

2023 Annual Report

Waniora Public School



3960

Introduction

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

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

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School vision

At Waniora Public School we believe children thrive in a student centred environment that is inclusive, challenging and focused on continual improvement.

Underpinned by high expectations and supported by genuine community partnerships, our vision is to empower students to become confident, creative and agile learners who strive to achieve excellence.

School context

Waniora Public School (271 students) is located in an idyllic coastal setting in the northern suburbs of Wollongong. Our school is an active member of the Seacliff Community of Schools and is located within the Wollongong North Principal Network. We enjoy a strong and productive relationship with Bulli High School (located next door).

As a learning community, our school continues to be defined by our core values of respect, responsibility and safety. We are fortunate to have an active and supportive parent community who assist the school in achieving its educational goals for students.

Waniora Public School values inclusivity and is focused on providing a learning environment for students that empowers them as life long learners. Waniora Public School has 15 Aboriginal students who are supported academically, socially and culturally to ensure that each student achieves expected growth, or better, on internal school progress and achievement data.

Through a rigorous situational analysis and external validation process, the school has identified a number of high level areas for improvement. A relentless focus on improving teaching practice through high impact professional learning, particularly in reading and numeracy will ensure that all teachers possess excellent content knowledge, can differentiate and personalise planning, are proficient in their data usage and explicitly instruct leading to measurable improvement for every student.

Our students will be challenged and actively connected to their learning through regular opportunities to engage in rich, open ended learning tasks across all areas of the curriculum.

Waniora Public School, works actively towards a culture of inclusivity. Our strategic direction 'Enable' empowers all of our students to succeed through offering varied and personalised learning experiences that engage, challenge, inspire and light up the hearts and minds of each learner. We know that happy students have fewer barriers to their learning and we therefore prioritise the wellbeing of each individual.

The teachers at Waniora Public School place a high level of importance on working collaboratively and adopting practices proven by research to be effective in improving outcomes for students. They are committed to their ongoing professional learning that centres upon curriculum implementation and personalised learning.

This school plan is the product of consultation with our school community and the Northern Illawarra Aboriginal Education Consultative Group and has resulted in the school adopting 3 strategic directions to drive school improvement.

1. Student growth and attainment
2. High challenge
3. Enable

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

| Elements | 2023 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | 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 | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy & Numeracy
- School wide data processes

Resources allocated to this strategic direction

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

Summary of progress

The focus for 2023 was on deepening teachers' understanding of the new K-2 and 3-6 English and mathematics curriculums so that confidence levels to implement new ways of teaching increased. Strengthening whole school data processes was also a priority with a dedicated focus on thorough community consultation to ensure systems were valued and effective.

This involved staff engaging in a range of learning opportunities at a stage and whole school level. Teaching sprints were planned and implemented with a strong focus on unpacking the new curriculum units to address student identified needs. A whole school assessment schedule was devised, and many opportunities were created for parents, staff and students to reflect on the semester student report format and content.

As a result, staff benefited from working collaboratively with each other to plan lessons that were engaging and hands on for students. Staff articulated excitement for the new ways of teaching but found their overall clarity around how concepts are built on and assessed to be an area for development.

Next year the focus will be looking closely at our assessment practices to ensure they align with the new curriculum scope and sequence so that teachers mindfully assess students when the opportunities arise rather than having to revisit content to ascertain understanding. Building staff capacity to effectively use formative assessment practices will support students to be more aware of what they are learning and what they need to do next to progress.

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 |
|---|---|
| All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point | PAT testing indicates 73% percent of students achieving above or expected growth in reading. |
| All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point | PAT testing indicates 78% percent of students achieving above or expected growth in numeracy. |

Strategic Direction 2: High Challenge

Purpose

Waniora Public School teachers and leaders engage with quality research to innovate explicit and direct instruction and develop the talents of students across all domains, authentically partnering with community to ensure that students are motivated to deliver their best and continually improve.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Challenge
- Systems of Support

Resources allocated to this strategic direction

Professional learning

Summary of progress

The focus for 2023 was on critically analysing and evaluating the capacity of staff to plan for, teach and assess students at their point of need. By exploring the concept of challenge with both students and staff, school-wide processes and opportunities were reviewed to gauge whether challenge is offered, sought out and used to engage all learners.

This involved exploring the HPGE policy and developing staff knowledge on the ways in which curriculum can be differentiated. Staff engaged in professional learning on embedding open ended tasks in mathematics lessons to offer a greater scope for students to be challenged and to demonstrate their learning. Students were surveyed on their thoughts and feelings around mathematics in order to help teachers understand what motivates students to try their personal best.

As a result, it has been identified that targeted learning and coaching support is required to assist teachers in their delivery of broad, rigorous and challenging learning. Whilst learning goals exist, students need further support to be able to clearly articulate them and demonstrate a growth mindset.

Next year the focus will be on offering staff increased opportunities to reflect on their ability to challenge their students. Lesson observations will be implemented, and feedback processes will support staff to offer challenging differentiated learning experiences to all students. This will support further improvement towards all students working at their potential and experiencing challenge and highly engaging learning opportunities.

