

2023 Annual Report

Glenroi Heights Public School



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Introduction

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

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

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School vision

At Glenroi Heights Public School we provide a supportive learning environment where all students feel a sense of success and belonging. We foster individual growth and inclusivity where students take pride in their learning and their school. Glenroi Heights Public School fosters a collaborative and respectful setting where all staff constantly strive to improve their practice to support our students and each other. Community connectedness is an important part of our school culture and we seek the voice of students, parents, community partners and our local AECG to ensure we are working together to create positive future stories for our students.

School context

Glenroi Heights Public School is situated in the city of Orange, New South Wales on the land of the Wiradjuri Nation. The school provides a dynamic, focused curriculum to meet the diverse needs of our students. The school population fluctuates between 210 and 230 students, 59% identify as Aboriginal. We have eight mainstream classes and five classes to support students with special needs. We strive to embed an integrated and inclusive setting for all students, and we promote quality teaching and learning across all key learning areas. The school culture is built on the values of Strong Smart and Proud learners who are Respect, Responsibility, Cooperation and Safety.

We strive to ensure our community is connected to all aspects of school life. We work closely with government agencies in a strength-based approach to support our families. Our school includes the services of a SACC (Schools as Community Centre) facilitator, a Live Better Pre-School and a strong transition to school program. We embed partnerships with students, parents, community partners and Aboriginal Education Consultative Group (AECG) members to develop continuous improvement in teaching and learning programs.

Glenroi Heights Public school provides a holistic approach to student learning and wellbeing promoting student attendance and engagement, building confidence in self and community. Learning and support focus' on building strong high expectation community partnerships to improve the learning and wellbeing outcomes of our students and families.

At our school, we value collaborative planning to enhance high quality teaching and learning programs, analysis of student data to inform practice and evidenced based practices. Collaborative planning is embedded in our school to build teacher capabilities in effectively differentiating teaching and learning for all students. Our staff are driven for excellence and thrive in a positive team culture of continuous improvement. Providing students with opportunities and skills to get ready for the future

Through our situation analysis we identified areas of focus to build upon. Data driven practices to personalise student learning outcomes and maximise growth and improving whole school student attendance. Evaluation identified key areas of improvement, these include explicit teaching with effective regular feedback to staff and students directly improving teaching and learning, student and staff capacity building and leadership opportunities.

We will regularly monitor the progress of our School Improvement Plan to determine areas of need and success at a class, school and community level. We will continue to involve the whole school community to ensure a collaborative and authentic planning process.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To enhance student outcomes in reading and numeracy through consistent explicit teaching and learning programs informed by evidence-based strategies, regular data analysis to and reflective feedback on practice to students and staff.

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.

- Effective Classroom Practice
- Effective Collaboration

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Beginning teacher support

Professional learning

Low level adjustment for disability

Aboriginal background

Socio-economic background

Summary of progress

Focus was on working with Strategic School Support (SSS) to deliver high impact professional learning in the teaching of reading. The intent was to increase teacher's knowledge of evidence-based explicit teaching practices; in particular, vocabulary. The importance of and understanding the joy of reading underpinned the structure of professional learning.

Teachers engaged in collaborative planning sessions with the literacy lead specialist, professional learning delivered by the Assistant Principal Curriculum and Instruction (APCI) as well as complete a learn, do, reflect cycle in the teaching of vocabulary. The learn, do, reflect cycle was also implemented in the teaching on numeracy across the school. The literacy lead specialist also modelled the teaching of vocabulary and provided feedback to teachers after completing observations. Coaching for beginning teachers was also prioritised.

The SEEC (Select, Explain, Explore, Consolidate) model was implemented across the school and teachers completed reflections in an online learning journal.

The teachers embedded vocabulary teaching and think alouds into their programs. This was extended to numeracy and other key learning areas as it was recognised as quality practice.

The ongoing implementation of the teaching of vocabulary was interrupted in term 3 and resumed mid-way through term 4.

The focus for 2024 is to consolidate the learning and focusing on reflective practice for teachers and ensuring allocation of time to focus on the structure of how reading is taught across the school.

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
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 18.3% in Year 5 and decreased in Year 3.
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 1.8% in Year 5 and decreased in Year 3.

assessment.

Strategic Direction 2: Wellbeing and Inclusion

Purpose

To nurture connected, confident and self-motivated learners who have an enhanced engagement in community and school life. Student learning and wellbeing outcomes are informed through strong collaboration with students, parents and teachers promoting skill building and personal success.

