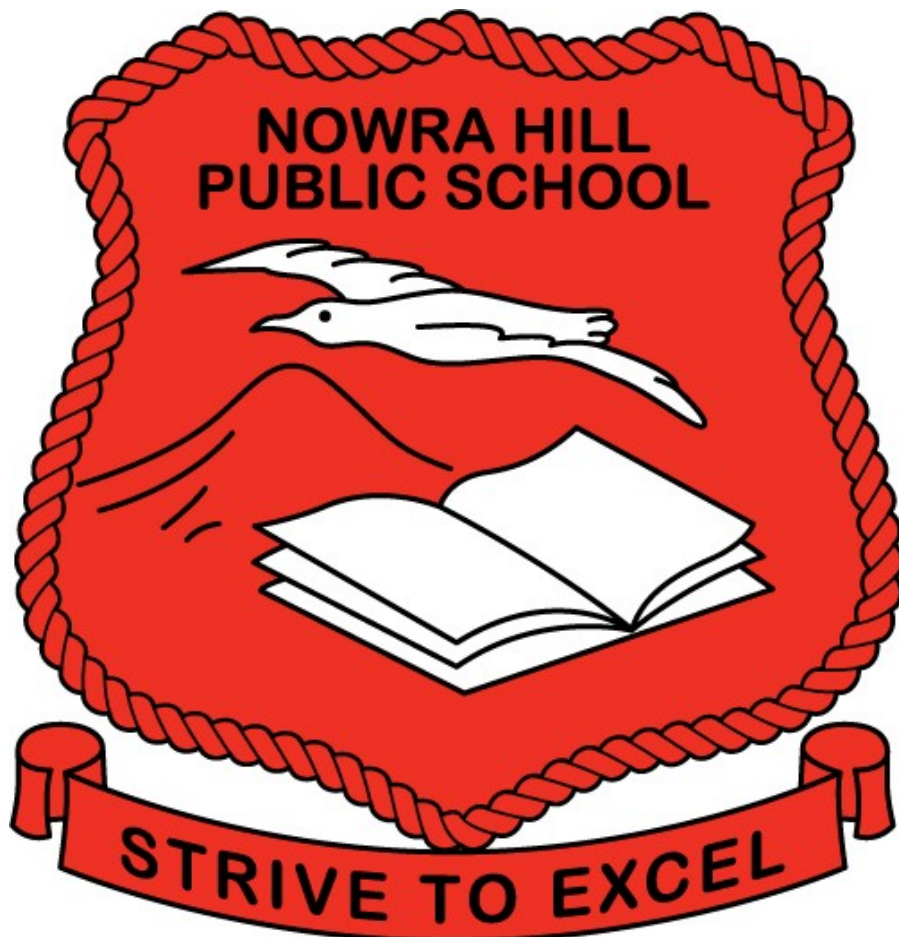


2023 Annual Report

Nowra Hill Public School



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Introduction

The Annual Report for 2023 is provided to the community of Nowra Hill 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

The following statements have been chosen as key focus areas of the Alice Springs Declaration by our school community.

OUR STUDENTS WILL BE SUCCESSFUL LIFELONG LEARNERS who are confident, resourceful problem solvers, motivated to reach their full potential and possess essential skills in literacy and numeracy.

OUR STUDENTS WILL BE CONFIDENT AND CREATIVE INDIVIDUALS who are resilient and self-aware, embracing opportunities to develop skills and attitudes that will enable them to meet challenges whilst promoting personal wellbeing and accepting responsibility for their own actions.

OUR STUDENTS WILL BE ACTIVE AND INFORMED MEMBERS OF THE COMMUNITY who act with integrity and engage with empathy in the social and natural environment whilst respecting the rich diversity of all facets of Australian society.

School context

Nowra Hill Public School is approximately 153 years old and is neighboured by farm land and small acreage properties. It is located approximately 6km south of Nowra CBD and approximately 1km from HMAS Albatross Naval Base and Army Parachute Training Base. It has strong links with Tingira, a Defence Preschool and Kids Crew, a Defence Before and After School care facility directly across the road.

The current school enrolment is 123 students of which 7% identify as Aboriginal and/or Torres Strait Islander. Due to the proximity to the Naval Base, 32% of families are defence families and we employ a Defence School Mentor to support student wellbeing and resilience when parents are deployed around Australia and overseas.

