

# 2023 Annual Report

## Albion Park Rail Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Albion Park Rail 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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Albion Park Rail Public School

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4256 1287

## School vision

Albion Park Rail Public School pursues excellence and equity in education for all. Our staff nurture, inspire and challenge students to find joy and strength in knowledge, build their life and academic skills, and help them make sense of their world. The school focuses on working collaboratively as a productive learning community where all stakeholders feel connected, respected and value.

## School context

Albion Park Rail Public School, located in Shellharbour City Council, currently caters for around 345 students including 34% Aboriginal and Torres Strait Islander enrolments. The school hosts 13 mainstream classes and a number of special education classes including two intellectually mild (IM), two Multi-Categorical (MC) classes and one Autism (AU) class.

Our school is supported in curriculum implementation with two Assistant Principal's Curriculum and Instruction that deliver tailored interventions in literacy and numeracy as well as focused professional learning for teachers to strengthen personalised learning for K-6.

Our school has a strong well being program underpinned by the core values of Safe, Respectful Learner. Students can participate in alternative education opportunities, an active Student Representative Council, electives and a pastoral care program.

Environmental education programs are a focus with an established poultry breeding program and sustainable gardens.

Technology is integrated throughout the school with computer hubs a mobile lab K-2, interactive whiteboards and tablets in every classroom. In 2022 we will have every student in Years 3-6 provided with a laptop that they will use over their four years in Primary.

Our school also hosts a School as a Community Center on the grounds which develops programs for children aged 0 - 8 years of age.

The school conducted a thorough Situational Analysis involving consultation with students, parents, carers, staff and the local AECG. The key findings of this analysis were that the school needs to improve students level of engagement in their learning and improve student attendance rates. Staff need to be up skilled in differentiating literacy and numeracy teaching to ensure all students make growth in their learning. The specific literacy skills that require further attention include reading comprehension and phonemic awareness. Student numeracy skills that require further attention are whole number and place value. Analysis of our schools experience during COVID -19 indicated that parents need more regular communication on the daily learning practice and families have a lack of access to technology in the home environment. These observations led to our three strategic directions of Growth and Attainment, Engagement and Wellbeing.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

The purpose of Strategic Direction 1, Growth and Attainment is for all students to make the expected growth in Literacy and Numeracy for each year of learning. All staff will have the knowledge and skills to implement an effective teaching and learning cycle. Upon leaving Year 6, all students will have consolidated foundational numeracy and reading skills to successfully transition to a high school setting.

### 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.

- Literacy and Numeracy Professional Learning
- Measuring and analysing learning

### Resources allocated to this strategic direction

Professional learning

Socio-economic background

AP Curriculum & Instruction

QTSS release

Low level adjustment for disability

English language proficiency

### Summary of progress

The focus for 2023 was on literacy and numeracy professional learning. This involved staff participating in professional learning on the science of learning and reading. All staff also participated in tailored professional learning with the Assistant Principal Curriculum and Instructions with a specific focus on the new curriculum and syllabus documents. As a result, staff planned units of work and taught them, providing feedback on the units and evaluating the learning outcomes taught. Student learning outcomes were monitored using a range of assessments such as check in assessments as well as those relating to the Decodable Readers. Next year the focus will be on the science of learning and reading which will support further improvement towards reading. Our school will be networking with eight other schools to collaboratively design units of work, allowing for collective evaluation.

In addition, the focus for 2023 was on measuring and analysing learning. This involved teachers being partnered with a grade or stage 'buddy' to look at student data and co-plan units of work based on this data. Teachers then implemented the units of work and came back together to analyse and evaluate the learning outcomes. Student learning data in both Literacy and Numeracy are analysed by the Assistant Principal Curriculum and Instruction and this data is broken down into areas of strength and areas of need in order to inform future lessons. As a result, coaching and mentoring supported the enhancement of teacher understanding of point run time data and how to use this data to inform their next directions. Next year, the focus will be on collaboration with staff within the school and staff from a network of schools which will support further improvement towards effective, outcome focused units of work.

### 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
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.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 0.22%.
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.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased by 2.42%.
Self-assessment against the School	Self-assessment against the School Excellence Framework in the element

Excellence Framework in the element 'Data Skills and Use' will be maintained at Sustaining and Growing. with some themes at Excelling.	of Data Skills and Use shows the school currently performing at Sustaining and Growing.
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## Strategic Direction 2: Engagement

### Purpose

The purpose of Strategic Direction 2 is to engage all students with an innovative curriculum that encourages students to hold high expectations for their educational outcomes. Relationships will be strengthened with all stakeholders to support a sense of belonging.

