

2023 Annual Report

Ermington West Public School



4125

Introduction

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

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

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School vision

At Ermington West Public School, our vision is to have the highest expectation of learning for every student. We will encourage, guide and challenge students so they can work to their full potential. We will build strong, collaborative partnerships with the school community and work towards a shared responsibility for student improvement to create confident and resourceful individuals who have the ability to thrive in life.

School context

Ermington West is part of the Carlingford Network of schools and is located in the north western area of Sydney. The school has an enrolment of approximately 115 students representing 27 language groups with approximately 5% of students who are Aboriginal. Our students come from diverse socio-economic backgrounds and there is a strong focus on belonging among the whole school community.

The school's motto, I Strive, encompasses the desire for students to reflect on and take responsibility for their own academic growth and improvement and as lifelong learners be engaged and active contributors in society. The school has high expectations of every student and provides a variety of learning opportunities so that students can strive to do their best.

There is a close partnership between parents, carers, school leaders and teachers to support the learning and wellbeing of students. The school has an active Parents and Community Association (P&C) who are involved in decision making about whole school matters.

Through the Situational Analysis the school has identified the need to embed high quality whole school literacy and numeracy practices which are data driven to drive student growth and attainment in reading and numeracy. Continual analysis and reflection of student data will determine areas for success and need at an individual, class and school level. Teachers will participate in literacy and numeracy professional learning which are evidence based to deliver explicit and differentiated teaching and learning experiences for students. Teachers will have high expectations of learning and communicate learning intentions and success criteria to students so there is a clear understanding of expectations for all students. Assessment data will be evaluated against collaboratively planned criteria to ensure consistency of teacher judgement and to give appropriate, effective and timely feedback to students about learning success and areas for further improvement.

There will be a stronger emphasis on collaborative practices where teachers and school executive have the opportunity to participate in professional learning communities and gain feedback about their practice to become effective leaders of teaching and learning in the classroom and across the school. Instructional Leadership will be a focus to develop a culture of whole school improvement through reflection of teaching practices. Staff will have opportunities to lead and collaborate within teams to implement, monitor and evaluate areas of the school strategic improvement plan and share results with the staff.

Whole school behaviour management and wellbeing systems will be implemented to promote a positive, safe and inclusive school environment where every student is given the opportunity to thrive. Partnerships and ongoing communication with parents, carers and members of the school community will continue to be fostered to support the learning and wellbeing of every student and ensure successful student transitions to primary school and into high school.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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

In order to achieve student improvement in reading and numeracy, we will deliver evidence based professional learning in reading, writing and numeracy to build teacher capacity to deliver explicit teaching and ensure that all students make learning progress.

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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.

- Reading and Literacy Practices
- Numeracy Practices

Resources allocated to this strategic direction

Socio-economic background
Professional learning
English language proficiency
Integration funding support
Low level adjustment for disability
AP Curriculum & Instruction
Per capita

Summary of progress

Reading and Literacy Practices and Numeracy Practices

In 2023 the K-2 units of work for English and mathematics were implemented across K-2. However, more time was needed to walk through the K-2 Syllabus and units of work prior to implementing lessons. Some resources for the English units were unavailable and difficult to order in the time provided, therefore, staff had to modify the program. K-2 implemented the InitaLit program to cover component A of the syllabus. Lessons in component B covered the contextual concepts and was simple to follow. Decodable readers were used in the classroom and for home reading. The use of the decodables was consistently used across K-2 linking with the InitaLit program. The mathematics units of work was a little more difficult as the lessons were not specific and quite lengthy. Teachers felt that there were too many big ideas in one unit of work, making it difficult for students to understand, therefore the units were revised to suit our context. We created a reading tracker indicating students' progress across the year. A variety of assessments were created and completed by staff every 5 weeks for data collection. To improve the implementation of the syllabus, we purchased a variety of resources to be used in 2024. Teachers were provided with time to review units of work during School Development Days to ensure they had a thorough understanding and knowledge of K-6 curriculum requirements and the associated resources and assessments strategies. for successful implementation. The impact of this work has been to increase teacher capacity in implementing new syllabus and ensuring that there are expert teachers, such as the APC&I available to support early career and inexperienced teachers.

