing system at WPS. Each term students reflected on their progress and future areas for growth against the school's Core Values of Be Respectful, Be Responsible and be An Active and Engaged Learner. Students wrote 3 Growth Goals in consultation with their parents and their teacher. The Growth Goals were suitably challenging but achievable during the term. Students were responsible for gathering 3 pieces of evidence per goal during the term that showed that the goal has been achieved successfully. If students could demonstrate that the 3 goals have been achieved or progress was made against them then students receive a Bronze Award. This system saw a shift away from the more traditional approach teacher choosing and presenting awards and built student independence and internal motivation and drive. Students also self nominated for Kooki Pins, which saw them reflect how they go above and beyond in consistently adhering to the school's core values.

Stage 2 collaboratively refined the new approach as the year progressed and were adaptive to the requirements of students in their class in differentiating the system to meet the needs of all. Student survey data saw the majority of students in favour of this new approach. Staff survey data saw 100% of teacher in favour of this new approach. The impact of this initiative has been improved student engagement, behaviour and responsibility across Stage 2.

In 2024, in this initiative, we will expand the new approach to the student award system to Stage 3 students with the view to have the program running across the whole the school in 2025.

#### Student Wellbeing

This year classroom teachers implemented 'The Get Happier Project'. This is a social and emotional learning program that is based on Choice Theory, the psychology underpinning wellbeing system at WPS. This program was well received and was effective in developing students' resilience and responsibility for their choices and behaviour. The impact of this initiative has been a common language and understanding in regard to behaviour. This program will continue to be taught in 2024.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Wellbeing	• We are working towards this improvement measure with Tell Them From



<p>Increase TTFM Wellbeing data (belonging, expectations) to be at or above the lower bound system-negotiated target of 91.4%.</p>	<p>Me data indicating that 87.3% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</p>
<p><b>ATTENDANCE</b></p> <p>Improvement in the percentage of students attending school more than 90% of the time to be at or above the school's lower bound system negotiated target of 93.3%.</p>	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has increased by 18%.</li> </ul>

## Strategic Direction 3: Positive partnerships

### Purpose

Improve performance by establishing new connections and building upon existing partnerships with all stakeholder groups.

### 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.

- Building Staff Capacity
- Community Engagement and Satisfaction
- Valuing and Strengthening Aboriginal Culture

### Resources allocated to this strategic direction

#### Professional learning

#### Per capita

#### Beginning teacher support

#### Aboriginal background

### Summary of progress

#### Building Staff Capacity

High Impact professional Learning occurred in the areas of Literacy, Numeracy and Wellbeing. Use of QTSS funding enabled staff to receive an additional time allocation of 40 minutes a week to engage in professional learning and readings that built their capacity to navigate new English and Mathematics syllabus documents and curriculum reform. Difficulty in sourcing and engaging casual teachers did impede some planned teacher collaborative planning meetings. The impact of this initiative has been Increased teacher knowledge, skills and confidence in teaching from the new syllabus documents. In 2024, in this initiative, we will continue to provide teachers the opportunity to expand their understanding of best practice and pedagogy in key learning areas.

#### Community Engagement and Satisfaction

During 2023 there was an increased focus on working with the P&C on student events. The P&C ran colour runs, discos and movie nights. The Support Unit Network met termly to discuss initiatives, programs and to support staff across a variety of settings and schools. Learning Goal Meetings occurred in Term 1. These meetings gave parents and teachers a chance to meet, build positive relationships and an opportunity to discuss strengths and areas for development for students. The impact of this initiative has been increased engagement by all stakeholders. In 2024, in this initiative, we will focus on transition to high school and pre-school to kindergarten initiatives.

#### Valuing and Strengthening Aboriginal Culture

All Aboriginal students have a PLP that is written in consultation with their parent or carer. The school and P&C worked collaboratively on the establishment of a Yarning Circle. We had hoped that the Yarning Circle would be a finished project but this initiative has encountered delays and will now be completed in 2024. The impact of this initiative has been the school working towards having more ASTI cultural displays within the grounds. In 2024, in this initiative, we will complete the Yarning Circle project and possibly commence additional cultural displays and murals.

### 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
<b>Aboriginal Education</b> The percentage of staff are trained in the mandatory Aboriginal Cultural Awareness Training and undertaking a	<ul style="list-style-type: none"><li>• Analysis of Professional Learning data indicates that 94% of 2023 staff are trained in the mandatory Aboriginal Cultural Awareness Training.</li><li>• Analysis of school records indicates 100% of Aboriginal students have a completed PLP that is developed annually and reviewed termly in consultation with their parents/carers.</li></ul>