Due to a disaster relief staffing allocation, we currently have 6 classes with all but one being stage or cross stage based. As the school adheres to the Department of Education's enrolment policy and procedures the school has seen a decline in student numbers with less families from out of the area.

Our dedicated teaching staff understand the importance of explicit teaching in literacy and numeracy to maximise the achievement of all students. Our staff are a dynamic mix of early career and experienced educators, all of whom genuinely care for students enrolled at Nowra Hill.

The staff and parents of Nowra Hill Public School enjoy a positive relationship, actively promoting our shared vision. Our hard working and supportive P&C organise a number of events regularly to raise funds for our school and develop a sense of community.

After reviewing and reflecting on the data and evidence collected in the situational analysis, the school's Leadership Team, in consultation with students, staff and the wider community, we have identified 3 key areas for improvement and development in the new Strategic Improvement Plan.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise consistent growth for every child, every year in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Data Driven Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Professional 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
Teachers clearly understand and apply the full range of assessment strategies. Regular scheduled sessions have been provided for teachers to engage in consistent teacher judgement surrounding assessment implementation and moderation.	Teachers are continuing to develop a full range of assessment strategies that they apply for the teaching learning cycle. They are using a range of internal and external assessment data to assist them to determine student progress. Collaboration time is set aside each RFF cycle and at planning days to allow for consistent teacher judgement in assessment implementation.
A Nowra Hill Public School assessment and data collection and analysis schedule has been developed and formalised. All teaching staff have been involved in high impact professional learning to increase knowledge and understanding of updated assessment implementation and data collection and analysis practices. All teaching staff have begun to align teaching and assessment practices with the assessment schedule.	A Nowra Hill Public School assessment schedule has been developed and will continue to be evaluated and revised each year. Teachers are now better aligning teaching and assessment practices with the assessment schedule. APs and APCI have and will continue to support all teachers in using the schedule to inform ongoing assessment and data collection.
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	There was an increase in the Check-in Assessment mean scaled score for Year 3 from 2022 to 2023 but a decrease in the Check-in Assessment mean scaled score for Year 5. Year 3 in 2022 had a mean scaled score of 327.7 which increased to 375.2 in 2023. Year 5 in 2022 had a mean scaled score of 394.7 which decreased to 386.4 in 2023.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	There was an increase in the Check-in Assessment mean scaled score for both Year 3 and Year 5 from 2022 to 2023. Year 3 in 2022 had a mean scaled score of 325.9 which increased to 357.7 in 2023. Year 5 in 2022 had a mean scaled score of 371.4 which increased to 379.7 in 2023.

Strategic Direction 2: High Expectations and a Culture of Continuous Learning

Purpose

In order to achieve a culture of high expectations as a foundation for excellence, we will have school improvement at the heart of what we do: what we teach, how we teach it, our school systems and implementation of new curriculum.

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.

- Excellence in Teaching

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability
AP Curriculum & Instruction
Professional learning
QTSS release

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All staff continue to undertake professional learning in the development and implementation of embedding learning intentions and success criteria in literacy and numeracy lessons.	Due to new staff and the focus on the new curriculum, learning intentions and success criteria, although part of the new units, have not been a direct focus this year . They will however need to be more explicit in classroom practice in 2024.
All staff continue to engage with explicit teaching in conjunction with differentiation in teaching and assessment through collaboration with stage teams. Adjustments are evident through data, work samples and anecdotal observations.	Data continues to be utilised to develop teaching and learning programs that are differentiated to cater for all student learning needs. Data conversation and collaboration occurs during RFF times. Programs and work samples have evidence of adjustments and anecdotal notes/evaluations.

Strategic Direction 3: Connect Succeed Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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 and Engagement

