2023 Annual Report

Speers Point Public School

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Introduction

The Annual Report for 2023 is provided to the community of Speers 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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School vision

To be leaders in inclusive, innovative and individualised learning.

School context

Speers Point Public School is located on the north side of Lake Macquarie with 256 enrolments in 2023. This has almost doubled the school population over the last four years, leading to an increase in staff and executive. The school's Aboriginal and Torres Strait Islander population is at 10% with 24 students in 2022.

Along with the mainstream classes, Speers Point is proud of our support classes, two MC (Multi-categorical) one IO (Intellectually Moderate) and one Au (Autism). This whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. With an average FOEI of 111, the community is supportive of the school, and the inclusive ethos embodied in the school.

Our school has seen major redevelopment over 2019/2020 with the design and construction of new facilities including new administration, hall, library, and five new innovative learning environments. Two existing learning spaces were also refurbished in this style, and the four support classrooms were refurbished to meet student needs.

With the elements within "What Works Best" forming the bedrock of strategies, it is enhanced with approaches towards developing student leadership, innovative learning environments and building student transference of learning. Transference and retention of learning will be developed through a school-wide embedded program based on the concepts of a "toolbox for learning."

Speers Point Public School has firmly embedded learning and wellbeing practices into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L-MAC) community of schools in the West Lake Macquarie area.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes and personal growth through explicit, consistent and evidence based teaching, underpinned by individualised student data to inform evaluative practice and targeted professional 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.

- Evidence Based
- Data Informed

Resources allocated to this strategic direction

AP Curriculum & Instruction
QTSS release
Socio-economic background
Aboriginal background
Low level adjustment for disability
English language proficiency
Professional learning

Summary of progress

Across 2023, a deep focus on literacy and numeracy, underpinned by strong professional development and quality teaching formed the basis of our school's growth within this strategic direction. Key elements supporting progress include:

School Focus: Comprehension

School data -PAT and Check-in Data indicate growth in reading comprehension in all grades 3-6. Staff contributed feedback (entry slips, completed exit slips). Pre and post-comparison showed an increased understanding of reading comprehension in line with the new curriculum (responses moved from 'limited' understanding to 'sound' understanding). Confidence in understanding the requirements of the new curriculum increased for staff rating themselves with 'high' confidence. Continuation of targeted Professional Learning (PL) to embed processes and deepen staff understanding of reading processes, including phonics, decoding, fluency and vocabulary. Assistant Principal Curriculum and Instruction (APC&I) support targeted Stages 2 and 3 for delivery of 3-6 English Units and support targeted staff new to Speers Point Public School (SPPS) in 2024.

3-6 Writing Strategy - Seven Steps

Seven steps has been embedded into the teaching and learning of writing across all 3-6 classrooms. Year 2 classes ceased full implementation of Seven Steps as they commenced using the Department of Education (DoE) units of work to support the teaching of the new K-2 English Syllabus. With the implementation of both new K-2 and 3-6 syllabuses in 2024, and the use of the DoE units, Seven Steps will no longer be utilised as a stand alone program. All staff, however, will continue to use their professional judgement in utilising the learning from this program as supporting strategies. With the K-2 units being implemented this year with fidelity, the school has seen an increase in both teacher knowledge around explicit teaching of writing as well as an increase in student knowledge of how to use sentence level grammar in their writing.

Collaboration Days

Collaboration days have been valuable with staff survey data and feedback indicating time spent on collaboration with peers has been highly valued. Staff survey shows targeted PL in team collaboration days has been well received with specific focuses supporting team needs. Curriculum reform has been a focus of collaboration days, strategically entwined with Strategic Improvement Plan (SIP) focuses, such as the Comprehension focus in Guided support for English and Big Ideas in mathematics. Staff have indicated the preferred model for the extra Curriculum Release in 2024 is to utilise this time for team collaboration days in 2024.