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.

- Engagement and Connection
- Student Agency

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Refugee Student Support
New Arrivals Program
Professional learning
Integration funding support
Beginning teacher support
Location
Low level adjustment for disability
Per capita
QTSS release

Summary of progress

Focus was on building collaborative partnerships with the school and wider community. The Community Yarn Up was used by the Aboriginal Education Officer, Wellbeing Coordinator, Schools as Community Centre Facilitator and our Cultural Coordinator to conduct information sessions and opportunities for parents and the wider community to engage with and provide feedback to the school. Increased attendance by parents, grandparents and external agencies ensured families could connect with supports and build positive relationships with the school. Parent voice is highly valued and feedback was acted upon when required.

The school used the School Climate Survey as a tool to gather feedback from the community and recommendations were implemented to further promote positive community engagement.

Focus for 2024 is to continue to build positive partnerships with families and the community to promote increased student engagement in their learning.

The school had planned for an executive member to lead building the capacity of student leaders however, this has been deferred to 2024.

Challenges with infrastructure and technology impacted the school's ability to implement all initiatives.

An Attendance Officer and the Attendance Team worked closely with families and to refine school processes to support increased attendance. A positive impact of this initiative saw an uplift in students attending 90% or more. This initiative will continue in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased (uplift) percentage of students attending school more than	The number of students attending greater than 90% of the time or more has increased by 11.7%.

90% of the time by 7.2% or above.	
87% of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School	Overall, students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating achievement of this school-based progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$144,060.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenroi Heights 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"> • Engagement and Connection • 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 included; <p>employment of staff to provide additional support for students who have high-level learning needs, Wellbeing Coordinator role to support Assistant Principal Support and Inclusion, Primary and Infants Assistant Principal, Specialist School Learning and Support Officer to build capacity of SLSOs within classrooms.</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students, wellbeing Coordinator and Assistant Principal Primary, Assistant Principal Support and Inclusion • implementation of targeted programs to differentiate teaching and learning programs • Executive support beginning teachers with additional RFF, learning walks, observations and feedback cycles • Assistant Principals off class to support classroom teachers by reducing workload and administrative tasks, ensuring collaborative planning and co-teaching time • Assistant Principal Inclusion and Support 1.0 FTE off class for 1-1 intensive teacher guidance on students with complex behaviour needs, tailoring responsive programs from evidence-based skills development <p>The allocation of this funding has resulted in the following impact:</p> <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All IEP were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$639,371.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenroi Heights 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"> • Engagement and Connection • Student Agency • Effective Collaboration • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teachers and leaders translate professional learning into classroom practice, learning new strategies, applying them into the classroom and reflecting on their impact through weekly collaboration meetings within stages

<p>Socio-economic background</p> <p>\$639,371.25</p>	<ul style="list-style-type: none"> • All staff initiate and engage in ongoing professional dialogue in the context of mutual trust, collective growth and collective efficacy through collaboration meetings, whole staff meetings and stage meetings. • All staff actively participate in high impact professional learning that focuses on continuous student improvement through weekly collaboration meetings lead by APCI and Stage AP. • Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice. <p>The allocation of this funding has resulted in the following impact: All classroom teachers were able to meet weekly as a team to participate in ongoing high impact professional learning structures to build teacher capabilities and collective pedagogical practice. Classroom teachers consolidated learning and participate in reflective practice processes with APCI and lead specialist. Analysis shows all teaching staff valued collaboration meeting time and valued the feedback on teaching and learning programs. Monitoring of reading and Numeracy strategies to track student growth the focus.</p> <p>After evaluation, the next steps to support our students will be: Next steps are to continue the focus of collaboration meetings on planning and monitoring of the reading and numeracy strategies to track student growth. Classroom teachers will make adjustments to programs in real time to suit teaching and learning needs of the students.</p>
<p>Aboriginal background</p> <p>\$340,509.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenroi Heights 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"> • Effective Classroom Practice • Engagement and Connection • Student Agency • Effective Collaboration <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, including SLSO and Cultural connections teacher • engaging an Aboriginal Education Officer (AEO) and Wellbeing Coordinator, Cultural connections coordinator to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Overview of activities partially or fully funded with this equity loading include: -employment of specialist additional staff (Wellbeing Coordinator and Verto Partnership) to support Aboriginal students with academic, social and emotional and cultural connections and identity -engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, attendance, teacher and network cultural competency including the engagement of students and their families with the personalised learning pathway (PLP) process and whole network conference day, in collaboration with Local AECG The allocation of this funding has resulted in: all students accessing cultural connections program, Wellbeing support, all staff accessing authentic Aboriginal Education professional learning and connection with specialist staff to inform cultural safety teaching and learning. Increased parent attendance and engagement in twice termly Community Yarn up days.</p>