In 2024, we will continue to adjust the maths units of work to meet our students' learning needs. We will introduce planning days every 5-week cycle to review and adjust programs., analyse data and record what adjustments have been made to enhance students learning. A template will be created for staff to record any changes or adjustments made to the units of work, ensuring the school is meeting NESA program requirements. There will be continued focus on explicit teaching practices to improve student

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

<p>Reading growth</p> <p>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.</p>	<ul style="list-style-type: none"> • An analysis of Check-in Assessment data for reading in Year 3 for 2023 compared with Year 3 2022 indicates an decrease in the mean scaled score from 398.1 in 2022 to 373.3 in 2023 • An analysis of Check-in Assessment data for reading in Year 5 for 2023 compared with Year 5 2022 indicates an increase in the mean scaled score from 365.4 in 2022 to 407.7 in 2023.
<p>Numeracy growth</p> <p>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.</p>	<ul style="list-style-type: none"> • An analysis of Check-in Assessment data for numeracy in Year 3 for 2023 compared with Year 3 2022 indicates an decrease in the mean scaled score from 384.6 in 2022 to 347.3 in 2023. • An analysis of Check-in Assessment data for numeracy in Year 5 for 2023 compared with Year 5 2022 indicates an increase in the mean scaled score from 360.1 in 2022 to 410.1 in 2023.

Strategic Direction 2: Collaborative Practices

Purpose

In order to develop great teachers and future leaders, we will create a strong culture where teachers feel supported to engage in professional discussion, observation¸ reflective practices and meaningful collaboration to drive high level improvements across the school community.

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.

- Collaborative Planning Practices
- Leadership through Collaboration

Resources allocated to this strategic direction

QTSS release

Per capita

Aboriginal background

Socio-economic background

Summary of progress

Collaborative Planning and Leadership Practices

In 2023 the evidence showed that PDPs were completed. However, more formal and peer observations were needed and time for guided conversations so that teachers had time to reflect on and discuss their own teaching practices and work towards identified goals. Teacher feedback highlighted the need for consistent collaboration among teachers on stage groups and across the school to ensure that curriculum requirements were monitored, and feedback provided about planning, programming, and assessment practices.

The evidence showed that all school staff unpacked the Learning and Support procedures and school practices and identified students who required learning support. Due to staffing shortages the Learning and Support Teacher had to go on class, which caused interruptions to Learning and Support Team processes and the opportunity to collaborate with the teacher and the LST team to discuss identified students and their needs. The school ensured that consistent communication with all stakeholders was managed effectively including applications for support settings and funding for identified students. The impact of this process resulted in more rigorous identification of students for the annual NCCD data collection and applications for funding and support class settings for identified students being supported by panels. The Learning and Support Teacher (LaST) position will be prioritised in 2024.

In 2024 in this initiative, we will continue to move towards achieving our progress measure through rigorous PDP practices throughout the year. In 2024, the APCI will work hand in hand with teachers to help improve areas of practice and support them with the implementation of the K-6 Curriculum. Teachers will also be given time to observe peers and provide feedback to each other. The school will continue to develop collegial connections with other smaller schools in the Carlingford Network to share best practice. This will allow staff to gain ideas and classroom practices from each other and colleagues at smaller schools to reflect on and improve explicit teaching practice. Across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Differentiation Percentage of teaching and learning programs that have embedded evidence of data informed differentiated activities is moving towards the schools identified target of 100%.	<ul style="list-style-type: none">• Analysis of internal school data showed that 85% teaching and learning programs that have embedded evidence of data informed differentiated activities indicating progress toward the school identified target.

Feedback and Consistent Teacher Judgement

Percentage of teachers utilising a range of assessment data to make consistent teacher judgement for feedback to students is moving towards the schools identified target of 100%.

- Analysis of internal school data showed that 90% of teachers utilising a range of assessment data to make consistent teacher judgement for feedback to students indicating progress towards the school identified target.

Purpose

Create a positive school culture where students are known, valued and cared for and provide strategies to optimise students learning, behaviour and wellbeing. Develop effective partnerships with all members of the school community to collaborate and make informed decisions about student learning and wellbeing.

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.

- Proactive, Preventive and Effective Approaches Across the School
- Positive School Culture

Resources allocated to this strategic direction

Professional learning
Per capita

Aboriginal background
New Arrivals Program

Summary of progress

Proactive, Preventive and Effective Approaches Across the School

The evidence showed that initiatives have been implemented to enhance staff wellbeing, all staff appreciated these. Due to staffing shortages and a turnover of staff some of these processes were not consistent and dropped off. The impact of this initiative has been that staff wellbeing initiatives such as the celebration of 'World Teacher's Day', SASS recognition week were events where all staff came together and demonstrated an appreciation for everyone's hard work and effort.

In 2024 to improve staff wellbeing, we need to create induction days for new staff, where the school's policies, procedures and expectations of the school are discussed. When staff leave, a staffing handover checklist will be completed therefore all valuable information for a successful transition between staff will occur. This will allow new staff to feel comfortable and confident when starting and feeling a sense of belonging. If possible, create a termly team bonding event or lunch to improve collaboration and collegiality among staff.