Intervention

Utilising Covid Intensive Learning Support Program (CILSP) and school-based funding, students were assessed to identify where additional small group support would assist student learning. Students worked with intervention teachers or SLSOs on a targeted program. Students were identified through data review at Collaboration Days, with point-of-need identified and student learning goals developed by the intervention teacher. There was ongoing monitoring and communication between the intervention and class teachers. Student intervention strategies were documented in participating student reports at end of each semester with a comment provided on learning goal attainment by the intervention teacher. Intervention included the implementation of MacqLit and MiniLit, and 3-6 Numeracy support. Many of the students who participated in intervention programs demonstrated growth in school-based measures, such as PAT tests.

Future Implications

Based on our evaluation of teaching programs and practices, and student assessment results, in 2024 we will:

- Focus on curriculum reform with the ongoing implementation of the new K-2 curriculum, and initial implementation of the 3-6 curriculum.
- Revise our literacy and numeracy assessment practices in line with the new curriculum and adjust the school assessment schedule.
- Collaboration days will be planned to support the implementation of the English and Mathematics syllabuses for Stages 2 and 3 in 2024 and the continuation of targeted PL to continue to embed the K-2 syllabuses.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework **Learning** Curriculum - moving to *Excelling* Assessment - moving to *Excelling* Student Performance Measures - maintaining *Sustaining & Growing* **Teaching** Effective Classroom Practice - moving to *Excelling*	Over the 2023 school year, implementation of the K-2 curriculum, and preparation of the 3-6 curriculum for 2024 was a key priority. In this, curriculum reform impacts determination of *Excelling* against the School Excellence Framework (SEF) in the elements of *Curriculum, Assessment* and *Effective Classroom Practice* and these three elements have maintained at *Sustaining & Growing* in the face of major reform. *Student Performance Measures,* re-labelled as *Student Growth and Performance* in version 3 of the SEF, met target with maintaining Sustaining & Growing, again amidst large changes to NAPLAN data.
80% or greater in Years 2 to 6 (mainstream) will demonstrate a 0.4 effect size growth (effect size formula) when comparing Term 3 year to year in PAT Reading	75.2% of Speers Point Public School achieved an 0.4 effect size growth in reading, with a difference of 5.8% to the target and an increase of 21% (54.2%) from the previous year. Of note, there was also a significant increase in students reaching school based target bands, with an increase from 60.6% to 80% of students attaining school determined benchmark levels.
80% or greater in Years 1 to 6 (mainstream) will demonstrate a 0.4 effect size growth (effect size formula) when comparing Term 3 year to year in PAT Numeracy.	48% of students of Speers Point Public School achieved a 0.4 effect size growth in numeracy, with a difference of 32% to the target and a marginal increase of 1.4% (46.6%) from the previous year. In a comparison of data , the measure of attainment in school based band targets in numeracy show that 76% of students reached target bands, improving from 65.8% on the previous year. Of note, the Year 4 cohort saw 53% of students achieve the 0.4 or greater effect size, yet 97% achieved school determined benchmark levels.
75% of Year 1 students to benchmark (28 or higher) on the phonics screener. (Baseline data 2022 - 62%, 2021 - 54%)	Speers Point Public School did not achieve the target, however, teacher confidence and competence in the delivery and implementation of the new syllabus requirements were consistent across all classes K-2.

Strategic Direction 2: Innovative Leaders

Purpose

To build the capacity of leadership in staff and students to develop inspirational, effective and reflective practitioners and learners, with a basis of supporting opportunity, change and sustainability.

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.

