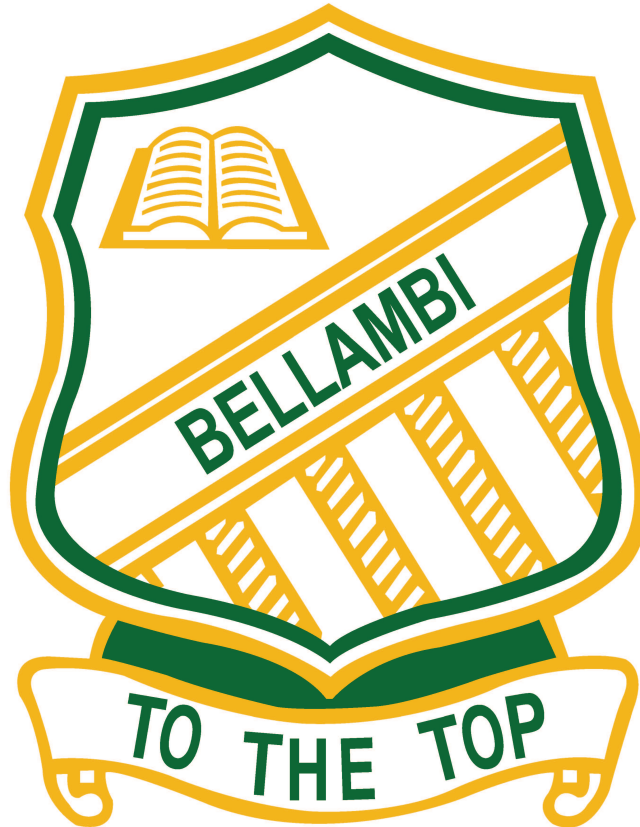


2023 Annual Report

Bellambi Public School



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Introduction

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

In consultation with students, parents, carers and staff our vision statement is:

Bellambi Public School equips all students with what they need to reach their full potential. We are passionate about building a happy, fair and creative learning environment where everyone feels they belong.

School context

Bellambi Public School is located on Dharawal land by the sea in the northern suburbs of Wollongong. Our school currently has 9 classes, with a student population of 39% Aboriginal and/or Torres Strait Islander and 20% from a non-English speaking background.

Learning is a partnership with parents, carers and others in the community, all of whom have a role to play in nurturing the love of learning needed for success.

We are guided by evidence based practices to inform and build our learning models that serve individual students across their life course in a rapidly changing world. Our school community prides itself on inclusive and trusting relationships.

Bellambi Public School offers extra curricular opportunities such as: cooking, gardening, pottery, drumming, STEAM programs, Aboriginal Education, mindfulness, Berry Street Education Model, sports clinics and targeted wellbeing programs.

Our focus areas include: curriculum reform, high potential and gifted education, inquiry based learning, critical and creative thinking, and transition (preschool to Kindergarten and Year 6 to high school).

Bellambi Public School's outstanding results in student growth data is achieved through high quality teaching, targeted student support and innovative educational opportunities.

Our school is committed to all Aboriginal and Torres Strait Islander students reaching their full potential. The school funded Aboriginal Education Officer facilitates a wide range of connections to excel in cultural competency.

We support our students to prepare them for the world beyond school.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for each student, all staff will analyse student performance measures to understand, plan for and differentiate the learning for all 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.

- Visible Learning
- Data Driven Practice
- Evidence Informed Teaching (Explicit Teaching)
- Collaborative Planning (Numeracy)

Resources allocated to this strategic direction

Professional learning

Socio-economic background

AP Curriculum & Instruction

Low level adjustment for disability

QTSS release

Summary of progress

The focus for 2023 was on developing teachers' proficiency in explicit teaching by establishing a whole school model focusing on modeled, guided and independent teaching strategies. The explicit teaching model is guided by assessed student need and teachers co-planned literacy and numeracy activities using the principles of a gradual release of responsibility. This is evident in their development of morning routine, synthetic phonics, phonological awareness and Talk For Writing programs. Additionally, internal and external data was used to develop evidence-based numeracy programs aligned to the curriculum.

