

2023 Annual Report

Marks Point Public School



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Introduction

The Annual Report for 2023 is provided to the community of Marks Point 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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Message from the principal

The end of the year is not just a time to reflect on the accomplishments and challenges we've faced, but also a moment to celebrate the collective efforts that have shaped our school community. This academic year has been a journey of growth, discovery and resilience. Our students have exhibited dedication to their studies, creativity in their pursuits and compassion in their interactions. I am incredibly proud of each and every one of them for the strides they have made in their academic, athletic, creative and social endeavours. Our dedicated staff have been the guiding force behind our students' success. They have worked tirelessly to impart knowledge, instill a love for learning and nurture the unique talents of each student. Their commitment to education is truly commendable, and I thank them for your unwavering dedication. Parents and carers, your support and partnerships have been invaluable. Your encouragement, involvement and commitment to your child's education have contributed significantly to the positive atmosphere within our school community. Thank you for entrusting us with the education and development of your children. To the P&C executive and members, thank you for working with us to provide opportunities for our students.

As we reflect on the challenges we faced, let us not forget the strength we found in unity. Together, we weathered storms, overcame obstacles, and emerged stronger as a community. The resilience and determination displayed by our students, teachers and community have been nothing short of inspiring.

Looking ahead, the future holds endless possibilities. Our Year 6 students are on the brink of new adventures, and the lessons they've learned at Marks Point Public School will undoubtedly shape their futures. Please ensure you embrace the unknown with courage, curiosity and the knowledge that you are well-prepared for the journey that lies ahead. To all students, as you embark on a well-deserved break, take the time to reflect on your achievements, cherish the memories you've created, and return in the new year with renewed enthusiasm. Remember, learning is a lifelong journey, and each experience, whether triumphant or challenging, contributes to your growth.

I extend my deepest gratitude to the entire school community for making this academic year a resounding success. Let us carry the spirit of collaboration, resilience, and excellence into the coming year.

School vision

At Marks Point Public School, we strive for excellence in an inclusive environment where every student maximises their potential through quality teaching and learning. Students, staff, families and community members work together as partners in learning to create a positive environment where every student is known, valued and cared for.

School context

Marks Point Public School is situated on Awabakal land on the eastern shore of Lake Macquarie and has a current enrolment of 152 students. Marks Point Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 127.

29% of our students identify as Aboriginal and 39% of students have a personalised plan or adjustments to cater for individual needs. The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. A small portion of funds is used to support other activities.

Extra-curricular opportunities in sport, Science and Technology and Creative and Performing Arts, enable our students to excel through a range of experiences. Our school has a combination of experienced and early career teachers. The school values its community and is focused on maintaining and building strong partnerships with students, staff, parents and community members.

The school community, including; students, staff and families are consulted, as well as links to our local AECG (Aboriginal Education Consultative Group) to inform planning. Through 'Walking Together and Working Together' we will celebrate the successes of our students.

The school is committed to continually improving effective classroom practices, with staff professional learning being the key to ensuring this. This will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use, which underpins our belief in individualised and differentiated learning for all.

Self-assessment and school achievement

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

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

We will maximise student learning outcomes in Reading and Numeracy by building strong foundations for academic success through data informed teaching and personalised learning.

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.

- Data informed teaching
- Personalised learning

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Socio-economic background
Literacy and numeracy

Summary of progress

In 2023, we focused on 'Personalised Learning'.

Staff reviewed the whole school and Stage assessment schedules. This included designing and implementing a K-2 Whole Number Assessment and upskilling staff to assess fluency, using the fluency assessment tool. Every term, teachers use data to analyse and review student achievement in reading and numeracy and plot students, in terms of support required. This planning was shared with the LST team and interventions put in place. The assessment schedule was designed in collaboration with teachers. Feedback was discussed and changes implemented as needed/suggested. The K-2 whole number assessment was a success and data was valuable in planning learning goals for students. 3-6 were given time to work side-by-side with the APCI to implement fluency assessments and data was used to embed partner reading. The assessment schedule was shared with staff and displayed in the staff room and staff hub. Communicating and reminding staff of upcoming assessments and task is an area for improvement. A whole school consistent assessment practice has been established across the school, with staff implementing evidence-based assessments and having discussions about assessments and student results/data.