- Opportunity
- Transformation & Sustainability

Resources allocated to this strategic direction

QTSS release
Aboriginal background
AP Curriculum & Instruction
Professional learning

Summary of progress

The initiatives of "Opportunity" and "Transformation & Sustainability" summarise the two key themes behind the strategic direction of "Innovative Leaders." Areas within these initiatives give opportunities to staff and students to grow as leaders of our school and beyond. Within this strategic direction opportunities were sought to lift the leadership capabilities of staff and students. This was evidenced through:

PDP Process

A formalised process was implemented to provide more opportunities for staff to have deeper conversations around development goals, work collaboratively and engage in meaningful observations. PDPs were created, co-signed with their supervisor and sit within class program folders for ease of reference and referral. Most staff were able to meet with their supervisor and principal at the end of 2023 to discuss their PDP journey, and the next steps for 2024. Staff were able to be recognised for their work, but also in opportunities for 2024 in new programs or leadership opportunities. This will include teacher led PBL and Anxiety Project initiatives.

Student Leadership Program

Now in its second year, students were more knowledgeable and understanding around the new processes regarding both the process of leadership journal and the structure of student leadership. There was a greater interest in a variety of leadership roles. The SOAR leadership training (school based) was modified significantly to fit the needs of the cohort and focused in different ways to build their capacity. Leadership selection (i.e. voting and staff voice) continued to operate effectively and the 2024 school leaders selected were reflected on as being highly suitable given this model. Community has supported this model for the two years and this should continue in its current form. SRC was re-modelled in 2023 and being led by one of the non-mainstream Stage 3 teachers to increase the depth and range over the school, rather than student leadership sitting solely with Stage 3 .

Curriculum Reform / Implementation

In 2023 we entered the implementation of the K-2 English and Mathematics syllabus, and preparation for a 2024 implementation of the 3-6 syllabus. Targeted professional learning (PL) in "Becoming Mathematicians: Big Ideas to Start Strong across K-6" was delivered with all teachers K-6 enrolling. This PL was be implemented over the year in Stage based collaboration sessions, whole Staff PL sessions and catch-up/completion of modules in extra (Release from Face to Face (RFF) -curriculum reform time. It is anticipated that improvements in teaching mathematics through a connectionist approach will occur as staff understanding of the importance of the big ideas of mathematics deepens. Support will need to be continued into 2024 as teachers engage in unpacking, planning and teaching the 3-6 Mathematics units.

Time was allocated at Stage meetings to unpack the learning and planning for implementing strategies to enhance teachers' understanding effectively. Time allocated with (Assistant Principal Curriculum and Instruction (APC& I) and Stage Assistant Principal (AP) for planning the implementation of the current, research-based practices in mathematics within their classroom practice.

Bring Your Own Device (BYOD)

The BYOD program was first announced in late 2022 for a 2023 start, focusing on the Year 4-6 cohorts. Best devices determination saw the introduction of Chromebooks, in line with (Technology for Learning (T4L) purchases for classroom consistency. In Term 1, a parent session was held to run through the specifics of the program, and to configure pre-purchased devices for implementation. Approximately 16 families were represented, and over the 2023 school year, over 40 students entered into the program. P&C purchased docking stations were of great support, however only holding 16 devices each, the capacity of these two stations has been exceeded.

Based on our evaluation of programs and practices in 2024 we will:
- Continue to strengthen successful programs from 2023 including Student Leadership Program and PDPs
- Continuation of the BYOD program to support innovative learning environments. (ILEs)
- Ongoing support in curriculum reform, implementation of K-2 and 3-6 syllabuses
- Supporting Aboriginal students in developing and working towards their goals as per their PLPs