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 |
|---|---|
| TTFM Skills Challenge results (Expectations for academic success measures) to be above 2020 base line data (41%), 2021 data and tracking to 2024 Improvement measure. Internal school tracking Expectations for academic success measures (K-3) to be at or above 50%. | 34% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. Student voice feedback indicates students have an appreciation for the learning that takes place at school however some worry about what their peers will think and as such don't always feel safe taking learning risks. |
| Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice indicates improvement. | Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice shows the school currently performing at Sustaining and Growing. |
| All teaching programs across the school, in response to student | Self-assessment against the School Excellence Framework in the theme of Differentiation shows the school currently performing at Delivering. |

achievement data, show clear evidence of differentiation and adjustments to support and challenge students.

Purpose

Students at Waiora Public School are actively connected to their learning and empowered to succeed through the authentic use of student voice. All students enjoy a high sense of belonging in building trusting and respectful relationships. Waiora Public School employs an approach to wellbeing that is multidimensional and interrelated. We actively recognise the diversity of and incorporate the views and perspectives of students.

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.

- Wellbeing & Attendance
- Authentic partnerships

Resources allocated to this strategic direction

Low level adjustment for disability Aboriginal background

Summary of progress

The focus for 2023 was on enhancing the wellbeing of all students through the promotion and maintenance of high attendance levels and the increase in the positive behaviour for learning processes.

This involved improving the school processes and follow-up on daily and longer-term absences. The school increased the methods of communication with parents to share attendance rate successes and concerns. The welfare policy was reviewed and strengthened to offer students more acknowledgement when demonstrating positive behaviours. PBL awards were introduced along with the Wani Whale wheel draw to motivate students.

As a result, the attendance data completion rate significantly increased and the follow-up of students of concern involved a coordinated whole school approach. The students engaged in four whole school reward days which feedback indicated were valued by the students and staff.

Next year the focus will be to refine the ways in which positive learning behaviours are acknowledged and the welfare system is implemented which will support further improvement towards higher levels of student engagement and experiences of overall success and belonging.

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 |
|--|--|
| Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) meets the system-negotiated upper-bound target. | Tell Them from Me data shows 74.85% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the lower bound target. |
| 8.3% uplift in the proportion of students attending school greater than 90% of the time. | The number of students attending greater than 90% of the time or more has increased by 18% between 2022 and 2023. |
| Increase Sense of Belonging from 2021 Semester 2 figure by a further 2% as measured by Tell Them from Me data (Years 4-6). | Tell Them from Me data indicates that the number of students who experience a positive sense of belonging has decreased by 4%. |

| Funding sources | Impact achieved this year |
|---|---|
| <p>Integration funding support</p> <p>\$96,100.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Waiora 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"> • Literacy & Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • All eligible students demonstrating progress towards their personalised learning goals. • Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. • All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs. • To provide high-quality targeted professional learning to SLSOs to meet the individual needs of the students. • To revise the Learning Support Team referral process and provide professional learning to staff in relation to learning support processes and procedures. |
| <p>Socio-economic background</p> <p>\$23,153.29</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waiora Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy & Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services. • The purchase of effective literacy and numeracy resources including those for MaqLit which support literacy and numeracy growth. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • To continue successful reading, writing and mathematics interventions for individuals and groups of students and expand on those currently in place. |
| <p>Aboriginal background</p> | <p>Aboriginal background equity loading is used to meet the specific learning</p> |

| | |
|--|---|
| <p>\$12,676.91</p> | <p>needs of Aboriginal students at Waniora 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"> • Literacy & Numeracy • Authentic partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Staff understanding of Aboriginal policy, responsibilities and cultural immersion have improved through implementation of department, mandatory and school developed professional learning. • Community consultation and engagement to support the development of cultural competency. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • To further expand the cultural education for our First Nation children through workshops and the Personalised Learning Pathways (PLP) cycle. • To continue building our connections with the local Aboriginal Education Consultative Group and the wider First Nation community. |
| <p>English language proficiency</p> <p>\$28,920.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Waniora 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"> • Literacy & Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Increased teacher capacity to cater for EAL/D students in mainstream classrooms. • Professional learning involving workshops, collaborative planning and reflection through which all teachers improve their knowledge, understanding and application of EAL/D pedagogies. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Ongoing professional learning to identify language and cultural demands across the curriculum. • Personalised and targeted professional development in the form of mentoring, co-teaching and co-planning. |
| <p>Low level adjustment for disability</p> <p>\$152,903.34</p> | <p>Low level adjustment for disability equity loading provides support for students at Waniora 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"> • Literacy & Numeracy • Authentic partnerships |