In 2024, we will;

Personalised Learning: Continue to develop staff capacity to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Students will have agency in articulating their learning and understand what they need to learn next to enable continuous improvement.

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
School self-assessment in the School Excellence Framework (SEF) element of 'Data skills and use' indicates improvement above <i>Delivering</i> towards <i>Sustaining and Growing</i> .	Self-assessment against the School Excellence Framework showed the school performed at <i>Delivering</i> in the element of 'Data Skills and Use'.
School self-assessment in the School Excellence Framework (SEF) theme of 'Differentiation' indicates improvement	Self-assessment against the School Excellence framework showed the theme of 'Differentiation' was <i>Delivering</i> .

<p>above <i>Delivering</i> towards <i>Sustaining and Growing</i>.</p>	
<p>Years 3, 4, 5 and 6 have an average aggregated variance in reading, which is positive and above SSSG in Check-in assessment.</p>	<p>Check-in Assessment indicated the percentage of student achievement in Reading was positive and above SSSG, with an aggregated variance of 25.7%.</p>
<p>Years 3, 4, 5 and 6 have an average aggregated variance in numeracy, which is positive and above SSSG in Check-in assessment.</p>	<p>Check-in Assessment indicated the percentage of student achievement in Numeracy was positive and above SSSG, with an aggregated variance of 26.4%.</p>

Strategic Direction 2: Quality Practice

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy.

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.

- Collaborative practice and feedback
- Explicit teaching

Resources allocated to this strategic direction

QTSS release
Beginning teacher support
Socio-economic background
AP Curriculum & Instruction
Professional learning
Literacy and numeracy

Summary of progress

In 2023, the school focused on 'Collaborative practice and feedback'.

Teachers participated in fortnightly mentoring sessions with the APCI. This included meeting with teachers one-on-one and discussing goals, curriculum reform, quality teaching and learning, assessment and organising support in classrooms. Along-side mentoring sessions, teachers and support staff participated in 1:1 PDP sessions with Executive staff, once per term. These sessions gave teachers an opportunity to design and achieve goals. To support K-2 curriculum implementation, K-6 teachers participated in a focus on reading. This involved evidence-based professional learning on reading best practice. Stage Collaboration Days focused on professional learning in literacy and reading strategies, twice per term and was guided by data, staff need and curriculum reform. To compliment our reading focus, K-2 teachers participated in a collaboration with a local school in our Community of Schools (CoS). This involved reciprocal visiting of each school and observing reading in action.

Mentoring support and collaboration days, were guided by teacher feedback and data, and individual and stage focus areas were identified and set. Mentoring sessions were highly successful and engaging. Feedback from staff indicated that sessions were useful in tailoring support and professional learning to meet teacher self-identified needs and goals. This was possible as teachers were given time-tabled fortnightly sessions to meet with the APCI. Term PDP sessions with executive staff enabled staff to focus on their goals and professional learning needs with structured support.

Teachers participated in highly structured collaborative practice and had many opportunities to receive feedback from mentors, supervisors and executive teams. This enabled high impact professional learning (HIPL) as professional learning was tailored to meet both individual and stage team needs, resulting in targeted professional learning and support, that had immediate positive impacts on teaching and learning. Unfortunately, due to staff absence, some staff missed mentoring, PDP sessions and collaboration days and it was difficult to offer make up sessions. This resulted in some staff missing crucial professional learning and structured support throughout the year.

Unfortunately due to budgeting, this program is unable to continue in 2024. The executive team is exploring how to continue to provide individualised teacher support and will adapt the current model to fit in within budget and time constraints.

