

# 2023 Annual Report

## Central Mangrove Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Central Mangrove 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.

## School contact details

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## School vision

At Central Mangrove Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. We will be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners. We know value and care for every student.

## School context

Central Mangrove Public School was established in 1957 and is situated in a unique setting surrounded by a large expanse of natural bush land and rural farming areas. The school pays respect and acknowledges that it is on Darkinjung land and is a proud member of the Coinda Aboriginal Education Consultative Group (AECG). The small student population of 47 students including 2 of Aboriginal decent and 1 English as an Additional Language or Dialect (EAL/D) student, is diverse ranging from family members who have lived in the local area for many generations to those who have recently settled. A proportion of the population is transient due to the availability of work and rental properties.

The school Index of Community Socio-Educational Advantage (ICSEA) is 950. The schools Family Occupation and Education Index (FOEI) is 117. Central Mangrove Public School is proudly a focal point for our rural community which strives to foster happy and successful students.

The teachers are highly dedicated in providing a quality education through a student-centered curriculum, ensuring that every child works to their maximum potential. Strong links and collaboration between the Kariong Mountains Local Management Group (LMG) and Small School Network allows for the support of teacher development and greater student connections.

Our active P & C Association is a body of committed people, who meet with the aim of contributing positively to our school community. Families also support the school in providing services in our Kids Kitchen Program as well as volunteering their time to support community events held within the school.

Through our situational analysis it was identified that data analysis and the cycle of explicit teaching and learning needs to be a focus. Learning Pathways will continue to be used for each student to promote growth and self-directed learning. We also identified the need for a school wide understanding of effective student wellbeing practices to support high levels of engagement and participation.

Community consultation has occurred with our AECG and P&C. Our teaching staff have been active participants in developing our situational analysis and identifying our areas of focus in pursuit of school improvement.

## 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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	Sustaining and Growing
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

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In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success and continual improvement, we will further develop and refine data use and explicit teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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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.

- Continued Improvement - Feedback
- Continual Improvement - Data Use

### Resources allocated to this strategic direction

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**Socio-economic background**

**Professional learning**

**AP Curriculum & Instruction**

**Aboriginal background**

**Low level adjustment for disability**

**English language proficiency**

**QTSS release**

### Summary of progress

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#### FEEDBACK

The updated assessment planner has been implemented incorporating internal and external data sources. Teachers utilised Phonological Awareness (K-2), Phonics Assessment (Yr1-3), Fluency (Yr2-6), Hearing and recording sounds (k-2), Learning Progressions, and Essential Assessment to inform class learning intentions and individual learning goals for students. Incorporating data collection as part of the teaching and learning cycle was a focus in the implementation of the English and Mathematics syllabus.

The Assistant Principal Curriculum Instruction (APCI) worked with classroom teachers to ensure the implementation of the English and Mathematics syllabus incorporating the assessment schedule and consistent data collection. Teachers reported that the time provided for data talks and discussions around its implications to teaching and learning was beneficial. The in class support by the APCI allowed collaboration and professional discussions around best practice adjustments for the classroom setting.

Teachers are using Essential Assessment as part of the teaching and learning cycle as they implement the Mathematics syllabus. There is evidence of learning intentions and success criteria being used during writing lessons in the classroom. Students are also able to identify their own specific individual writing goal that should help to improve their work. The K-2 English and Mathematics syllabus has been implemented with the support of the APCI with adjustments recorded in programs. The 3-6 Mathematics syllabus has also been implemented with continued adjustments.

Moving into 2024 the focus will be the successful implementation of the English and Mathematics in the small school setting. Incorporation assessment and data talks into the teaching and learning cycle will continue to be a focus.

#### Data Use

Leaders and teachers collaboratively work with the small school network in professional learning around Leading Evaluation Evidence Data.

Participants reported their knowledge around different evidence sources and the process around data analysis to help inform directions for school improvement has increased. Professional discussions and collaboration was evident in the professional learning sessions.

As a result a clear plan has been developed on how to gather fit for purpose data and/or evidence for analysis to help set future directions. Qualitative data collection tools identified and used to gather data.

In 2024 the school will continue to use this process in the development of future school improvement measures.

