

2023 Annual Report

Normanhurst West Public School



4275

Introduction

The Annual Report for 2023 is provided to the community of Normanhurst 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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Message from the principal

Normanhurst West Public School is a wonderful place for children to learn and has a strong reputation within our community for excellence and developing students into active, high-achieving and well-adjusted young citizens. Students, staff, parents and the wider community all contribute to the special and unique character that is Normanhurst West Public School. We are well positioned and are committed to providing the best education and broad range of opportunities for our students.

Our students have continued to succeed in all aspects of school including, but not limited to, academics, sport, the arts, interpersonal connections and general capabilities. I believe that trust, honesty, respect and responsibility are the keys to success and these core beliefs are integral to the continuing success of our school and its students. Areas of student achievement, participation and engagement for 2023 include: school leaders; student representative council (SRC); sports house captains; peer tutor mediators and library monitors; students who have excelled in NAPLAN and check-in assessments; zone, area and state representatives in sport and the Creative Arts; Band, Dance and Choir group members; 2023 Premier's Reading participants; and lastly, but by no means least, all students who always have a go and make the most of every day at school.

The teaching, support and administration staff at Normanhurst West Public School are highly professional. They strive to use evidence-based teaching and learning programs that enhance student engagement and achievement. I acknowledge all staff for knowing, valuing and caring for all of our students. I especially commend the executive team for their ongoing leadership. Through the expertise and commitment of staff, we continue to offer a significant range of programs that impact positively on our students' wellbeing, skills and ability to work as a team.

Normanhurst West Public School is a friendly, vibrant, community-minded school, where our decisions always put students first. There are many opportunities for parental and community involvement, especially through participation in the P&C Association where parents can contribute significantly to the school and connect to its warm and generous community. Many parent volunteers help with reading, canteen, uniform shop, bands and fundraising and these contributions directly support all students to participate in opportunities that enrich their lives and build confidence and self-esteem.

We certainly have so much to be proud of at Normanhurst West. We believe a great education is about more than outstanding test scores and far more about deeper and engaging learning experiences to develop good human beings who willingly embrace opportunities to contribute to our school and the broader community.

Paul McSweeney

Principal

School vision

At Normanhurst West Public School we instill the values of trust, honesty, responsibility and respect. We foster diversity in a supportive environment that embraces inclusion and a sustained sense of belonging for all students, staff and parents.

Our learning community prides itself in the collaborative development of evidence-based teaching and learning programs which inspire our students to authentically engage with curriculum. These teaching and learning opportunities drive continued academic growth whilst fostering a deep love of learning. We continue to enable all learners to "Aim High" and achieve their personal best.

School context

Normanhurst West Public School is a large metropolitan school located within the high socio-economic region of Northern Sydney. The school has remained as a focal point of the community for the past 60 years and enjoys the ongoing support of an educated and engaged parent community. NWPS has 31 teaching staff with a current student enrolment of 458. A valuable asset to the school is our Early Intervention Unit which provides outstanding support to students and their families. Set within open leafy grounds, the school hosts a large OOSH Centre and community preschool. NWPS has a proud history in providing outstanding extracurricular opportunities across a number of fields.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. This builds upon the work already undertaken within the previous planning cycle around quality learning environments, formative assessment and effective curriculum differentiation.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

After analysing a number of student outcome measures it has become more apparent that a high percentage of our students continue to achieve excellent results in literacy and numeracy within the top two bands. The school continues to be on track to meet the annual agreed targets. These results are historically on par or above statistically similar schools. Other measures such as progressive assessments have helped triangulate this data.

Although student results are reaching set targets it has become more apparent that expected growth, especially in reading, and our value add between Years 3 and 5 is an area for continued focus and improvement.

Our whole school will apply the evidence base outlined in the "What Works Best 2020 update" document to systematically collect and analyse student data in order to inform the teaching and learning cycle. High impact teaching strategies will be utilised especially targeting the effective teaching of reading. High expectations of continued student growth in numeracy will remain a priority for our school. Teachers will access and analyse targeted student assessments that will enable the explicit differentiated teaching of numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven evidence-based teaching strategies.
- A culture of continued learning.

Resources allocated to this strategic direction

Professional learning

Summary of progress

A culture of continued learning.

Our school has continued to prioritise student growth and attainment, meeting the annual progress measures within strategic direction one. Significant gains in student growth have continued across the school, as evidenced by our Naplan results in 2023. The earlier availability of student performance in Naplan allowed teachers to identify areas of student growth and future directions for learning. Our school continued its use of standardised progressive assessments to provide summative data on student learning and achievement. Teaching staff had opportunities to collaborate and analyse data in order to inform and make adjustments to the delivery of student-centred learning programs. Formative assessment also continued to be an integral tool in the identification of current student understanding and future directions for learning. Executive staff undertook further training and development under the Agile Leadership model. This enabled our school to sustain our focus on targeted improvement areas, supported by the Teaching Sprints Framework. As a team led by our Assistant Principal, Curriculum and Instruction, our executive staff developed a whole-school assessment schedule to ensure that data is collected, analysed and utilised to inform and drive the next cycle of teaching and learning.