In 2024, we will;

Collaborative practice and feedback: Engage in professional discussions and collaborate to improve teaching and learning in their classes and for particular student groups. This may include observations of classroom teaching practice, with feedback to improve professional knowledge and practice.

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
<p>School self-assessment of the School Excellence Framework (SEF) theme of 'Collaborative practice and feedback' indicates improvement above <i>Delivering</i> towards <i>Sustaining and Growing</i>.</p>	<p>Self-assessment against the School Excellence Framework showed the school performing at delivering in the element of Collaborative Practice and Feedback.</p>
<p>School self-assessment of the School Excellence Framework (SEF) theme of 'Explicit teaching' indicates improvement above <i>Delivering</i> towards <i>Sustaining and Growing</i>.</p>	<p>Self-assessment against the School Excellence Framework showed the school performing at delivering in the element of Explicit Teaching.</p>

Strategic Direction 3: Connection and engagement

Purpose

Effective systems and processes are implemented to improve and support students, staff and the school community's connection and engagement with Marks Point Public School.

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.

- A planned approach to wellbeing
- Community engagement

Resources allocated to this strategic direction

Integration funding support

Socio-economic background

Aboriginal background

Per capita

Low level adjustment for disability

Summary of progress

In 2023, we focused on 'A Planned Approach to Wellbeing' and 'Community Engagement'.

The school had made significant strides in enhancing student wellbeing and engagement through a meticulously planned approach. By implementing evidence-based changes to whole-school practices, measurable improvements in both wellbeing and engagement have been observed, bolstering the overall learning environment. A key factor in this success was the cultivation of respectful and positive relationships throughout the school community, achieved through explicit teaching and reflection of the school's values and expectations. Planning and provision for learning were informed by holistic information about each student's individual wellbeing and learning needs, with active involvement from families in the consultation process. Crucially, the school maintained a commitment to regular and ongoing planning, monitoring, and evaluation of its approach to student wellbeing and engagement. This iterative process ensured that strategies remained effective and responsive to evolving needs. As a result, positive, respectful relationships were widespread among both students and staff and created optimum conditions for student learning across all areas of the school. This holistic and inclusive approach underscores the school's dedication to fostering a supportive and conducive learning environment for all its members.

The school had made remarkable progress in fostering positive and respectful relationships among staff, students, families, and the broader community, thereby creating optimal learning conditions for all students. Through proactive communication and responsiveness, the school ensured that parents and carers were engaged partners in supporting student learning, both within the school environment and at home. Furthermore, the school had taken proactive steps to implement initiatives such as the '8 Aboriginal Ways of Learning' framework, as well as health, safety, child protection, and wellbeing policies. These efforts demonstrated a commitment to inclusivity and responsiveness to the diverse needs of students. Additionally, the school actively consulted with external agencies as needed to address identified wellbeing concerns, which ensured a holistic approach to supporting student welfare. This dedication to community engagement has earned the school recognition as excellent and responsive within its community. By embedding a culture of high expectations and effectively addressing equity issues, the school fosters effective partnerships in learning with students, families, and the wider community. Through transparent and reciprocal communication channels, all stakeholders were kept informed and empowered to act in the best interests of the students, a collaborative and supportive learning environment.

In 2024, we will;

Wellbeing: Develop a planned approach for collecting and analysing whole school wellbeing and engagement data, including the voice of students and staff to identify, monitor and refine a whole school approach to wellbeing and engagement.

Community Engagement: Deepen our understanding of the diversity of their broader community by regularly engaging in a range of school and community-based activities. Feedback on school performance will be requested and addressed

from students, staff, parents/carers and the broader school community.