### 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.

- Engaging Community
- Engaging and innovative curriculum

### Resources allocated to this strategic direction

Socio-economic background

Integration funding support

Aboriginal background

Professional learning

### Summary of progress

The focus for 2023 was on engaging the community to increase participation in decision-making and partnership with the school. This included a range of events which were designed to foster learning connections, with a focus on adjustments to accommodate the diverse needs of students. Learning and support processes improved this provision of support and differentiation, through collaborative partnerships and interagency connections. As a result of the activities undertaken, students in the early years settled into school routines quickly, an increased number of students had personalised plans developed in consultation with parents/carers, and there has been increased participation rates at school events. Next year, the focus will be on maintaining programs and opportunities initiated in 2023, and to strengthen transition from primary school to high school.

An additional focus was on providing students with an engaging and innovative curriculum and in particular high potential and gifted education. This involved staff participating in workshops around the HPGE policy and developing practical ideas on how to support students in the classroom that require extension. As a result, the learning and support teacher has implemented activities for identified students, such as withdrawal lessons, book club and external opportunities such as the HPAG regional class and leadership workshops for students. Next year, the focus will be on maintaining what has been established this year and to utilise the high school more frequently to support HPGE for our students.

### 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
Tell Them From Me (TTFM) student survey indicates an increased score in the measure 'students with aspirations of attending university'.	As measured by the TTFM student survey, 50% of students report aspirations of attending university, an increase of 7%.
Tell Them From Me (TTFM) student survey indicates an increased score in the measure 'Aboriginal students feel good about their culture'.	As measured by the TTFM student survey, 81% of Aboriginal students feel good about their culture, an <b>&lt;increase / decrease &gt;</b> of ____%.

## Strategic Direction 3: Wellbeing

### Purpose

The purpose of Strategic Direction 3 is to position our students to thrive and live fulfilling, productive and responsible lives by providing them with the knowledge, skills and values to make positive choices .

### 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.

- Comprehensive and proactive wellbeing programs
- Staff wellbeing and professional growth

### Resources allocated to this strategic direction

#### Low level adjustment for disability

#### Per capita

#### Socio-economic background

### Summary of progress

The focus for 2023 was on comprehensive and proactive wellbeing programs and implementing the Department's new Inclusive, Engaging and Respectful (IER) Schools policy. This involved extensive consultation with staff to review and rewrite the schools wellbeing policy in line with the guidelines of the new policy. The policy was reviewed and presented to staff. Taking on feedback, the policy was continually reviewed and updated and a final copy of the school based policy was presented to all staff in line with the IER document. As a result, staff have a thorough understanding of the student behaviour policy and suspension procedures. Next year, the focus will be consolidating the procedures, updating the schools PBL classroom expectations and whole school behaviour expectations around the school which will support further improvement towards student learning outcomes.

An additional focus for 2023 was on staff wellbeing and professional growth. This involved a tiered leadership approach with staff being given the opportunity to relieve in Assistant Principal and Deputy Principal positions. Additionally, staff were provided with opportunities to engage in professional learning around leadership at both a network and DoE level. The PDP process allowed for robust conversations and mentoring. As a result, Coaching and Mentoring supported the enhancement of the capacity of teaching staff to be exposed to a variety of levels of leadership. Next year the focus will be the same, with staff being offered similar opportunities which will support further improvement towards succession planning and promotion of leadership in education.

### 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
More than 70% of students referred to Learning Support receive support and have Individual Learning Plans developed that are monitored and reviewed regularly.	All students referred to Learning Support receive support and have Individual Learning Plans developed that are monitored and reviewed regularly.
Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 72.6%.	The number of students attending greater than 90% or more of the time is 58.61% indicating progress toward the lower bound target.
Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system	Tell Them from Me data shows 78.94% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the lower bound target.



negotiated target of 90.4%.	
Self-assessment against the School Excellence Framework in the element 'Wellbeing' will be maintained at Sustaining and Growing with some themes at Excelling.	Self-assessment against the School Excellence Framework in the element of Wellbeing shows the school currently performing at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$329,446.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Albion Park Rail 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>• Engaging Community</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>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To revise the Learning Support Team referral process and provide professional learning to staff in relation to learning support processes and procedures.</p>
<p>Socio-economic background</p> <p>\$625,611.18</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Albion Park Rail 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>• Literacy and Numeracy Professional Learning</li> <li>• Engaging Community</li> <li>• Engaging and innovative curriculum</li> <li>• Staff wellbeing and professional growth</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>• staff release to increase community engagement</li> <li>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. Additional staffing to implement group interventions, including Speech Therapy and Reading Programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue successful reading, writing and mathematics interventions for individuals and groups of students, and to continue additional release from face-to-face teaching for planning and program.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$134,339.55</p>	<p>needs of Aboriginal students at Albion Park Rail 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>• Engaging Community</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 deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture. Increased understanding of Aboriginal history and culture across the school. Employment of additional staff to deliver personalised support for Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation and personalised support in the classroom.</p>
<p>English language proficiency</p> <p>\$6,170.99</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Albion Park Rail 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>• Measuring and analysing learning</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>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To provide professional learning in planning and delivering evidence-based, explicit teaching programs that support English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$242,668.99</p>	<p>Low level adjustment for disability equity loading provides support for students at Albion Park Rail 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>• Measuring and analysing learning</li> <li>• Comprehensive and proactive wellbeing programs</li> </ul>