The school improvement plan involved teachers participating in 3 weekly professional learning cycles where they learned about implementing, morning routine, a multifaceted literacy structure with a focus on explicit instruction, spaced v's massed practice and visible learning. In developing an understanding of what Morning Routine looks like in practice, teachers observed this literacy practice at another school. Moreover, teachers participated in a 2 day online professional learning in Talk for Writing, and engaged in professional development on "The Big Ideas" in number in developing instructional routines from K-6. The Assistant Principal Curriculum and Instruction and mathematics specialist supported teachers in analysing student data, co-planning differentiated lessons and team teaching. During stage meetings, time was allocated for teachers to collaboratively plan and adapt DoE mathematics units based on student need.

As a result of data analysis, high impact professional learning aligned to the teaching and learning cycle and coaching and mentoring, teachers are using their knowledge of evidence based literacy practices to collaboratively plan high quality reading, writing and speaking and listening lessons from Kindergarten to Year 6. Regarding: Formative assessment of student learning was prioritised through the use of PLAN 2 and data walls. As a result of teachers' professional practice and engagement, learning goals in reading and writing were shared at stage meetings and with the parent community through Seesaw.

Next year the focus on improving the process quality of morning routine, Talk for Writing and evidence based Mathematics programs underpinned by explicit teaching and cognitive science for learning.

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
READING • All students can demonstrate reading growth and achievement from Term 1	PAT assessment indicates 100% of students in year 3 achieved growth in reading when assessed at the point of need. Students achieving stanine 4 or above increased by 74%.

<p>to Term 4, using PAT as a key data point.</p>	<p>PAT assessment indicates 90% of students in year 4 achieved growth in reading when assessed at the point of need. Students achieving stanine 4 or above increased by 60%.</p> <p>PAT assessment indicates 66% of students in year 5 achieved growth in reading when assessed at the point of need. Students achieving stanine 4 or above increased by 11%.</p> <p>PAT assessment indicates 62% of students in year 6 achieved growth in reading when assessed at the point of need. Students achieving stanine 4 or above increased by 8%.</p>
<p>NUMERACY</p> <ul style="list-style-type: none"> • All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point. 	<p>PAT assessment indicates 100% of students in year 3 achieved growth in numeracy when assessed at the point of need. Students achieving stanine 4 or above increased by 32%</p> <p>PAT assessment indicates 81% of students in year 4 achieved growth in numeracy when assessed at the point of need. Students achieving stanine 4 or above increased by 31%</p> <p>PAT assessment indicates 72% of students in year 5 achieved growth in numeracy when assessed at the point of need. Students achieving stanine 4 or above increased by 10%</p> <p>PAT assessment indicates 79% of students in year 6 achieved growth in numeracy when assessed at the point of need. Students achieving stanine 4 or above increased by 21%</p>

Purpose

Continue to grow pathways to success through an integrated approach to quality teaching, curriculum planning, delivery and assessment to promote learning excellence and responsiveness in meeting the needs of all 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.

- Curriculum and Assessment
- Educational Leadership

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Socio-economic background
QTSS release
Per capita
Aboriginal background

Summary of progress

Initiative 1: Curriculum and Assessment

The focus for 2023 was on ensuring teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable students assessment and continuous tracking of student progress and achievement. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

This involved preparing 3-6 staff for the changes in pedagogy as described in Curriculum Reform for implementation in 2024. All teaching staff were evaluated on their knowledge of the 3-6 curriculum and the APC&I delivered professional learning as per the professional learning schedule. The focus being on reading and numeracy by unpacking the core components of both the English and Mathematics syllabus through: DoE professional learning modules; draft units of work; Learn, Do, Reflect framework in Precision in Practice (PiP) cycle and High Impact Professional Learning (HIPL) protocols. This also involved developing a scope and sequence for implementation for 2024.