| | |
|--|---|
| <p>Low level adjustment for disability</p> <p>\$152,903.34</p> | <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MacqLit program to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • The school achieved a more consistent approach to student learning support and interventions. • An increased number of learning support referrals and subsequent collaborative learning support activities. • The Learning and Support Team (LST) consolidated learning and support procedures to ensure efficient and effective strategies were implemented for student support. • Student-centred, explicit and personalised learning is visible across the whole school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • To further expand the impact of the Learning and Support Team (LST), the school will provide ongoing additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs). |
| <p>Professional learning</p> <p>\$23,525.90</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 Waiora 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"> • Literacy & Numeracy • Systems of Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • releasing staff to collaboratively evaluate teaching and learning programs and their impact on student outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, writing, and mathematics. • Assistant Principals Curriculum and Instruction (APC&Is) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice. • K-2 staff have a solid understanding of the new syllabuses and associated teaching practices. • Increased opportunities for staff to engage in professional discussions, observations and professional dialogue. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Additional professional learning to support staff with the implementation and teaching of new syllabuses. • Personalised and targeted professional learning in the form of mentoring and co-teaching. • Continued support (particularly for beginning teachers) in differentiating units of work to suit the needs of students. |
| <p>QTSS release</p> <p>\$62,971.78</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Waiora 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"> • Literacy & Numeracy |

| | |
|--|--|
| <p>QTSS release</p> <p>\$62,971.78</p> | <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. • Additional release time for teachers to engage in peer observations and sharing of expertise. • Teachers working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum. • Additional time for teachers to work in stage teams to develop engaging differentiated teaching and learning programs guided by current syllabuses and student data. |
| <p>COVID ILSP</p> <p>\$46,934.96</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • The majority of the students in the program achieving significant progress towards their personal learning goals. • Improved student engagement in learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. • Ensure ongoing high impact professional learning takes place to enable consistent delivery of effective practice on student data to differentiate learning in literacy and numeracy. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2020 | 2021 | 2022 | 2023 |
| Boys | 161 | 161 | 151 | 151 |
| Girls | 155 | 148 | 134 | 121 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2020 | 2021 | 2022 | 2023 |
| K | 97.4 | 93.6 | 88.0 | 91.3 |
| 1 | 93.0 | 94.0 | 87.0 | 91.9 |
| 2 | 96.1 | 90.2 | 88.7 | 91.4 |
| 3 | 92.7 | 93.7 | 82.8 | 91.5 |
| 4 | 94.1 | 90.7 | 88.7 | 87.8 |
| 5 | 94.2 | 91.7 | 85.9 | 91.3 |
| 6 | 93.5 | 89.5 | 84.3 | 85.9 |
| All Years | 94.3 | 91.8 | 86.5 | 89.9 |
| 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) | 4.8 |
| Classroom Teacher(s) | 10.65 |
| Learning and Support Teacher(s) | 1 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 5.57 |

*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 | 228,008.40 |
| Revenue | 3,691,046.53 |
| Appropriation | 3,568,284.73 |
| Sale of Goods and Services | 5,914.34 |
| Grants and contributions | 111,744.34 |
| Investment income | 5,103.12 |
| Expenses | -3,834,601.30 |
| Employee related | -3,333,654.37 |
| Operating expenses | -500,946.93 |
| Surplus / deficit for the year | -143,554.77 |
| Closing Balance | 84,453.63 |

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 | 74,589 |
| Equity Total | 217,654 |
| Equity - Aboriginal | 12,677 |
| Equity - Socio-economic | 23,153 |
| Equity - Language | 28,920 |
| Equity - Disability | 152,903 |
| Base Total | 2,743,911 |
| Base - Per Capita | 78,651 |
| Base - Location | 0 |
| Base - Other | 2,665,260 |
| Other Total | 281,488 |
| Grand Total | 3,317,641 |

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

Through consultation with the school community, the following areas have been identified as areas of strength and possible future improvement.

Areas of strength

Student perspective

- Appreciate the learning that takes place at school. In particular, Stage 1 students highlighted their love and enjoyment of learning.
- Recognise that they are provided with lots of opportunities to engage in activities outside of the classroom, indicating their enjoyment and appreciation of the many sporting opportunities available to them.
- Enjoy opportunities the school offers them to have their voices heard.

Teacher perspective

- Feel confident monitoring the individual progress of their students and have high expectations for student learning and behaviour.
- Benefit from working collaboratively with each other and value opportunities to share resources and lesson plans.
- Set clear expectations for student behaviour and understand the modifications that can and need to be made to accommodate all student needs.

Parent perspective

- Value the way in which the school invites the community into the school to celebrate special occasions.
- Appreciate the care and concern the staff show for their students.
- Welcome opportunities to share their ideas and thoughts on how the school environment and culture could be improved.

Areas of improvement

Student perspective

- A focus on increasing the sense of belonging and connection between students within the school.
- Would like to be offered more diverse sporting opportunities e.g. cricket, softball.
- Would appreciate more opportunities for outdoor learning.

Teacher perspective

- Increase the way in which technology is used to help students track progress towards their learning goals.
- Improve the degree of differentiation across all KLAs to ensure challenge is maximised for all students.
- Continue to build their ability to provide feedback in order to ensure their impact on student learning progress is maximised.

Parent perspective

- To continue building community-school connection and looking for more opportunities to consult on key topics.
- Would like to see a more consistent use of Class Dojo between teachers for insight into current classroom activities.
- Seeking more information and strategies to support student learning at home.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.