Resources allocated to this strategic direction

Low level adjustment for disability Integration funding support

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 percentage of student attendance from our baseline of 81.3% to our lower bound target of 84.5% for students attending greater than 90% of the time.	The actual percentage of students attending greater than 90% of the time was 71.5% which was not an increase from the Lower Bound Target of 84.5%, however, it was a 34.4% increase on the actual attendance from 2022.
Increase the percentage of students achieving positive wellbeing as measured through the Tell Them From Me survey to meet a target from our baseline of 77.2% to our lower bound target of 82.6% students .	The percentage of students achieving positive wellbeing did not meet the lower bound target. The actual was 67.5%.
100% staff trained in trauma-informed practice 100% staff report using at least one strategy from Berry Street Education Model	All teaching staff employed in 2023 completed the Berry Street Education Model PL led by two staff members and had the opportunity to share at least one strategy they were or had implemented in the classroom.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$237,045.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nowra Hill 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"> • Excellence in Teaching • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' PLSPs <p>The allocation of this funding has resulted in the following impact: Identified students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: Review and refine processes to allow for maximum time and support provided to students with additional needs.</p>
<p>Socio-economic background</p> <p>\$55,720.87</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nowra Hill 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff with speech pathologist to support student learning • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: All Kindergarten students screened for speech difficulties in Term 1. Students identified with speech issues participated in a 10 week speech program in Term 2. Families were provided with financial support to engage with extra-curricular activities, excursions, camp and uniforms. Resources purchased to support learning, (literacy, numeracy and well being) in classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continue speech screening and lessons for Kindergarten in 2024.</p>
<p>Aboriginal background</p> <p>\$15,615.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nowra Hill 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</p>

<p>Aboriginal background</p> <p>\$15,615.46</p>	<p>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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Improved support in literacy and numeracy in small group tuition for Aboriginal students. All teachers were provided with additional release time to jointly construct Personalised Learning Pathways (PLPs) with students and parents. Aboriginal students were supported financially where required to ensure their involvement in extra-curricular activities.</p> <p>After evaluation, the next steps to support our students will be: Aboriginal families engaging in our PLP process with authentic conversations to identify specific needs for students. In 2024 looking to expand Cultural Awareness through programs to include Aboriginal and non Aboriginal students in learning about Aboriginal history and culture.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nowra Hill 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: All EAL/D students were monitored and assessed for academic growth and achievement.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support for students in beginning and emerging phases through highly differentiated programs within classrooms and through withdrawal group sessions.</p>
<p>Low level adjustment for disability</p> <p>\$93,110.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Nowra Hill 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"> • Excellence in Teaching • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention, LIPI & MultiLit, to increase learning outcomes • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students

<p>Low level adjustment for disability</p> <p>\$93,110.48</p>	<p>The allocation of this funding has resulted in the following impact: The LaST and SLSOs were able to provide differentiated support to targeted students through intervention programs and in-class support. The engagement of a speech therapist provided individual assessment of all Kindergarten students and individual speech lesson to 5 targeted Kindergarten students. They also provided professional learning to all class teachers with strategies for follow-up at a classroom level.</p> <p>After evaluation, the next steps to support our students will be: In 2024 we will continue to employ a speech pathologist to assess and provide lessons for targeted Kindergarten students.</p>
<p>Location</p> <p>\$2,159.29</p>	<p>The location funding allocation is provided to Nowra Hill 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> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in the following impact: Allowing all students to attend incursions such as Musica Viva, and the performing ensemble to enrich music programs and experiences for children</p> <p>After evaluation, the next steps to support our students will be: Continue to provide opportunities for students through incursions.</p>
<p>Professional learning</p> <p>\$16,168.37</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 Nowra Hill 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 • Excellence in Teaching <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 • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Leadership capacity has continued to develop with the number of staff completing the Art of Leadership now extending to most members of the Executive Team. This has assisted in a consistent approach to supporting students and staff and has enhanced the school's capacity to employ mentoring and coaching practices across the school. All staff completed training on the Berry Street Model, the Big Ideas to Start Strong across K-6 maths PL as well as the new K-6 syllabus for Mathematics and English. A number of staff attended external workshops, seminars, conferences and courses throughout 2023 to support the initiatives embedded in the SIP, individual staff Professional Development Plans and the daily operations of the school.</p> <p>After evaluation, the next steps to support our students will be: Two teachers to attend Art of Leadership in 2024. Development of differentiated Professional Learning practices across the school in 2024.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nowra Hill</p>

