

# 2023 Annual Report

## Hornsby North Public School



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# Introduction

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

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

## School contact details

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Hornsby North Public School

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Hornsby, 2077

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## School vision

Hornsby North Public School believes that every student should learn in an environment where student wellbeing, academic excellence and social growth are embedded in all programs. The school is committed to inclusivity and community participation, and acknowledges that individual differences bring enrichment to the school community.

## School context

Hornsby North Public School situated in the northern Sydney suburb of Hornsby, approximately 30 km from the centre of the city has a student enrolment of 985 students, including 0.4% Aboriginal and/or Torres Strait islander students and 75% of students from non-English speaking backgrounds. The school culture is one of inclusivity, community involvement, high expectations and high achievements.

Our students come from a wide variety of socio-economic backgrounds. Strong programs in English as an additional Language support New Arrivals and students from non English speaking backgrounds in reaching competency in English. A Cultural Committee welcomes new families and supports all families from different cultures.

Extra curricula activities in Sport, Science, Technology, Languages and Creative and Performing Arts provide opportunities for students to thrive in a safe, supportive and friendly learning environment. Individual talents and skills are recognised and nurtured so that students are challenged to reach and surpass their potential.

The school's mission statement of "Caring for children, educating for life" was developed many years ago in consultation with parents and teachers. Today it is particularly relevant as the school continues to create a personalised learning environment for students so that they become passionate, engaged learners, have a strong belief in their own worth and willingly contribute to their school and global communities.

A situational analysis involving student, staff and parental involvement was undertaken prior to the development of a strategic improvement plan. Through the situational analysis we identified the need to use data driven practices to ensure that all teaching and learning programs in Numeracy and Literacy are responsive to the needs of individual students.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TFFM) Surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-Assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

In order to achieve improvement in student outcomes, the school is committed to improving the professional knowledge, practice and engagement of all teachers and school leaders. Work will take place on developing a high-quality professional learning culture involving supportive school structures, explicit planning and time allocation, disciplined collaboration around achieving specific goals and high levels of trust, interaction and interdependence.

Continual monitoring of student performance data will determine areas of need and levels of success at an individual, class and whole school level. Successful school improvement will be dependent on the efforts and involvement of the entire school community.

## 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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

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

### Initiatives

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

- Personalised learning
- Data driven practices

### Resources allocated to this strategic direction

#### AP Curriculum & Instruction Professional learning

### Summary of progress

Focus was on the use of highly effective early support programs and continuation of evidence-based literacy programs. Training, resources and commitment to the program ensured programs were effectively and consistently implemented. Whole staff professional learning on curriculum reform ensured all staff gained an understanding of the new curriculum for English and Mathematics and K-2 implemented these programs in 2023. The impact was that all K-2 staff were well prepared for the syllabus changes, with programs and resources developed throughout the year. A whole school assessment schedule was delivered and data was used to identify point of need with student learning in literacy and numeracy. The impact was that teachers had a wealth of student data to help them monitor student learning and address individual needs. For some students this was used in their Personalised Learning and Support Plans to set goals and inform teachers where students are at and where to next. This was particularly effective for students who were referred to the learning support team and the High Potential & Gifted Team but was also used to support all students across the school. Next year, High Impact Professional Learning will continue in this initiative with staff further developing data literacy and analysis skills to support further improvement in 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
<b>READING GROWTH</b> • 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.	<b>Year 3</b> Reading - 73.1% in 2023 compared to 68.7% 2022 . This represents a 4.4% increase in the average student score. <b>Year 5</b> Reading - 74.9% in 2023 compared to 69.8% 2022. This represents a 5.1% increase in the average student score.
<b>NUMERACY GROWTH</b> • 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.	<b>Year 3</b> Numeracy - 82.5% in 2023 compared to 72.7% 2022. This represents a 9.8% increase in the average student score. <b>Year 5</b> Numeracy - 87.5% in 2023 compared to 78.9% 2022. This represents an 8.6% increase in the average student score.

## Strategic Direction 2: Excellence in Student Wellbeing

### Purpose

Support cognitive, social, emotional, physical and spiritual wellbeing to develop confident and resilient students.

### Initiatives

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

- Planned approach to wellbeing
- Enhanced roll out of the wellbeing policy

### Resources allocated to this strategic direction

#### Aboriginal background

#### Summary of progress

Smiling Minds and the Therapy Dogs became the focus on enhancing students' social, emotional and spiritual wellbeing. This program also assisted in promoting cognitive and physical wellbeing and has been streamlined across K-6 with classes using this program 2-4 days a week. The Therapy Dog program has continued for the last five years and supports students within and outside the classroom where necessary.

A program to support Aboriginal and Torres Strait Islander Peoples advocacy was implemented in 2023. Wingaru is a program incorporating Aboriginal education in the classroom. Teachers were provided with Professional Learning Aboriginal Students and their Communities and teaching Aboriginal perspectives within the classroom. The impact of this program and the professional learning has helped all students build the shared knowledge needed to understand and respect the world's oldest continuous living culture and allows for our Aboriginal students to feel valued and cared for. The Wingaru, Smiling Minds and Therapy Dogs will continue to support student's cognitive, social, emotional, physical and spiritual wellbeing.