<p>Aboriginal background</p> <p>\$340,509.30</p>	<p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students and inform teaching and learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$244,740.08</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenroi Heights 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"> • Effective Classroom Practice • Student Agency • Effective Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers within each stage in the school • targeted students are provided with an evidence-based intervention MiniLit, MaQLit and Rocket Readers to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists, CSU attending transition • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students- Kindergarten and infants students targeted groups for 10 weeks twice a term. • employment of an Occupational Therapist to provide intervention programs that support student needs in the Burras Little learners program- Transition <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs with a strong induction process and ongoing professional learning suited to the complex school setting</p>
<p>Location</p> <p>\$1,366.02</p>	<p>The location funding allocation is provided to Glenroi Heights Public School to address school needs associated with remoteness and/or isolation.</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"> • Student Agency <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: all students had the opportunity to access the Cultural Connection Program and additional personalised transition to high school.</p> <p>After evaluation, the next steps to support our students will be: to continue to support all students to access learning opportunities.</p>

<p>Professional learning</p> <p>\$31,752.91</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 Glenroi Heights 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"> • Effective Classroom Practice • Engagement and Connection • Student Agency • Effective Collaboration • Other funded activities <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 • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes such as collaborative planning sessions and co-teaching <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of vocabulary, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching with staff personalised goals reflected from Active ingredients</p>
<p>QTSS release</p> <p>\$52,910.50</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenroi Heights 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"> • Effective Classroom Practice • Student Agency • Effective Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • 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. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employing a specialist to lead improvement in an area where teachers need support, such as numeracy and data analysis/assessment</p>
<p>COVID ILSP</p> <p>\$195,469.92</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</p>

<p>COVID ILSP</p> <p>\$195,469.92</p>	<p>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 educators to deliver small group tuition- Rocket Readers, Mini Lit and MacqLit <p>releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups providing targeted, explicit instruction for student groups in literacy</p> <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals and completing the program. Students have gain 1 years growth from accessing this program. XXX% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 XX% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$64,830.77</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Glenroi Heights 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"> • Student Agency <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • *Targeting identified Tier 2 and Tier 3 students through supportive strategies, including Ready to Learn, and Ready to Play plans • Creation of the REC Room, as a space for self regulation through strong , positive relationships and mentoring • Support Classroom staff with creating high expectation, predictable classroom routines to enhance students sense of belonging • Berry Street Educational Model- PL and development of Social-emotional Program based on Berry Street Educational Model • Creation of tracking logbook to identify social/emotional needs of student body <p>The allocation of this funding has resulted in the following impact: -Decreased negative major behaviours resulting in long suspensions from tier 2 and tier 3 students over the year. - Increase in REC room self-referrals and classroom teacher referrals. resulting in early intervention and prevention. -Increased number of target students level of sustained classroom engagement over the key learning periods. -Classroom teachers successfully implement one strategy from ready to learn plan with students</p> <p>After evaluation, the next steps to support our students will be: To build staff capacity understand the function of behaviour and adjustments to teaching and learning programs/classroom adjustments , diverse learning needs and behaviour needs of students with disability, EAL./D, HPGE and Aboriginal students.</p>

<p>AP Curriculum & Instruction</p> <p>\$217,123.20</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"> • Effective Classroom Practice • Effective Collaboration <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 • 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 • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers <p>The allocation of this funding has resulted in the following impact:</p> <p>increase teacher's knowledge of evidence-based effective teaching practices (including explicit teaching of vocabulary)</p> <p>enhance teachers ability to implement evidence-based effective teaching strategies (including explicit teaching of vocabulary)</p> <p>collaborate across faculties/stages/teams to share information that will inform lesson planning</p> <p>use a range of explicit strategies each lesson to explain and break down knowledge (these include questioning; reviewing previous content and learning; previewing planned content; checking that students understand feedback and expectations; assessing student learning needs)</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The school identifies, promotes and models effective teaching methods, has adopted explicit teaching as the main teaching practice so that students will have errors and misunderstandings explicitly addressed until they are confident that mastery is demonstrated and Increase the number of students achieving expected growth in NAPLAN reading</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	117	119	113	110
Girls	110	116	106	104