As a result, following professional learning sessions, staff members have identified their knowledge and confidence level has increased due to the professional learning based off teacher feedback and program creation using the new syllabus.

Next year the focus will be on the implementation of Department and teacher written units for both English and Mathematics within the 3-6 classrooms based on the learning of pedagogy that took place throughout 2023. In mathematics, we will ensure teachers have a conceptual deeper understanding of the research behind the big ideas and Explicit and Direct Instruction so we see challenge for all students within classrooms.

Initiative 2: Educational Leadership

The focus for 2023 was on demonstrating a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. Ensuring that every student makes measurable learning progress and gaps in students achievement decrease.

This involved establishing professional learning communities which are focussed on the strengthening of leadership capabilities within the school for the continuous improvement of teaching and learning. It involved completing a 360 degree leadership survey in 2023 Term 1 for all members of leadership team, HIPL checklist used against every PL session to ensure a best practice model is used and 3 Rivers for Learning being completed for selected executive and teacher leaders to enhance their educational leadership.

As a result, High Impact Professional Learning has been used to focus on deepening teaching practice within the area of formative assessment. This is continuing by leadership staff to ensure teaching staff are receiving professional growth to deepen their teaching practice for ongoing student growth. The teacher surveys, teaching staff have identified that their knowledge of formative assessment and the curriculum reform has increased. The leadership team have completed an analysis of their 360 Leadership Survey with the Principal and discussed strengths, weaknesses and future directions. Implementation of individual goals were completed and are continuing in 2024 with support from the Principal.

Next year the focus will be to continuing to embed the HIPL model in all professional learning opportunities. The leadership team will look into growth coaching as part of their ongoing development based off the 2023 360 leadership survey results.

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 of the School Excellence Framework elements: Curriculum and Assessment show evidence of Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Curriculum shows the school currently performing at Excelling, and in the element of Assessment at Sustaining and Growing.
School Self Assessment of the School Excellence Framework elements: Educational Leadership show evidence of Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Educational Leadership shows the school currently performing at Excelling.

Strategic Direction 3: Learning Culture

Purpose

Students strive for excellence by connecting, learning and growing in all aspects of their life.

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 underpins all learning
- Connecting, Learning and Growing

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Summary of progress

The focus for 2023 was on the school-wide culture that is strongly focused on wellbeing and self-regulation supporting learning. Staff learn and use the Berry Street Education Model and evidence informed practices across the school, ensuring a consistent focus on student wellbeing and behaviour. Teachers, parents/carers and the community work together building connections to support learning and ensure high student attendance. The development of embedded parental and community communication to improve, student attendance, wellbeing and voice, encouraging all to feel connected to their learning community.

This involved professional learning for teaching and support staff in trauma informed practises. Learning ecosystems and the implementation of plans to improve the communication about learning and student goals across digital platforms and a review of attendance procedures..

As a result the Wellbeing team used data analysis to demonstrate a significant improvement in classroom behaviours and engagement. Coaching and Mentoring supported the enhancement of new teachers' understanding of trauma and evidence informed practices used across the school. Student learning outcomes were shared across the community.

Next year the focus will be on developing stamina for learning and positive self worth through character strengths, through teacher professional learning and coaching. Continued meaningful engagement of parents and the community to support the ongoing improvements in student wellbeing and attendance