The evidence showed that Safety Intervention Training and Trauma Informed Practice were completed by staff at the school. All staff were informed of Guided Support and the resources available to them on the Behaviour Support Hub to support their own professional development. Behaviour Flow Chart was communicated with all staff and the responsibility of class teachers and school executive when dealing with minor, persistent misbehaviour and major behaviour. AP's will need to regularly monitor and communicate whole school procedures to ensure that all staff consistently follows processes. Staff need to regularly access strategies and professional learning available on the Behaviour Support Hub to deal with complex behaviour in the classroom. The impact of this initiative was that there was clear communication with all staff about the responsibility of teachers and school executive to manage student behaviour. Support was provided through professional learning to improve teacher knowledge about complex behaviour and teachers were provided with strategies and support to manage behaviour and improve student engagement in the classroom.

The evidence showed that the funding spent towards PSSA teams resulted in positive outcomes for the students, staff, and parents. There was a high level of eagerness of student's participation. The impact of this initiative was that attendance rates improved due to students' eagerness to participate and represent the school during PSSA. The school was successful in applying for sporting school grants which we used to fund the cricket, basketball, gymnastic and dance program which all contributed to positive student wellbeing. This also supported a higher representation of students in zone and area carnivals and supported the physical domain of the HPGE policy. To move towards achieving our improvement measures we need to continue support for extra curricula initiatives across the school to promote student attendance and engagement at school.

The evidence showed that the OT program was successful, and all students were involved and engaged in learning. The OT was able to work across the whole school and small groups of students and provided resources for classroom teachers to use to consolidate their lessons. The OT was able to identify each students needs and monitor performance and collaborated and provided advice and strategies for classroom teachers to use. The OT attended Kindergarten Orientation and provided information to parents about how they could support their child's transition into primary school.

This was well received by parents. The impact of this initiative was the data collected by the OT benefited classroom teachers and the learning and support team. The data collected by the OT that showed improvement in all students in the program. Teacher feedback indicated that the program was valued and that there was improvement in students fine motor and regulation skills because of the program. The behaviour support specialist was not as effective and no changes in students' behaviour was evident. The school will review whether this program will continue into 2024.

To move towards achieving our proactive and preventive measures we need to continue the OT student focus and attention in the classroom and had been a valuable early intervention program across K-2 to support learning and well-being in the classroom.

To move towards improving student behaviour and engagement across the school, school executive will need to regularly monitor and communicate whole school procedures to ensure that all staff consistently follows processes. School executives ensure consistent implementation of policy through regular executive meetings, staff meetings, visible signage across the school, behaviour management flow chart, reflection folder and incident reports on Sentral. Staff need to regularly access strategies and professional learning available on the Behaviour Support Hub to deal with complex behaviour. The school will need to review and adjust school procedures to align with Department of Education Student Behaviour Policy which will be implemented in 2024. This will involve communication and consultation with the school community about the policy and school procedures.

To move towards achieving our progress measures the school needs to continue communicating and collaborating with the Team Around the School to provide individualised support for identified st

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
<p>Attendance</p> <ul style="list-style-type: none"> • Achieve an increase of 1.1% in the attendance rate, from 89.96% in 2023 to 91% in 2027 • The attendance rate for the school is increased from 89.96% in 2023 to 91% by 2027. 	<p>The number of students attending greater than 90% of the time increased from 59.67% in 2022 to 66.24% in 2023..</p>
<p>Positive School Culture</p> <p>Percentage of teachers that have embedded positive classroom and playground initiatives as explicitly described in the student management and discipline policy to create stimulating, engaging and safe environments for students is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> • Analysis of internal school data shows that 97% of teachers have embedded positive classroom and playground initiatives as explicitly described in the student management and discipline policy to create stimulating, engaging and safe environments for students indicating progress towards the school identified target.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$15,314.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Ermington West 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"> • Positive School Culture <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: newly arrived students have been provided intensive English language support focusing on language development to participate successfully in schooling in regular small group sessions.</p> <p>After evaluation, the next steps to support our students will be: continue to provide targeted small group sessions focusing on language development to successfully participate in schooling. Continue to upskill and provide Professional Learning for staff to support newly arrived students with limited English language in the classroom environment.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Ermington West 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"> • Reading and Literacy Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • staffing release to build teacher capacity around curriculum adjustments • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All 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: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$32,251.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ermington West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$32,251.01</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"> • Reading and Literacy Practices • Numeracy Practices • Leadership through Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities. resourcing of materials to support students in having equitable access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students. to maintain resourcing of identified students who need additional financial assistance and support.</p>
<p>Aboriginal background</p> <p>\$15,124.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ermington West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Planning Practices • Proactive, Preventive and Effective Approaches Across the School <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal families engaging in the PLP process with authentic conversations taking place. Teaching of Aboriginal Culture and History embedded into teaching and learning programs. an increase in the percentage of First Nations students engaging in cultural activities inside and outside the school setting.</p> <p>After evaluation, the next steps to support our students will be: to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school. continue our partnership with the local AECG to support our identified students to connect to Country.</p>
<p>English language proficiency</p> <p>\$69,582.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ermington West Public School.</p>