Student attendance profile

School				
Year	2020	2021	2022	2023
K	86.5	84.2	79.1	86.1
1	90.1	87.0	79.6	77.5
2	88.0	87.4	80.7	83.5
3	85.0	85.2	79.5	87.7
4	90.1	84.0	78.0	83.4
5	88.0	82.0	74.8	82.2
6	87.6	83.4	80.7	84.0
All Years	87.9	84.8	79.0	83.4
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)	4.4
Classroom Teacher(s)	11.95
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	8.42

*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	547,761.30
Revenue	5,501,668.78
Appropriation	5,258,067.56
Sale of Goods and Services	46,675.78
Grants and contributions	40,637.18
Investment income	6,948.10
Other revenue	149,340.16
Expenses	-5,668,213.43
Employee related	-4,537,105.61
Operating expenses	-1,131,107.82
Surplus / deficit for the year	-166,544.65
Closing Balance	381,216.65

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	127,732
Equity Total	1,224,621
Equity - Aboriginal	340,509
Equity - Socio-economic	639,371
Equity - Language	0
Equity - Disability	244,740
Base Total	2,834,358
Base - Per Capita	64,831
Base - Location	1,366
Base - Other	2,768,161
Other Total	628,237
Grand Total	4,814,948

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

Throughout 2023 the school sought student, staff and community voice through internal surveys and external surveys: The 2023 School Climate Survey and 2023 PMES.

Parents and caregivers consider all aspects of the School Climate as areas of relative strength, this includes:

1. Communication
2. Welcoming School
3. Affirming Diversity
4. Rule Clarity
5. Staff Support
6. Rule Clarity
7. Satisfaction with School
8. Feeling Safe
9. Satisfaction with Child's Progress
10. Condition, Maintenance and Upkeep
11. Parent/Caregiver Involvement
12. Satisfaction with School (indoor and outdoor spaces and permanent equipment)
13. Engaging Environment
14. Assessment and Feedback
15. Accessibility
16. Dealing with Student Behaviour

In addition, 90% of Parents indicated that their child is known, valued, and cared. 71% of parents reported their child had access to a good education, resources and facilities.

Staff

The top strengths identified by both teachers and non-teaching staff include:

1. Job Satisfaction
2. The environmental fit of Encouraging Improvement of Practice
3. Clear School Mission
4. Safe School Environment
5. Equity and Diversity

Additional constructs of strength identified by teaching staff include:

1. Engaging Environment

In addition, 55% of Teachers reported feeling accepted and supported by colleagues with 82% accepting feedback to improve their teaching practice.

Additional constructs of strength identified by Non-teaching staff include:

1. Vigour
2. SLSO Teaching Efficacy
3. Expectations for Success

Student

Students reported areas of strength as;

1. Rule Clarity
2. Disruptive Behaviours (low reports)

In addition, when students were asked if they feel accepted and valued by their peers and by others at their school, 96% of students reported they feel welcome, happy and belong at school, with 84% of students reporting that they can get help at school. It was recorded that 68% of students valued schooling outcomes with 81% having positive behaviour at school. 94% of student felt the school held positive and supportive Teacher-Student relationships.



Garru dance group performed at many significant events and hosted workshops at local schools, winning the NAIROC Shield during NAIDOC week.



Stage 2 overnight Camp Yarramundi, where students had the opportunity to engage with outdoor education to foster team work and personal resilience.



Community engagement and participation has flourished with the support of twice termly Community Yarn ups, resulting with a community disco.



Student led, project based learning thrives within our support classes with hands on experiences catering to individual learning needs and strengths.



All students from year 2-6 have the opportunity to participate in our weekly swimming program aimed to increase skills and confidence in the water.



Our Orange AECG involvement continues to strengthen our Aboriginal Education programs, educational outcomes and attendance for our students.



All students and their families develop personalised learning pathway (PLP) plans in collaboration with teachers to support academic growth and personal goals.



PSSA team sports opportunities have increased student wellbeing and participation with new sporting equipment and uniforms to look and feel proud.



All teachers participated in evidence-based professional learning throughout 2023, focused on improving reading through teaching practices and strategies.



Our school community maintains respectful relationships beyond the classroom to support our students sense of safety, belonging and connection.

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.