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
7% uplift of students reporting expectations for success, advocacy, and sense of belonging at school.	Tell Them from Me data shows 78.16% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the lower bound target.
7% uplift of students attending more than 90% of the time.	The number of students attending greater than 90% or more of the time is 54.01% indicating progress toward the lower bound target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$186,357.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bellambi 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"> • 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 <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All ILP's were regularly updated and responsive to each students learning needs, ensuring eligible students receive personalised learning and support within their own classroom.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide professional learning for our SLSO's to enhance their skills and understandings when working with the range of student learning needs, particularly around the Science of Learning.</p>
<p>Socio-economic background</p> <p>\$355,173.15</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellambi 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"> • Data Driven Practice • Curriculum and Assessment • Wellbeing underpins all learning • Educational Leadership • Connecting, Learning and Growing • Evidence Informed Teaching (Explicit Teaching) • Collaborative Planning (Numeracy) • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning and wellbeing • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • Professional development for staff in the use of Explicit and Direct Instruction pedagogy to support student learning <p>The allocation of this funding has resulted in the following impact: strengthening of teacher knowledge in using evidence-informed teaching practices, in particular the Science of Reading, writing, mathematics and the new 3-6 Curriculum. Teachers participated in full day professional learning sessions, 3 x per term. Evaluation data revealed that teacher knowledge has improved remarkably and there has been a significant shift in student data across reading, writing and mathematics.</p> <p>There has been an improvement in student attendance data through the strategies and initiatives put in place to support this area. Trauma informed practices are evident across all classrooms due to professional learning and</p>

<p>Socio-economic background</p> <p>\$355,173.15</p>	<p>strategies put in place that reflect the Berry Street Education Model. With a consistent approach across the school, the data indicates increased positive teacher-student relationships, relationships with others and sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: continued professional learning in Number Talks and pedagogy underpinning the mathematics syllabus. Time within Precision in Practice sessions will be dedicated to the further learning of the cognitive science that underpins Explicit and Direct Instruction to inform teaching and learning across the curriculum. Additive strategies and number sense routines will be the focus for the Numeracy Interventionist alongside continued learning in the Big Ideas. Staff will continue to complete professional learning about trauma informed practices to support students in a positive framework.</p>
<p>Aboriginal background</p> <p>\$119,642.73</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellambi 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"> • Educational Leadership • 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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: employment of an Aboriginal Education Officer for 0.8 FTE. The AEO contributed to facilitating improved community engagement particularly for students and their families in the PLP process. Due to the support in developing culturally informed programs, teachers report confidence to include cultural perspectives within English and History teaching programs. A specialist teacher also worked with students who required additional support in literacy and numeracy. Staff also attended Connecting to Country and professional learning on developing culturally competent teaching programs. The Reconciliation Walk was held again for the first time since prior to covid and NAIDOC celebrations were held which involved a wide range of community members.</p> <p>After evaluation, the next steps to support our students will be: provide students with access to programs that support their building of cultural understanding and confidence. Continue to provide staff with access to Connecting To Country professional learning to improve their cultural confidence. Continue engaging a literacy and numeracy focused interventionist to target the needs of Aboriginal and Torres Strait Islander students.</p>
<p>English language proficiency</p> <p>\$20,460.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bellambi 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>English language proficiency</p> <p>\$20,460.91</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>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. Teachers were provided with additional support to meet the students at their individual needs which improved their outcomes across literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: provide additional professional learning to staff on EALD progressions and to identify the language and cultural demands within literacy and then apply this across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$121,981.47</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellambi 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"> • Evidence Informed Teaching (Explicit Teaching) • Other funded activities <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 • 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: employment of a specialist Learning and Support Teacher, targeted students across K-6 within both Literacy and Numeracy made positive growth as shown in their PLAN data. Teachers report that students were well supported in their adjustments to access the curriculum. PLAN data also supports incremental improvements for these students across both Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: continue to employ a highly skilled teacher in the position of Learning and Support Teacher to work alongside the teaching staff in designing intervention programs and delivering small group intervention programs to targeted students. Funding will also be provided to support students who require additional support through the use of School Learning Support Officers.</p>
<p>Professional learning</p> <p>\$20,216.56</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 Bellambi 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"> • Data Driven Practice • Curriculum and Assessment • Educational Leadership • Connecting, Learning and Growing • Evidence Informed Teaching (Explicit Teaching)