### **Progress towards achieving improvement measures**

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Increase the percentage of students in Year 1-4 achieving partially demonstrated and demonstrated, in Phonological Knowledge & Word Recognition levels 3-8 by 10% from the baseline of 62%.	The percentage of students in Year 1-4 achieving partially demonstrated and demonstrated in Phonological Knowledge and Word Recognition levels 3-8 has increased by more than 10% and is 87.5%.
To increase the percentage of students K-6 by 10% achieving grade level using Essential Assessment data in numeracy (whole number) from the baseline of 19% in 2022.	The percentage of students K-6 students achieving grade level using Essential Assessment data in numeracy (whole number) has increased by more than 10% and is 31%.

### Purpose

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For every student to feel valued and to support wellbeing through practices that promote social, cultural, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

### Initiatives

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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
- Positive learning environment

### Resources allocated to this strategic direction

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#### Low level adjustment for disability Socio-economic background

#### Summary of progress

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##### Engagement

Review and implement a system to monitor student attendance data and educate parents of the importance of attendance

Teachers and the School Administration Manager developed a system to follow up unexplained absences. Referral to the principal for attendance concerns and monitoring systems for less than 85% attendance was developed. The inclusion of articles of the importance of attendance was regularly included in the newsletters to parents and carers.

Regular follow up of student absences is evident with explanations recorded in Sentral. Newsletters provided information to parents and carers on the importance of regular attendance. Staff made contact with parents for more than 2/3 days absences. The system of less than 85% attendance monitoring was not as consistent as planned.

Regular attendance monitoring of less than 85% attendance remains the focus with individual attendance plans to be developed for attendance concerns with the support of the Home School Liaison Officer.

##### Positive Learning Environment

Review and update transition plans of both kindergarten and year 6 - 7.

Local Management Group year 6 - 7 action plan developed. Additional workshops for small school year 6 students to support successful transition. Further high school visits and support provided for identified students with the support of their family. Early contact with incoming kindergarten parents and carers and meetings helped to gather important information about incoming students to help inform planning decisions around support for the incoming students and families.

Students reported greater connections with other year 6 students have been developed. Students reported they felt they knew the high school well and felt comfortable attending. They could identify teachers at the high school that could help them when they attend. Parents reported they appreciated having time to share their knowledge of their incoming kindergarten child and getting a tour of the school. The school has had the opportunity to put in some services and plan for the identified needs of the incoming students before they arrive at the school.

In 2024 the LMG will review the Transition Plan and identify dates early with key stake holders. Regular communication with kindergarten parents will provide information and feedback and will help develop plans of support to be provided to their child. A Kindergarten Transition Plan will be developed.

### Progress towards achieving improvement measures

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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
The student attendance rate will increase from 85% by 7.6% to at or above 92.6% (Upper bound system negotiated target)	The number of students attending school 90% of the time or more has increased however is still below state average.
The % of students with positive wellbeing will increase to be equal to or above SSSG and State	Students reporting positive wellbeing outcomes has increased indicating the school has achieved the system negotiated target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$22,368.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Central Mangrove Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Smoother more settled transition to school and support around literacy and numeracy learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing support for transition and point of need support in learning.</p>
<p>Socio-economic background</p> <p>\$29,496.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Central Mangrove Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continued Improvement - Feedback</li> <li>• Positive learning environment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support smaller class sizes.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Smaller class size has enabled students to work on their own individual learning plans at point of need. Extra curricula activities were provided to students with the use of these funds.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further opportunities provided to students that may not usually be available due to cost. Ongoing work in the use of individual learning plans and involvement of parents and carers will be a focus.</p>
<p>Aboriginal background</p> <p>\$3,019.62</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Central Mangrove 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continued Improvement - Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Aboriginal background</p> <p>\$3,019.62</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding supported the development of personalised learning plans for for all Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Greater consultation and connections with families and community will be a focus.</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 Central Mangrove Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continued Improvement - Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding provided additional staffing to enable smaller class sizes and greater support for our students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure continued support is provided in identified areas of need for students.</p>
<p>Low level adjustment for disability</p> <p>\$44,850.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Central Mangrove Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continued Improvement - Feedback</li> <li>• Engagement</li> <li>• Positive learning environment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MacqLit program to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding supported the development of smaller class sizes to support differentiation and the successful implementation of the MacqLit program for 7 of our year 2-6 students and literacy program for 6 of our k-2 students throughout the year. Additional support for behaviour intervention programs was also provided.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Seek further support from external professionals around speech programs for identified students across the school and further support around behaviour intervention programs.</p>