In 2024, we will continue to refine the whole-school assessment schedule to ensure regular data collection and analysis. The tracking of student data will be enhanced by the creation of a central location for the storing and sharing of student data. Professional learning around the recording and interpretation of data will ensure that teachers are using data to strengthen teaching practices.

Data driven evidence-based teaching strategies.

In 2023, Kindergarten and Stage 1 implemented new English and Mathematics syllabuses, supported by the departmental units of work. This was an opportunity for significant growth, as teachers explored various approaches to student learning guided by the new curriculum. The appointment of our APCI in Term 3 helped to further develop teacher confidence and knowledge of the new syllabuses. The continued focus on Teaching Sprint cycles enabled our teachers to respond to trends in student achievement at individual, group and whole school level. Effective teaching, was identified, promoted and modeled. The impact of this initiative has been an improvement in teacher capacity to analyse data to inform teacher practice and collaboration and sharing of best practice.

In 2024, in this initiative, we will continue to align current practice to the teaching requirements of the new curriculum. Our APCI will provide valuable support and guidance to teachers through teacher professional learning, demonstration lessons, working with teachers in curriculum reform release and planning time.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All students can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.	Most students demonstrated growth in reading fluency and comprehension. Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the element of Data skills and use.
ATTENDANCE Increase the proportion of students attending more than 90% of the time to be at or above the system negotiated lower bound target of 94.60%.	The attendance data shows increased attendance for students attending more than 90% of the time from 70.5% in 2022 to 78.6% in 2023. The attendance rate went from 91.6% in 2022 to 93.1% in 2023. We have not hit the lower bound target of 94.60% for students attending more than 90% of the time.
All students can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.	Most students demonstrated growth in numeracy knowledge and skills. Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the element of Data skills and use.

Strategic Direction 2: Explicit systems for collaboration and feedback.

Purpose

Collaboration and feedback were identified as an area of focus following the 2020 SEF S-aS. Staff surveys have demonstrated that although staff feel confident in their ability to effectively differentiate curriculum, they find it difficult to efficiently evaluate teaching/learning programs and provide timely feedback to others. Our staff have adapted considerably over the past three years with new syllabus documents and working from home having an impact upon curriculum delivery.

Our situational analysis has indicated that a renewed focus upon staff collaboration is needed. The school excellence framework clearly outlines a number of key indicators that the school should utilise in order to enhance staff collaboration and the effective use of resources both physical and human. As a result, the school will look to ensure that there are explicit systems for ongoing collaboration and feedback thus sustaining quality teaching practice.

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.

- High performance culture.
- Systematic and reliable assessment.

Resources allocated to this strategic direction

QTSS release

Professional learning

Summary of progress

High performance culture.

Throughout 2023, the teaching staff demonstrated continued flexibility and resilience when adapting to meet the needs of every student. Throughout the year, our teachers worked within their own stage cohorts and as a whole staff to meet these needs, our staff worked collaboratively to develop a range of explicit teaching and learning practices. The impact of this initiative has been systems developed for professional collaboration that helped to instill a culture focused on high performance with meaningful collaboration evident through shared programs.

In 2024 our school will ensure that systems and processes that facilitate professional dialogue in order to promote a high performance collaborative culture across the whole school, and we will continue to review our teaching and learning programs to ensure that they are student centered and dynamic whilst continuing to meet the educational requirements of the new K-6 curriculum.

Systematic and reliable assessment.

In 2023, scheduled professional learning sessions focused on student assessment data was implemented across each term to ensure that consistent teacher judgement remained paramount. Whole grade assessments were analysed collaboratively by teachers and their peers. The analyses of student response by colleagues as well as providing effective timely feedback, enabled a consistent, evidence-based judgement of student progress. The impact of this initiative ensured that assessments were authentically moderated and adjusted to meet the learning needs of individual students. Evidence of collaboration, and professional dialogue was seen throughout teaching and learning programs.

In 2024 our school will refine and continually update systems for collecting data incorporating the student assessment schedule. This will ensure that student needs are readily identified, acted upon and reflective of the new curriculum.