<p>Professional learning</p> <p>\$20,216.56</p>	<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 • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: improved understanding of the evidence base within teaching literacy and numeracy across the staff, which has seen the increased capacity of all teachers to embed effective practices in the explicit teaching or reading and numeracy resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning within reading, writing and numeracy utilising the skills of the executive team to coach and mentor teachers.</p>
<p>QTSS release</p> <p>\$31,485.89</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bellambi 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"> • Curriculum and Assessment • Educational Leadership • Evidence Informed Teaching (Explicit Teaching) <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 • 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: improved staff confidence and teaching practice. Consistency of teaching practices was improved across the school with a notable improvement, particularly in year 1 phonics data and 3-6 fluency data compared to previous years. Writing data indicated a positive shift across all grades with the new pedagogy introduced for writing.</p> <p>After evaluation, the next steps to support our students will be: engage the use of specialist staff to support the deeper understanding of the Science of Learning.</p>
<p>COVID ILSP</p> <p>\$76,815.68</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy. • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: all students in the covid-ILSP program made gains in their phonic knowledge and reading progress.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP</p> <p>\$76,815.68</p>	<p>continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs.</p>
<p>AP Curriculum & Instruction</p> <p>\$186,105.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Data Driven Practice • Curriculum and Assessment • Educational Leadership • Evidence Informed Teaching (Explicit Teaching) <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: increased the capacity of all teachers within teaching, learning and assessment, particularly within literacy and numeracy. Student results across both literacy and numeracy have shown positive growth.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning within literacy and numeracy designed and delivered each term in response to student data. The inclusion of individualised coaching and mentoring throughout the year for improved personalised support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	80	68	82	81
Girls	76	63	69	66

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.7	88.9	82.0	89.8
1	89.2	88.7	85.6	87.9
2	88.7	88.0	84.1	89.1
3	87.9	92.4	85.9	85.6
4	90.8	88.2	86.5	87.8
5	91.2	91.9	82.1	85.3
6	90.0	93.9	87.1	81.0
All Years	89.9	90.3	84.6	86.9
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)	4.2
Classroom Teacher(s)	7.29
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	4.11

*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	34,766.61
Revenue	3,440,967.81
Appropriation	3,388,340.43
Sale of Goods and Services	8,478.02
Grants and contributions	43,275.50
Investment income	128.95
Other revenue	744.91
Expenses	-3,522,586.91
Employee related	-3,186,533.66
Operating expenses	-336,053.25
Surplus / deficit for the year	-81,619.10
Closing Balance	-46,852.49

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	96,350
Equity Total	617,258
Equity - Aboriginal	119,643
Equity - Socio-economic	355,173
Equity - Language	20,461
Equity - Disability	121,981
Base Total	1,810,607
Base - Per Capita	42,433
Base - Location	0
Base - Other	1,768,174
Other Total	566,011
Grand Total	3,090,226

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

School performance - NAPLAN

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

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

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

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

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey data indicates most students feel positive about their Advocacy at school, and Expectations for Success with an increased score in both areas whilst 60% felt positive about their Sense of Belonging. The school data for Advocacy At School has been trending upwards for the previous 4 years. Expectations for success has remained relatively stable, whilst Sense of Belonging has had mixed results over the previous years. The Lunch Club student focus groups reported that the lunch clubs were a positive addition to the school and shared that they made new friends, learned new skills, and found clubs to be relaxing. Students reported that lunch clubs made them feel happy about being with their friends and felt positive about coming to school. High skill high challenge metrics showed that 36% of students felt this was being met.

Parent/carer participation at school increased throughout the year by engaging the school community in many school events. Community participation at events and assemblies has remained steady. With the introduction of additional parent-teacher interviews in 2022 and 2023, parents have taken up this opportunity to meet with teachers to discuss their child's progress. Parent responses to our reading survey indicated that they felt confident to support their child's reading at home.

Staff surveys indicate high levels of staff identifying that they felt positive about their job satisfaction, innovation, action on survey results, and health and safety. From our Learning and Support survey, 92% of staff felt empowered to support individual students learning, 100% of staff strongly agreed that they are well supported within the classroom, and 100% of staff reported a high level of confidence in understanding school wellbeing procedures.

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.