<p>English language proficiency</p> <p>\$69,582.24</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"> • Reading and Literacy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students.</p> <p>After evaluation, the next steps to support our students will be: professional learning on teaching English as an additional language dialect. teachers will use student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples to assist in supporting EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$94,358.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Ermington West 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"> • Reading and Literacy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • 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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of an Occupational Therapist to provide intervention programs that support student needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$21,662.62</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ermington West 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"> • Reading and Literacy Practices • Proactive, Preventive and Effective Approaches Across the School <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • collaborative planning, formative and summative assessment practices, data analysis and differentiated instruction of the curriculum. • review and refine practices through analysis of data collected. <p>review "What works best 'Explicit Teaching'" in grade and stage meetings</p> <ul style="list-style-type: none"> • plan for teachers to lead discussion, and reflection of professional reading and impact on practice. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in explicit teaching, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>QTSS release</p> <p>\$29,355.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ermington West 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"> • Collaborative Planning Practices <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: 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>After evaluation, the next steps to support our students will be: employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP</p> <p>\$45,227.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and/or numeracy • providing intensive small group tuition for identified students

<p>COVID ILSP</p> <p>\$45,227.00</p>	<ul style="list-style-type: none"> • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	94	80	64	62
Girls	95	90	80	62

Student attendance profile

School				
Year	2020	2021	2022	2023
K	88.8	93.8	83.6	93.1
1	90.4	93.4	92.5	81.7
2	90.5	95.0	87.7	91.4
3	87.1	95.2	89.6	91.6
4	87.3	91.4	90.3	92.2
5	87.9	93.0	86.9	91.7
6	86.6	93.4	84.6	87.2
All Years	88.5	93.5	88.0	90.0
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)	3.8
Classroom Teacher(s)	10.54
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Administration and Support Staff	1.81

*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	265,794.77
Revenue	3,190,893.87
Appropriation	3,127,371.04
Sale of Goods and Services	60.41
Grants and contributions	57,667.01
Investment income	5,695.41
Other revenue	100.00
Expenses	-3,024,188.12
Employee related	-2,561,460.24
Operating expenses	-462,727.88
Surplus / deficit for the year	166,705.75
Closing Balance	432,500.52

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	130,229
Equity Total	211,317
Equity - Aboriginal	15,125
Equity - Socio-economic	32,251
Equity - Language	69,582
Equity - Disability	94,359
Base Total	1,393,303
Base - Per Capita	37,477
Base - Location	0
Base - Other	1,355,825
Other Total	1,053,562
Grand Total	2,788,410

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

In the 2023 Tell Them From Me survey there was a decrease in the percentage of students who experienced a sense of belonging at school. The percentage of students who displayed positive behaviour at school was slightly above 2022. The percentage of students who felt that they had someone at school who constantly provided them with encouragement and support was similar to other NSW school norms.

The Tell Them From Me student data showed that there needs to be an improvement in creating a positive learning climate and communicating expectations for success for all students and this will be a focus for the academic and wellbeing programs at the school.

In 2023 the school began to use Microsoft Sway, an interactive program, to deliver a weekly update to parents and caregivers and there has been an uptake in the percentage of parents/carers who view the weekly communication and even take a deeper look at the weekly events. This has led to positive communication and an increase in parent participation in school activities and events. This was evidenced by the Winter Warm Up at the beginning of term 3 where much of the school community were present to celebrate the event.

Teachers at the school reported that they have high expectations of student learning and provide students with relevant feedback about their learning. Teachers use formative and summative assessment tasks to set goals for their students and to provide feedback to students about how they can improve. Teachers are in regular communication with students and parents /carers to inform them of their child's progress and to support their learning and wellbeing needs. Teachers reported that they set clear expectations of classroom behaviour and develop individual education plans for students with additional learning needs. Teachers reported that they would like further opportunities to receive feedback about their teaching and learning from school leaders and colleagues and support with monitoring student progress.

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.

Aboriginal Education - School statement

The school implemented an Indigenous dance program with an Indigenous performer, Ryka Ali, in term 3 2023.

Aboriginal and Torres Strait Islander students in K-6 participated in weekly sessions for 8 weeks with Ryka to learn a variety of cultural dances and traditions. This was showcased at Presentation Day at the end of term 4 where the students and Ryka performed for the community and Donna Davis State Member for Parramatta and Jermone Laxale Federal Member for Bennelong.

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.