<p>Location</p> <p>\$1,381.47</p>	<p>The location funding allocation is provided to Central Mangrove Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• student assistance to support excursions</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students provided with a greater opportunity to be involved in new experiences and learning opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to source new opportunities to further the learning and wellbeing of our students.</p>
<p>Professional learning</p> <p>\$6,050.47</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 Central Mangrove Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continued Improvement - Feedback</li> <li>• Continual Improvement - Data Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff engaged in professional learning around the implementation of the new syllabus and the use of assessment tools.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: increased capacity of all teachers to implement the English and Mathematics syllabus and to use data to inform teaching and learning in writing and mathematics resulting in improved student internal data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further increase teacher understanding and working knowledge around implementing the new syllabus and also how to use data effectively to inform future directions and goals.</p>
<p>QTSS release</p> <p>\$7,812.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Central Mangrove Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Continual Improvement - Data Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff reported the collaboration time with the APCI supported them in identifying and using appropriate data to help inform classroom practice.</p>

<p>QTSS release</p> <p>\$7,812.29</p>	<p>The time also supported the successful implementation of the new curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Effectively use data to help develop learning intentions and success criteria for students.</p>
<p>COVID ILSP</p> <p>\$20,059.88</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> <li>• providing intensive small group tuition for identified students who were having speech difficulties.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved literacy levels of identified students as identified in the MaqLit assessment and phonological awareness assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Identify students who require further support in literacy and numeracy and implement programs to support identified learning goals.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	20	23	21	15
Girls	23	21	18	14

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.7	87.9	81.7	89.6
1	88.7	88.6	80.1	79.4
2	74.1	91.9	80.7	90.8
3	88.5	86.4	88.7	81.9
4	93.4	87.3		94.7
5	93.8	92.1	82.9	76.6
6	94.4	90.3	86.3	90.8
All Years	91.9	89.9	83.7	87.7
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		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

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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)	0.2
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	93,104.58
<b>Revenue</b>	838,965.31
Appropriation	815,893.22
Sale of Goods and Services	2,903.19
Grants and contributions	16,374.95
Investment income	3,793.95
<b>Expenses</b>	-787,696.46
Employee related	-704,474.05
Operating expenses	-83,222.41
<b>Surplus / deficit for the year</b>	51,268.85
<b>Closing Balance</b>	144,373.43

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	22,368
<b>Equity Total</b>	79,766
Equity - Aboriginal	3,020
Equity - Socio-economic	29,496
Equity - Language	2,400
Equity - Disability	44,851
<b>Base Total</b>	534,472
Base - Per Capita	10,150
Base - Location	1,381
Base - Other	522,940
<b>Other Total</b>	55,478
<b>Grand Total</b>	692,083

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

### Parent

Parent responses to the 2023 Tell Them From Me Survey should be viewed with the knowledge that the group is small with only 5 respondents. The feedback provided includes staff are friendly and approachable and the collaboration between parents and staff to assist the school with new ideas in raising funds has been valuable. The school grounds and gardens always look tidy and well maintained and the upgrade of the pathways and canteen look great. The students have had a good number of excursions and fun days to help engage them in learning. The new education portal is working well and is another form of communication between home and school to receive messages. The feedback also included that parents would like more outdoor learning, incorporating the natural environment and to include kitchen garden program. The provision of an increased number of special lunch order days and include healthy choices at Kids Kitchen was also identified as an area of improvement.

### Student

The 2023 Student Tell Them From Me data should be viewed with the knowledge that the cohort is small with one Year 5 student and 4 year 6 students at the school. The data only includes year 4 responses. Drivers of student outcomes data in Advocacy at school and Positive Learning Culture has increased from last year and now is equal to state average. When looking at social and emotional outcomes, the survey indicated that student Sense of belonging was below state average however has had a significant increase from the previous year. Positive behaviour at school is equal to state average. The data also indicates a decrease in bullying and sits below state average. Explicit teaching practice was 6.4, below state at 7.5 out of 10. Many of the student written responses to the question about what they like about the school included the teachers and students are friendly and kind and it is a nice environment with a lot of nature.

### Teachers

The teacher population is not significant to provide accurate data from the 2023 Teacher Tell Them From Me Survey. However informal discussions and feedback indicate that leadership, collaboration, technology and inclusive school are considered positive aspects of the school. Areas for improvement include parent involvement, learning culture and attendance.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.