<p>Low level adjustment for disability</p> <p>\$242,668.99</p>	<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>• employment of LaST and interventionist teacher</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of Speech therapists in classrooms K-2 has led to improved results in expressive and receptive language for all students and deepening knowledge for teachers through team teaching opportunities. Implemented intensive small group tuition to support students with additional literacy and numeracy learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Professional learning</p> <p>\$36,001.64</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 Albion Park Rail 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>• Literacy and Numeracy Professional Learning</li> <li>• Measuring and analysing learning</li> <li>• Engaging and innovative curriculum</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principals Curriculum and Instruction (APC&amp;Is) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice. K-2 staff have a solid understanding of the new syllabuses and associated teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff engaged in a variety of professional learning activities aligned to system, school and individual performance and development goals to improve growth and achievement for all students.</p>
<p>QTSS release</p> <p>\$75,282.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Albion Park Rail 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>• Measuring and analysing learning</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></p>

<p>QTSS release</p> <p>\$75,282.05</p>	<p>Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>Additional release time for teachers to engage in peer observations and sharing of expertise.</p> <p>Mentoring and coaching support for early career teachers to ensure ongoing development and improvement of quality teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.</p> <p>Additional time for assistant principals to support classroom teachers to develop engaging differentiated teaching and learning programs guided by current syllabuses and student data.</p>
<p>COVID ILSP</p> <p>\$229,214.63</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>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. Improved student engagement in learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	191	199	193	183
Girls	170	179	157	157

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.5	92.4	85.1	89.8
1	92.2	90.8	85.4	88.9
2	94.1	88.7	84.6	90.7
3	89.4	89.6	82.8	90.1
4	91.2	85.9	82.1	87.0
5	92.2	85.4	82.4	88.5
6	91.2	85.7	76.0	86.5
All Years	92.0	88.2	82.6	88.7
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	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

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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)	5.4
Classroom Teacher(s)	17.06
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.82

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	487,963.90
<b>Revenue</b>	6,570,649.08
Appropriation	6,400,747.38
Sale of Goods and Services	7,682.79
Grants and contributions	151,383.38
Investment income	9,935.53
Other revenue	900.00
<b>Expenses</b>	-6,643,654.28
Employee related	-5,458,303.19
Operating expenses	-1,185,351.09
<b>Surplus / deficit for the year</b>	-73,005.20
<b>Closing Balance</b>	414,958.70

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>	320,601
<b>Equity Total</b>	1,008,791
Equity - Aboriginal	134,340
Equity - Socio-economic	625,611
Equity - Language	6,171
Equity - Disability	242,669
<b>Base Total</b>	3,441,299
Base - Per Capita	103,401
Base - Location	0
Base - Other	3,337,897
<b>Other Total</b>	984,982
<b>Grand Total</b>	5,755,672

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

In the 2023 Tell Them From Me survey results indicate:

### Teachers: Learning Culture

School Mean (NSW Govt Norm) 7.6 (8.0)

I give students written feedback on their work. 7.0

I talk with students about the barriers to learning. 7.2

In most of my classes I discuss the learning goals for the lesson. 7.3

Students become fully engaged in class activities. 7.4

I monitor the progress of individual students. 7.9

I am effective in working with students who have behavioral problems. 7.8

I set high expectations for student learning. 8.3

\*Teachers indicated that school leaders have helped them improve their teaching (7.7) and that school leaders had supported them during stressful times (7.9).

### Students:

Students find class lessons relevant to their own experiences. 7.4

\*67% of students reported High Advocacy at school which was below Statistically Similar School Groups (SSSG) and State.

\*81% of students reported High Expectations for Success which was lower than the SSSG and State.

\*61% of students reported a Sense of Belonging which is on par with the SSSG and State.

### Parents: School Communication

School Mean 7.6

I feel welcome when I visit the school. 8.0

Teachers listen to concerns I have. 7.2

I can easily speak with the school principal. 6.7

Written information from the school is in clear, plain language. 8.2

I am well informed about school activities. 8.3

\*The school has continued to engage with parents through an active P&C, community events, workshops, transition programs, parent teacher meetings, presentation days, open classrooms, school-based celebrations and through the regular publication of photos on school social pages.

\*The 2023 Christmas Carols Event had a significant amount of families engage from community.

# 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.