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
An increase of 7% of students attending school > 90% of the time compared to baseline data.	The number of students attending greater than 90% of the time or more increased from 39.0% in 2022 to 61.2% in 2023.
An increase of 2% compared to the baseline data from the TTFM Wellbeing survey (for sense of belonging, expectations for success, student advocacy).	Student 'Tell Them From Me' data shows 85% Advocacy at School (decreased from 91% in 2022), 64% Sense of Belonging (increased from 58% in 2022) and 90% Expectations of Success (decreased from 100% in 2022).
An increase of or above 5% compared to the baseline data from the Family and Community Satisfaction survey.	Results from the 2023 Tell Them from Me 'Partners in Learning' Survey Report indicate the following (out of 10); Parents felt welcomed - 8.2, Schools supports positive behaviour - 7.9 [decrease of 0.3 from 2022], Safety at school - 7.9 [uplift of 0.3 from 2022], School supported learning - 7.8, Inclusive school - 7.7 [uplift of 0.2 from 2022], Parents were informed - 7.3 and Parents supported learning at home - 6.8.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$15,903.00</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 Marks Point 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: 100% of students progressing to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$147,632.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marks Point 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"> • A planned approach to wellbeing • Community engagement • Other funded activities <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. • Employment of staff to provide additional support for students who have high-level learning needs. • Implementation of targeted programs to differentiate teaching and learning programs. • Intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs 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>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$126,459.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marks Point 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</p>

<p>Socio-economic background</p> <p>\$126,459.02</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised learning • Collaborative practice and feedback • A planned approach to wellbeing • Community engagement • Other funded activities <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 program implementation. • Resourcing to increase equitability of resources and services. • Providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: Reading Top 2 bands NAPLAN results achieving above State and statistically similar school groups (SSSG) and Numeracy Top 2 bands NAPLAN results achieving above statistically similar school groups (SSSG).</p> <p>After evaluation, the next steps to support our students will be: Continue to engage the literacy and numeracy initiatives to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$62,954.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marks Point 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"> • A planned approach to wellbeing • Community engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Aboriginal Consultant and Educator (ACE) to deliver personalised support for Aboriginal students and their families. • Staffing release to support development and implementation of Personalised Learning Plans. • Employment of specialist additional staff (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting. Tell Them From Me data indicated 80% of Aboriginal students felt their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: To update the PLP template in Sentral and processes around this.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marks Point 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>differentiation initiatives.</p> <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners and transfer this practice across all Key Learning Areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher as identified in the PDPs.</p>
<p>Low level adjustment for disability</p> <p>\$108,149.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Marks Point 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"> • A planned approach to wellbeing • Community engagement • Other funded activities <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. • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • 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. <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$15,654.59</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 Marks Point 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"> • Personalised learning • Collaborative practice and feedback • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • PL to develop understanding and capacity of executive staff to deliver and implement teaching sprints. • Staff attendance at PL to develop their capacity. • Purchase of resources to support initiatives developed from PL. <p>The allocation of this funding has resulted in the following impact:</p>

Professional learning \$15,654.59	Personalised and targeted professional learning addressed the directions of the school and individualised staff development. After evaluation, the next steps to support our students will be: Continue to facilitate whole school and individualised PL.
Literacy and numeracy	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Marks Point Public School from Kindergarten to Year 6. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Personalised learning • Collaborative practice and feedback • Other funded activities Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students The allocation of this funding has resulted in the following impact: an increase in the average of students meeting or exceeding Decodable (Little Learners Love Literacy) benchmarks and a 20% increase in Early Stage 1 and Stage 1 students participating regularly (weekly) in the home reading program. After evaluation, the next steps to support our students will be: Delivery of home reading workshops for Early Stage 1 and Stage 1 parents/carers to increase participation in the home reading program.
QTSS release \$26,987.90	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marks Point Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Collaborative practice and feedback • Other funded activities Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. The allocation of this funding has resulted in the following impact: 100% of teachers reported lessons differentiated according to students' needs. After evaluation, the next steps to support our students will be: Identifying a specialist teacher or aspirational leader to lead improvement in an area where teachers need support.
COVID ILSP \$56,855.45	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: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • Employment of educators to deliver small group tuition.

COVID ILSP

\$56,855.45

- Providing targeted, explicit instruction for student groups in literacy and numeracy.