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework **Teaching** Professional Standards - moving to *Excelling (Accreditation withstanding)* Learning & Development - moving to *Excelling* **Leading** Educational Leadership - moving to *Excelling*	Against the updates version 3 of the School Excellence Framework (SEF), the following determinations were made against the 2023 school year through the SEF Self Assessment. • Professional Standards - Sustaining & Growing (maintained from 2022) • Learning & Development - Sustaining & Growing (maintained from 2022) • Educational Leadership - Excelling (maintained from 2022)
Consistent application of a future focused learning model in all Innovative Learning Environments.	There has been continued application of a range of future focused learning across Innovative Learning Environments (ILEs) including the implementation of a BYOD program.
Academic growth of 90% of Aboriginal students against PAT test data (0.4 effect size growth)	In 2023, 100% of Aboriginal students demonstrated a >0.4 effect size in Literacy, well above peer groups and whole school average of 75.2%. This was a sample size of 8 students tracked across years 2-6. The average effect size growth was 1.31 In Numeracy 57% of Aboriginal students demonstrated >0.4 effect size above the 48% school average.
Aboriginal perspectives and Aboriginal cultural education is embedded as evident in 100% of class teaching and learning programs.	Class teaching and learning programs demonstrated strong evidence of embedded Aboriginal perspectives, with Aboriginal cultural education delivered in a range of meaningful ways.

Strategic Direction 3: High Expectations Culture & Transference

Purpose

To cultivate challenge, aspiration and active partners to connect, give meaning to and enrich 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.

- Connect & Drive
- Succeed & Thrive

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

The strategic direction aims to support the ongoing wellbeing of students, with strong focuses on student attendance and support learning goals.

Attendance

Attendance data demonstrated a significant rise from 81.6% to 91.05% in 2023, above the state average. The positive growth in whole school attendance can be attributed to strategies including:

- Attendance team working positive strategies to improve attendance
- Ongoing support through HSLO in monitoring and addressing attendance patterns.
- Whole school promotion of positive attendance
- Inclusion of attendance data (heat maps) in parent teacher meetings during the year.

PBL / Wellbeing

Strategies through PBL to support the ongoing maintenance of school PBL systems, reward systems and reward days included:

- PBL Team (staff team)
- PBL focus lessons
- Implementation of sports house mascots selected from student design.
- Major update and distribution of the Behaviour Consistency Guide.
- Major update to processes around resolution Room and communication.

Anxiety Project

Released from NSW PPA - Anxiety Project has been a whole school and community approach to managing anxiety and building resilience, using Cognitive Behaviour Therapy (CBT) strategies. The Internal Coach went through intensive training, with further training delivered to all staff (teachers and Student Learning Support Officers (SLSOs)) in supporting student anxiety. All classes engaged with age appropriate pre-designed lessons, linking with Personal Development, Health and Physical Education (PDHPE) outcomes, delivered by the class teachers. A parent workshop, "No Scaredy Cats" was delivered.

Further progress will include:

- Re-visit of staff training, with up-skilling new staff and holding refresher sessions for pre-existing staff.
- Adapted lessons with new activities for each stage in being prepared - delivery of lessons in Term 2 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

Proportion of students attending 90% of the time or greater will rise from 77.5% to 81.1% - 86.1% (or greater) (Lower bound system negotiated target)	In 2023, the proportion of students attending 90% of the time or greater has risen from 2022's 49% to 61%. This is further compared against state average of 52.2%. While this has not reached target, the significant improvement is recognised. As a whole, the school's attendance rate rose from 87.6% to 91.05%, again above state average.
Increase 'Sense of Belonging" from (2021 data)% to 85% Increase "Advocacy at School" from (2021 data)% to 93% Maintain or better "Expectations for Success" at 94.87%	In reflection of school targets in Wellbeing, • "Sense of Belonging" from 72% in 2021 to 62% in 2022. It has marginally improved to 66% in 2023. • "Advocacy at School" from 91% in 2021 to 86% in 2022. This remained unchanged in 2023 at 86% • "Expectations for Success" from 97% to 83% in 2022. In 2023 it rose to 89%.
Improvement as measured by the School Excellence Framework **Learning** Learning Culture - moving to *Excelling* Wellbeing - maintaining *Excelling* Curriculum - moving to *Excelling* (link with SD1) **Leading** Educational Leadership - moving to *Excelling* (link with SD2)	Against the updates version 3 of the School Excellence Framework (SEF), the following determinations were made against the 2023 school year through the SEF Self Assessment. • Learning Culture - Excelling (improvement from Sustaining & Growing 2022) • Wellbeing - Excelling (improvement from Sustaining & Growing 2022) • Curriculum - Sustaining & Growing (maintained from 2022 during curriculum reform) • Educational Leadership - Excelling (maintained from 2022)
All students have negotiated and relevant learning goals that are measurable, tracked and reported on.	During 2023 students were actively engaged in goal setting, with parents participating in Semester 1. Goals were monitored by teachers and students, and updated accordingly in line with goal achievement. Goals were reported in in Semester 1 reports in 2023, however in line with coming changes to reporting against new curriculum, were not included in Semester 2 reports.