<p>\$26,514.43</p>	<p>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 • Excellence in 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 <p>The allocation of this funding has resulted in the following impact: Teachers were provided with planning days each term to collaborate with other stage team members and the APCI to ensure consistency in the understanding of curriculum, assessment practices and data to ensure consistency in teacher judgement. Restructure of RFF time also allowed for a fortnightly RFF day where stage teams could work together with the APCI on the new curriculum units, assessment and data to support programming and classroom teacher practice. Feedback from staff strongly support the new RFF structure and the planning day opportunities.</p> <p>After evaluation, the next steps to support our students will be: Continuation of RFF structure and planning days with a focus on high quality delivery of curriculum, and support for teachers in their development of pedagogical skill in the teaching of Literacy and Numeracy.</p>
<p>COVID ILSP</p> <p>\$55,862.80</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy & numeracy • providing intensive small group tuition for identified students • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: Employment of an additional Learning and Support Teacher three days per week to implement small group literacy and numeracy intervention. This successful initiative had a positive impact on students' literacy and numeracy skills and their wellbeing as they experienced success with their learning.</p> <p>After evaluation, the next steps to support our students will be: The 2024 allocation will supplement School Learning and Support Officers to improve students' literacy and numeracy outcomes through targeted small group tuition.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	62	63	67	66
Girls	69	61	64	69

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.5	95.8	89.3	93.2
1	92.6	93.5	89.6	91.9
2	94.2	93.1	86.2	93.0
3	94.0	93.6	87.1	91.7
4	91.8	91.7	87.4	90.6
5	95.0	89.5	84.2	89.3
6	94.7	92.6	82.9	89.8
All Years	93.8	92.7	86.5	91.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.78
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	1.86

*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	152,813.58
Revenue	2,173,464.00
Appropriation	2,079,592.28
Sale of Goods and Services	139.00
Grants and contributions	91,696.72
Investment income	2,036.00
Expenses	-2,254,645.89
Employee related	-1,930,551.51
Operating expenses	-324,094.38
Surplus / deficit for the year	-81,181.89
Closing Balance	71,631.69

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 SBAR Adjustments (\$)
Targeted Total	270,841
Equity Total	166,847
Equity - Aboriginal	15,615
Equity - Socio-economic	55,721
Equity - Language	2,400
Equity - Disability	93,110
Base Total	1,323,011
Base - Per Capita	34,094
Base - Location	2,159
Base - Other	1,286,758
Other Total	227,776
Grand Total	1,988,475

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

This year we utilised the Tell Them From Me Survey with all members of the school community. This included set survey questions and open-ended questions. We analysed all responses to find areas for school improvement.

Parents

Parents completed the Tell Them From Me Survey in Term 4. Although there were very limited responses to the survey, from those parents who did respond, the following feedback was provided. Parents generally felt welcome when they visited the school and that information was clear. They believe teachers show interest in their child's learning and encourage them to do their best. Parents generally believe that teachers expect students to pay attention in class and that their child understands the expected class and school behaviour. They also believe that their child feels safe going to and from school.

This year we included two open ended questions for parents to give feedback. Areas parents indicated for future improvement were to continue to offer additional activities such as lunch time clubs, provide supports for social and emotional wellbeing, strategies/actions to deal with bullying and consistent teachers,

Students

Our students in Years 4, 5 and 6 completed the Tell Them From Me Survey in Term 2 and Term 4. The student survey asked students questions based on the most recent research on school and classroom effectiveness. The student survey results provided the following information:

Areas of strength included; 94% of students enjoy participating in sport and physical education activities. 73% of students enjoy extra-curricular activities. 77% of students have positive friendship relationships who encourage positive choices. 85% of students believe they do not get into trouble for disruptive behaviour.

Areas students indicated a lower response rate to included; 45% of students have a positive sense of belonging. 57% of students believe that school is useful in their everyday life and has a strong bearing on their future. 16% of students do homework with a positive attitude and in a timely manner and 29% of students are interested and motivated in learning.

Teachers

Our teachers and staff were involved in the Tell Them From Me set questions and open ended question survey.

The set questions showed that staff believed we were above NSW Govt Norm in the areas of leadership, collaboration, data informed practice and technology. We were just below in the areas of learning culture, teaching strategies, inclusive school and parent involvement.

The first open-ended question was 'What have been the challenges so far with the implementation of the new curriculum? How can we support you with the implementation of the new curriculum in 2024?' Staff responses for challenges were; slow release of support materials, K-2 separate to 3-6 and overwhelming content of the units. They asked for continued support in RFF and planning days from APCI, more professional discussions and K-2 staff support 3-6 staff.

The second open ended question was 'What areas can we focus on that will have the greatest impact on student wellbeing?' Staff responses were; working with growth mindset, social skills programs, structured break activities and more SLSO time.

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.