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
School Excellence - Learning Culture and Assessment	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of

<p>An improvement in the element of "Learning Culture" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p> <p>An improvement in the element of "Assessment" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<p>Learning Culture.</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment.
<p>School Excellence - Learning and Development</p> <p>An improvement in the element of "Learning and Development" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development
<p>School Excellence - School Planning, Implementation and Reporting</p> <p>An improvement in the element of "School Planning, Implementation and Reporting" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of School Planning, Implementation and Reporting.

Strategic Direction 3: A planned and measurable approach to wellbeing.

Purpose

School wellbeing metrics have been analysed and it is evident that student sense of belonging is an area for renewed focus. Tell Them from Me data outlines that the student responses have shown a sharp decline in this domain over the past three surveys. The school sits 9 percentage points below state average. Our reflection upon this data is consistent with supporting literature. Although our students are very well behaved, there is much to be done to improve student wellbeing and as such it will form a vital part of our Strategic Improvement Plan.

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.

- Positive relationships that foster recognition and respect.
- An adaptive and supportive environment that allows all students to thrive.

Resources allocated to this strategic direction

Professional learning QTSS release

Summary of progress

In 2023 we have undertaken professional learning and established whole school behaviour guidelines which include school values and a house point system for positive reinforcement. School Bytes incident reporting has been set up, including a behaviour flow-chart to assist teachers in identifying levels of behaviour and appropriate strategies to support students. 2024 will see us continue to implement our behaviour processes, monitor and track incidents and develop behaviour plans to support students with challenging behaviour and equip teachers with effective strategies to deal with these.

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
School Excellence Wellbeing An improvement in the element of "Wellbeing" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.	A team of 7 teachers completed 'Positive Behaviour for Learning' course online over 10 weeks. From this we have led professional learning sessions to upskill teachers on behaviour management strategies, with a focus on preventative measures and identifying the function of challenging behaviours. Teachers were provided with a variety of strategies to use in the classroom and playground. We have developed new Behaviour Guidelines and our school value system, which focuses on five key values which are explicitly taught and recognised through our 'High Five' house point system.
Management Practices and Processes An improvement in the element of "Management Practices and Processes" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.	The impact of this initiative has been an increase in a sense of belonging among the school community with shared values linked to the house point system. Students are recognised individually for demonstrating values and as a whole school through a termly 'rewards session'. Teachers feel more empowered and more consistently implementing positive behaviour strategies and reinforcement. In 2024 we will continue to monitor implementation and continue to utilise School Bytes to track and monitor playground behaviours. We aim to develop resources to support teachers in implementing effective preventative strategies to manage challenging behaviour in the playground. <ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of

<p>School Excellence</p> <p>Wellbeing</p> <p>An improvement in the element of "Wellbeing" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p> <p>Management Practices and Processes</p> <p>An improvement in the element of "Management Practices and Processes" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<p>Management Practices and Processes.</p>
<p>Tell them from Me:</p> <p><i>Sense of belonging</i> survey data indicate results on par with state norms.</p>	<p>Our TTFM data for 2023 suggests a 2% increase in 'sense of belonging' experienced by students. We expect this to increase with the 2024 implementation of our school values system.</p>
<p>Wellbeing</p> <p>Increase in the proportion of students reporting a positive sense of belonging in the Tell Them From Me student survey to be at or above the school's lower bound system-negotiated target of 90.8%.</p>	<p>We are currently still aiming to achieve our system-negotiated target of 90.8%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Normanhurst 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <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>\$7,666.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Normanhurst West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equitable access to all school programs and events. Community requests are always treated in the strictest of confidence.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide ongoing student assistance for families experiencing financial hardship. Monitor the need for non-perishable food rations for students who may require it.</p>
<p>Aboriginal background</p> <p>\$1,486.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Normanhurst 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"> • Other funded activities

<p>Aboriginal background</p> <p>\$1,486.71</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: n all Aboriginal families engaging in the Personalised Learning Pathway process.</p> <p>After evaluation, the next steps to support our students will be: to enable an early transition and sharing of information regarding the Personalised Learning Pathway between staff members as students move through the primary years. Early identification and review of the PLP is vital in order to ensure that our indigenous students' culture is valued at school and endorsed through Tell Them From Me surveys.</p>
<p>English language proficiency</p> <p>\$21,958.17</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Normanhurst 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: all identified students achieving their expected growth on the EAL/D progressions. Classroom observations and work samples indicate that students are taking risks in their language use and developing more confidence when engaging in whole class settings.</p> <p>After evaluation, the next steps to support our students will be: continue to provide additional assistance where required and capatilise on student growth across the whole curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$124,673.54</p>	<p>Low level adjustment for disability equity loading provides support for students at Normanhurst 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. 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 support offered by our learning and support team</p>