Funding sources	Impact achieved this year
Integration funding support $167,086.00	Integration funding support (IFS) allocations support eligible students at Speers Point Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Intensive support to access literacy and numeracy activities • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Continued confidence and growth in student reading and numeracy outcomes. Improved academic/social/emotional outcomes for students which has resulted in improved positive peer relationships in a range of school settings. **After evaluation, the next steps to support our students will be:** To continue planning and programming where teachers build the capacity of SLSOs to implement quality differentiated programs in reading and numeracy. All staff ensure that student PLSPs are regularly reviewed to ensure they are relevant to student needs.
Socio-economic background $122,235.30	Socio-economic background equity loading is used to meet the additional learning needs of students at Speers Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Based • Succeed & Thrive **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to support identified students with additional needs • Kindergarten is highly supported in the transition and start to school with two additional SLSOs supporting through Term 1 between the two Kinder classrooms and one SLSO through Terms two to four. • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through to support student learning • supplementation of extra-curricular activities **The allocation of this funding has resulted in the following impact:** Student growth as evidenced through NAPLAN, Check-In and reported PAT testing data. Teaching and learning programs across the school reflect adjustments to meet individual needs, that ensure students are challenged and make learning progress. **After evaluation, the next steps to support our students will be:** Ongoing support for the social, academic and emotional goals of students, supported through staff professional learning, support staff allocation and resources.
Aboriginal background $29,356.23	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Speers 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

Aboriginal background $29,356.23	educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Based • Transformation & Sustainability **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • cultural activities and learning **The allocation of this funding has resulted in the following impact:** SLSO intervention support was provided to support the student goals from PLPs. Class teachers guided SLSO's in working towards academic goals in a group approach to student support. Student goals were also addressed through the Deadly Kids and language programs to support cultural knowledge and understanding. **After evaluation, the next steps to support our students will be:** Continued support through identified strategies.
English language proficiency $2,532.87	English language proficiency equity loading provides support for students at all four phases of English language learning at Speers Point Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Based **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in the following impact:** Ongoing intervention for identified students through small group tuition. Given the pandemic interruptions for students transitioning to Kindergarten, additional support was provided in Term 1, to enable a strong start to the beginning of Kindergarten. **After evaluation, the next steps to support our students will be:** High level support for identified students in line with our school vision of inclusive, individualised and innovative learning.
Low level adjustment for disability $151,338.07	Low level adjustment for disability equity loading provides support for students at Speers Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Based **Overview of activities partially or fully funded with this equity loading include:** • 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

Low level adjustment for disability $151,338.07	**The allocation of this funding has resulted in the following impact:** Ongoing intervention for identified students through small group tuition. Given the pandemic interruptions for students transitioning to Kindergarten, additional support was provided in Term 1, to enable a strong start to the beginning of Kindergarten. **After evaluation, the next steps to support our students will be:** High level support for identified students in line with our school vision of inclusive, individualised and innovative learning.
Professional learning $27,787.32	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 Speers Point Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed • Transformation & Sustainability **Overview of activities partially or fully funded with this initiative funding include:** • Targeted professional learning aligned with school strategic directions and staff PDP goals **The allocation of this funding has resulted in the following impact:** Identified professional learning for all staff, based on needs as specified through PDP goals. **After evaluation, the next steps to support our students will be:** On-going high level professional learning for all staff in identified areas consistent with professional goals and the Strategic Improvement Plan.
QTSS release $57,881.95	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Speers Point Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence Based • Data Informed • Opportunity • Transformation & Sustainability **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Collaboration days were utilised to bring teams together to focus on specific professional learning and opportunities for sharing expertise. **After evaluation, the next steps to support our students will be:** On-going high level professional learning for all staff in identified areas consistent with professional goals and the Strategic Improvement Plan.
COVID ILSP $61,949.94	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**