<p>refresher course every 3 years is moving towards the school identified target of 100%.</p> <p>Percentage of Aboriginal students who have a completed PLP that is developed annually and reviewed termly in consultation with their parents/carers is moving towards the school identified target of 100%.</p>	
<p><b>Tell Them From Me Survey</b></p> <p>Increased proportion of parent completion of the TTFM Parent Survey is moving towards the school identified target of 150 responses.</p> <p>Increased proportion of teacher completion of the TTFM Teacher Survey is moving towards the school identified target of 90%.</p>	<ul style="list-style-type: none"> <li>• Parent/carer engagement with the Tell Them from Me Parent Survey will be a priority in 2023.</li> <li>• Analysis of Tell Them From Me data indicates XX% of teachers completed Teacher Survey.</li> </ul>
<p><b>Parent and Teacher Satisfaction</b></p> <p>The proportion of parents and caregivers reporting an increase in satisfaction with school communication and engagement processes is moving towards the school identified target of a 30% improvement.</p> <p>The proportion of teachers reporting an increased sense of satisfaction in their professional learning and career development is moving towards the school identified target of a 20% improvement.</p>	<ul style="list-style-type: none"> <li>• Analysis of survey data indicates that we are working towards parents and caregivers reporting an increase in satisfaction with school communication and engagement processes.</li> <li>• Analysis of survey data indicates that 62% of teachers reported a sense of job satisfaction in their professional learning and career development.</li> </ul>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$23,851.00</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 Wahroonga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practice</li> <li>• School Wellbeing Processes and Procedures</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students have strengthened their English language listening, speaking and reading skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to support students in their understanding and use of the English language.</p>
<p>Integration funding support</p> <p>\$217,462.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wahroonga Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to ensure 2024 IEPs continue to be collaboratively written with parents/ carers and that identified students continue to receive individualised support in line with plans.</p>
<p>Socio-economic background</p> <p>\$4,402.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wahroonga Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Learning and Support program implementation.</li> </ul>

<p>Socio-economic background</p> <p>\$4,402.98</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> additional Learning and Support Teacher allocation at Wahroonga Public School.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to supplement fractional support teacher salaries so that staff are available onsite to support students in their wellbeing and academic progress.</p>
<p>Aboriginal background</p> <p>\$2,998.79</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wahroonga 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School Wellbeing Processes and Procedures</li> <li>• Valuing and Strengthening Aboriginal Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• creation of school literacy resources embedding local language</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all identified students have a PLP and teachers have access to high quality resources and professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to use the allocation to supplement resourcing within the school.</p>
<p>English language proficiency</p> <p>\$31,779.68</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wahroonga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> targeted EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to use flexible funding to employ an EAL/D teacher who can provide small group intensive English support that supplements classroom teaching.</p>
<p>Low level adjustment for disability</p> <p>\$118,829.04</p>	<p>Low level adjustment for disability equity loading provides support for students at Wahroonga Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School Wellbeing Processes and Procedures</li> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$118,829.04</p>	<ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a Learning and Support Teacher has worked closely with students, teachers and parents/ carers. A highly effective Learning and Support Team has worked within the school to cater for students with additional needs. SLSOs have been employed to work closely with identified students in meeting goals within their IEPs. Data indicates that there is an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> a continuation of robust processes currently in place.</p>
<p>Professional learning</p> <p>\$43,507.20</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 Wahroonga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Staff Capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• provision of high impact professional learning for all staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved internal and external student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning with a focus on Grammar and Punctuation..</p>
<p>QTSS release</p> <p>\$133,755.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wahroonga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practice</li> <li>• Assessment for student learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff knowledge in curriculum reform and new syllabus documents.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued additional time allocation for staff to engage in professional learning.</p>
<p>COVID ILSP</p> <p>\$12,389.40</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>

COVID ILSP

\$12,389.40

**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/educators to deliver small group tuition

**The allocation of this funding has resulted in the following impact:** the majority of the students in the program achieving significant progress towards their personal learning goals.

**After evaluation, the next steps to support our students will be:** continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	378	358	332	303
Girls	325	328	307	271

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	90.0	94.8	90.9	93.5
1	93.6	95.2	91.9	93.1
2	93.0	96.1	92.0	93.5
3	93.1	95.7	92.1	91.9
4	92.9	96.2	92.5	93.3
5	93.2	94.8	90.2	94.1
6	92.3	94.1	89.0	92.0
All Years	92.6	95.3	91.3	93.0
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

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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)	1
Assistant Principal(s)	5.8
Classroom Teacher(s)	23.33
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.06

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	359,407.60
<b>Revenue</b>	6,964,910.47
Appropriation	6,193,240.68
Sale of Goods and Services	53,729.78
Grants and contributions	701,617.77
Investment income	15,922.24
Other revenue	400.00
<b>Expenses</b>	-6,916,792.59
Employee related	-5,960,448.97
Operating expenses	-956,343.62
<b>Surplus / deficit for the year</b>	48,117.88
<b>Closing Balance</b>	407,525.48

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	186,110
<b>Equity Total</b>	158,010
Equity - Aboriginal	2,999
Equity - Socio-economic	4,403
Equity - Language	31,780
Equity - Disability	118,829
<b>Base Total</b>	4,899,875
Base - Per Capita	170,559
Base - Location	0
Base - Other	4,729,317
<b>Other Total</b>	540,420
<b>Grand Total</b>	5,784,416

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Community satisfaction was sought through the annual Tell Them From Me Survey.

Overall the students reported positive results that were in line with or above statistically similar schools group for the three measures of advocacy at school, expectations for success and sense of belonging. Overall, a high percentage of students reported both high belonging and high expectations which was above statistically similar schools.

Anecdotally parents report a strong connection to the school and best practice teaching within classrooms. Areas for development include improved community engagement through communication and increased opportunities for parents to be involved in learning activities.

Teacher feedback was sought through staff meetings and the annual People Matter Survey which saw a response rate of 39%.

Staff reported positive results in relation to job purpose and enrichment, inclusion and diversity, ethics and values and employee voice. Areas for development include action on survey results, wellbeing and flexible working arrangements.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.