<p>Low level adjustment for disability</p> <p>\$124,673.54</p>	<p>whilst improving communication between the learning and support team, classroom teachers, support staff (SLSOs) and families.</p>
<p>Professional learning</p> <p>\$29,133.90</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 Normanhurst 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"> • A culture of continued learning. • Systematic and reliable assessment. • Positive relationships that foster recognition and respect. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: All K-2 staff have developed a greater understanding of the new syllabus. Teaching and Learning programs across the school are showing more differentiation to cater for the differing needs of individual students. All teaching staff have a deep understanding of the new Behaviour Guidelines that have been developed by colleagues.</p> <p>After evaluation, the next steps to support our students will be: to evaluate the impact of the new Behaviour Guidelines across the school and make any changes. Support teachers with targeted professional learning that coincides with the release of the new 3-6 curriculum.</p>
<p>QTSS release</p> <p>\$90,078.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Normanhurst 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"> • High performance culture. • Positive relationships that foster recognition and respect. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: increased staff collaboration with a strong focus on the new K-2 syllabus and teaching and learning programs.. Planning days have strengthened curriculum provision with consistent professional reviews and collaborative lesson planning resulting in targeted reflections and improvements in line with a culture of lifelong learning.</p> <p>After evaluation, the next steps to support our students will be: ensuring sufficient allocation of time is afforded to teams in order to enable effective collaboration. and that teaching and learning programs continue to cater for the differing needs of individual students.</p>
<p>COVID ILSP</p> <p>\$20,059.88</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p>

COVID ILSP

\$20,059.88

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy - Reading

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.

After evaluation, the next steps to support our students will be: to continue the implementation of small group tuition (MacqLit) using data sources to identify specific student need. The school learning and support processes will involve regular monitoring of student progress and effective reporting to parents. Providing additional in-class support for some students to continue to meet their personal learning goals will also be enabled.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	273	252	240	202
Girls	234	228	203	193

Student attendance profile

School				
Year	2020	2021	2022	2023
K	97.0	95.0	92.8	95.5
1	95.6	96.1	92.1	93.1
2	96.4	94.9	92.3	93.5
3	96.5	95.3	91.6	91.9
4	95.7	95.5	91.5	94.1
5	95.9	91.6	91.6	93.7
6	94.8	94.1	88.0	92.8
All Years	95.9	94.5	91.3	93.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.6
Classroom Teacher(s)	15.13
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.12

*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	691,088.01
Revenue	4,513,394.51
Appropriation	4,158,877.59
Sale of Goods and Services	42,661.26
Grants and contributions	279,576.30
Investment income	32,179.36
Other revenue	100.00
Expenses	-4,051,122.34
Employee related	-3,617,826.55
Operating expenses	-433,295.79
Surplus / deficit for the year	462,272.17
Closing Balance	1,153,360.18

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	128,791
Equity Total	155,785
Equity - Aboriginal	1,487
Equity - Socio-economic	7,666
Equity - Language	21,958
Equity - Disability	124,674
Base Total	3,243,940
Base - Per Capita	115,295
Base - Location	0
Base - Other	3,128,645
Other Total	416,808
Grand Total	3,945,323

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 2023 the school sought the opinions of students, staff and parents/carers about various aspects of the school.

Students - 'Tell Them from Me' online surveys were utilised to canvas student opinions. On all elements, our school displays strong levels of satisfaction. Overall, students feel that they enjoy going to school each day and they have access to excellent resources and an interesting learning environment.. They enjoy the range of opportunities available within the school and many favourable comments were made about their teachers. They also enjoy the large grounds to play on and feel supported by their teachers. Over the past twelve months it has been pleasing to see that the percentage of student sense of belonging continues to increase and now sits well above the State average. This is an area that will be a continual focus for the new Strategic Improvement Plan

Teachers- After the previous three years being disrupted by Covid, 2023 was a year where teachers felt more confident to do their best to meet the needs of all students. People Matter Employee Online survey results showed that teachers feel that it is an inclusive school with a harmonious working environment. They feel that the school is well resourced and that there are high expectations of the Learning Culture across the school.. Although overall wellbeing satisfaction is well above the state and other local schools, it is an area of focus for staff in 2024 as the amount of stress in workload and feeling of burnout is a concern for teachers.

Parents/Caregivers - In 2023, parents/caregivers continued to feel that the school is a safe and inclusive school for their children. They also felt welcomed and more informed by the school as well as feeling that they were supporting their child's learning at home.. Parents felt there was more effective communication after the school transitioned to School Bytes. Parents also welcomed the chance to meet their child's teacher in face to face interviews to discuss their child's individual progress. Feedback from these interviews was positive with a few parents taking advantage of the school's open door policy to seek further information about their child's learning. With all classes using Seesaw in 2024, more timely communication between the class teacher and home will also be enhanced..

The support of the parents, students and teachers in our community continues to be excellent.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.