| COVID ILSP

$61,949.94 | including:
• Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
• employment of teachers/educators to deliver small group tuition
• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

The allocation of this funding has resulted in the following impact:
Small group instruction enabled students to develop literacy and numeracy skills implementing a differentiated approach.

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 learning needs. |

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	101	125	140	153
Girls	66	88	95	103

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	94.0	94.2	89.5	93.7
1	92.8	93.4	89.8	92.1
2	94.0	92.2	89.7	90.8
3	90.9	92.2	89.7	88.7
4	90.8	90.3	85.3	91.3
5	91.5	90.1	82.9	89.1
6	90.8	90.8	83.3	90.0
All Years	92.4	92.1	87.6	91.0
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

* Families evacuating and relocating due to NSW floods

* Sick students staying at home until a negative COVID-19 test was returned

* Household members testing positive to COVID-19

* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

Management of non-attendance

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)	4.2
Classroom Teacher(s)	13.79
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.42

*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	187,128.69
Revenue	4,287,355.82
Appropriation	4,161,197.46
Sale of Goods and Services	24,560.44
Grants and contributions	97,077.19
Investment income	4,018.23
Other revenue	502.50
Expenses	-4,265,377.02
Employee related	-3,889,007.94
Operating expenses	-376,369.08
Surplus / deficit for the year	21,978.80
Closing Balance	209,107.49

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	102,581
Equity Total	305,462
Equity - Aboriginal	29,356
Equity - Socio-economic	122,235
Equity - Language	2,533
Equity - Disability	151,338
Base Total	2,906,911
Base - Per Capita	67,876
Base - Location	0
Base - Other	2,839,035
Other Total	594,665
Grand Total	3,909,619

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Student Voice

When analysing the data from Tell Them From Me it was taken into consideration that the only student voice represented came from students in Years 4-6, mainstream enrolment. As this is the smallest cohort within the school, an internal survey was created and conducted (based on the areas of 'Advocacy, Expectations, Belonging'). The survey was completed by Years 4-6 students from each class across the whole school, inclusive of Support Unit enrolments.

Data collected through the Tell Them From Me surveys (Years 4-6) demonstrated a positive trend in all three target areas.
- Sense of Belonging was recorded at 66%, above state average of 62%, showing 4% growth from last year.
- Advocacy at School was at 86% against the state average of 67%
- Expectations of Success at 89% against the state average of 81%, showing 6% growth from last year.

Across all three areas, there was an increase or similar result, against a decrease in state averages.

Community Voice

2023 TTFM Parent data indicated community responses in all areas of the TTFM survey were above the state average or norms, and in e majority of areas, showed further growth from previous years. In particular, data reflected very positive responses in the areas of 'Inclusivity' and 'Communication'. We had an increase in the area of 'Parents Feeling Welcome'. This had been a targeted approach to reconnect without community as outlined in the Strategic Improvement Plan.

In summary, data indicated that more community members were satisfied with the school, our communication, support for students and openly advocate ta positive name / image of the school.

Teacher Voice

When analysing TTFM data, it was noted a very small number of teaching staff completed the survey. In other areas, teacher voice gave feedback on current curriculum reform and curriculum implementation. The supports in place for teachers were surveyed and used to inform ongoing support in 2023.

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.