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:

To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	68	72	65	68
Girls	80	80	73	76

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.0	87.0	87.5	92.6
1	91.7	92.9	82.4	90.0
2	92.0	92.0	85.6	88.5
3	90.7	91.1	90.5	91.3
4	90.8	88.2	87.2	91.2
5	87.8	89.2	88.3	90.0
6	92.0	86.1	81.4	92.5
All Years	91.1	89.0	85.8	90.7
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)	2.2
Classroom Teacher(s)	6.78
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	1.71

*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	194,522.84
Revenue	2,441,869.62
Appropriation	2,372,049.74
Sale of Goods and Services	6,013.77
Grants and contributions	57,257.81
Investment income	6,348.30
Other revenue	200.00
Expenses	-2,407,228.77
Employee related	-2,191,885.99
Operating expenses	-215,342.78
Surplus / deficit for the year	34,640.85
Closing Balance	229,163.69

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	132,134
Equity Total	299,963
Equity - Aboriginal	62,955
Equity - Socio-economic	126,459
Equity - Language	2,400
Equity - Disability	108,150
Base Total	1,314,620
Base - Per Capita	35,916
Base - Location	0
Base - Other	1,278,704
Other Total	389,984
Grand Total	2,136,701

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

Parents/Caregivers, Students and Staff were asked to respond to a series of questions through the Tell Them From Me Survey. Results indicated the following;

Parent/Caregiver satisfaction

Strengths - Parents feel welcome and Safety at School.

Areas for development - Parents support learning at home and Parents are Informed.

Student satisfaction

Strengths - Positive Teacher-Student Relationships and Expectations for Success

Areas for development - Positive learning climate and Explicit Teaching Practices and Feedback.

Staff satisfaction

Strengths - Inclusive School and Teaching Strategies.

Areas for development -Technology and Collaboration.

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.

Aboriginal Education - School statement

Marks Point Public School is committed to establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group (AECG), Aboriginal people and community. Through ongoing dialogue and collaboration, we aim to foster a sense of trust and mutual understanding, recognising the importance of cultural connection and community engagement. In partnership with Aboriginal students and their families, we strive to provide an education which promotes quality teaching, is engaging and is culturally appropriate and relevant. By incorporating Aboriginal perspectives and knowledge into the curriculum, staff seek to create an inclusive learning environment where Aboriginal students feel valued and respected. With a focus on equity and excellence, the school aims for Aboriginal students to match or exceed the outcomes of the broader student population. This commitment extends to the implementation of Personalised Learning Pathways, tailored to the unique needs and aspirations of Aboriginal students, within a school culture of high expectations. Through these initiatives, the school endeavors to empower Aboriginal students and their families to achieve their full potential and thrive academically, socially and culturally.

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.

Anti-Racism - School statement

We have implemented measures to address incidents of racism and support students in developing an understanding of racism and discrimination, recognising their impact on individuals and the broader community. All staff take on the responsibility of addressing instances of racism, fostering an inclusive learning environment where diversity is celebrated and respected. Additionally, school practices and procedures ensure alignment with the DoE anti-racism policy. This involves continuous evaluation and adjustment of procedures to promote equity and inclusivity. We have a designated Anti-Racism Contact Officer who is specifically trained to respond to concerns related to racism. This officer serves as a point of contact for students, staff and parents/carers, providing support and guidance in addressing issues of racism and discrimination within the school community. Through these proactive measures, we are committed to promoting a culture of respect, understanding and acceptance, where every individual feels valued and empowered to thrive.

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.

Multicultural and anti-racism education - School Statement

We implement a multifaceted approach to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, ensuring inclusivity and equity in education. Teachers are entrusted with the responsibility of tailoring their teaching and learning programs to accommodate the diverse cultural backgrounds of their students. This includes incorporating diverse perspectives, experiences and resources into the curriculum to create a rich and inclusive learning environment. By ensuring that school procedures are responsive to the needs of all students, we facilitate opportunities for equitable education and social outcomes for every individual. Through collaborative efforts, we are committed to fostering a supportive and inclusive learning environment.