The TTFM data shows 76.79% of students feel a sense of belong at school. In 2024 we will look at initiatives for building a sense of belonging. Focus groups, identifying peers for friendship and support will ensure student voice is valued. Teachers will continue to focus on creating environments that are inclusive and supportive for all students.

Following a significant decrease in attendance in 2022, we have seen an increase back up to 80.64% of students attending more than 90% of the time in 2023. The learning support team will closely monitor attendance to ensure this continues to increase. The importance of arriving at school on time and regular attendance will be communicated through the newsletter, parent information sessions and letters sent home.

In 2024 we will review our Behaviour and Wellbeing policy to ensure policy is consistent across the school and the Core Values are embedded in all areas of school life.

### 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
<b>WELLBEING</b> <ul style="list-style-type: none"><li>• TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 91.0%.</li></ul>	<ul style="list-style-type: none"><li>• Tell Them From Me data indicates 86% of students (on aggregate) report a positive sense of wellbeing (Expectations for success - 95.78%, advocacy - 85.41%, and sense of belonging at school - 76.79%).</li></ul>
<b>ATTENDANCE</b> <ul style="list-style-type: none"><li>• Increased percentage of students attending school more than 90% of the time to be at or above the school's lower bound system negotiated target of 93.2%</li></ul>	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has increased this year to 80.64%</li></ul>

**Purpose**

Achieving high expectations through explicit systems for collaboration and feedback.

**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 Potential and Gifted Education
- High Impact Professional Learning

**Resources allocated to this strategic direction**

**Professional learning**

**Summary of progress**

High impact professional learning was delivered to all staff across many areas relating to the school's needs. This included professional learning in the following areas; High Potential Gifted Education, the new 3-6 curriculum for English and Mathematics, Aboriginal Education and The Writing Revolution. Staff accessed resources to identify student needs and support their teaching and learning through targeted professional learning. The impact has seen teachers more confident in their abilities to deliver curriculum to meet the needs of the students. This is evidenced by the schools increase in average scores in NAPLAN. To further improve our high impact professional learning, we will align the professional development that teachers attend, to their Personal Development Plan, which will in turn be linked to the school plan. We will seek ongoing feedback from teachers on professional development that is delivered by the executive team, particularly around curriculum reform, to ensure that teachers can confidently and successfully teach the new curriculum for English and mathematics.

Within our Beginning Teacher Program, teachers collaborated and participated in the Hornsby Beginning Teacher Network Meetings twice per term. Topics discussed and presented were put into practice in their classrooms, with support from their mentors and executive. Lesson observations provided our BT with feedback and opportunity to improve their capacity. To improve in 2024, a system of reciprocal lesson observation, feedback and collaboration needs to be embedded into this program.

**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><b>High Potential and Gifted Education</b></p> <p>The percentage of identified High Potential and Gifted students achieving their educational potential as a result of the implementation of the High Potential &amp; Gifted Education policy is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> <li>• 73% of identified HPGE students are achieving their educational potential as a result of the implementation of the High Potential &amp; Gifted Education policy which is moving towards the school identified target of 100%.</li> <li>• At this point in time, the school has incorporated HPGE teaching and learning strategies into classroom practice and are in the process of identifying HPGE students.</li> </ul>
<p><b>Collaborative Practice</b></p> <p>A range of evidence supports our self-assessment as moving towards <b>excelling</b> in the theme of "Collaborative Practice" in the element of Learning and Development as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Collaborative practice in the element of Learning and Development.</li> </ul>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$54,770.00</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 Hornsby North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all identified students receiving additional support from specialised teachers to support their development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> for these students to receive targeted support within the school's EAL/D program.</p>
<p>Integration funding support</p> <p>\$141,493.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hornsby North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their individual learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to monitor and evaluate the effectiveness of the support provided on an individual basis.</p>
<p>Socio-economic background</p> <p>\$18,106.18</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hornsby North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> equitable access to the curriculum for identified students.</p>



<p>Socio-economic background</p> <p>\$18,106.18</p>	<p><b>After evaluation, the next steps to support our students will be:</b> to continue to engage School Learning Support Officers to support students in the classroom.</p>
<p>Aboriginal background</p> <p>\$2,966.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hornsby North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Planned approach to wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in Indigenous families collaborating with the school to support their children.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to ensure personalised support is provided to these students and is reflective of their current needs.</p>
<p>English language proficiency</p> <p>\$411,169.56</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hornsby North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student progress showing high growth on the EAL/D learning progressions. With the majority achieving expected or above expected growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to ensure the school has a consistent K-6 approach to strategies and programs to support students.</p>
<p>Low level adjustment for disability</p> <p>\$109,162.79</p>	<p>Low level adjustment for disability equity loading provides support for students at Hornsby North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Low level adjustment for disability</p> <p>\$109,162.79</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the school achieved a more consistent approach to learning support and interventions with an increase number of referrals and collaborative learning activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to engage a Learning and Support Teacher to ensure the programs delivered by the SLSO are directly targeting student needs.</p>
<p>Professional learning</p> <p>\$62,622.55</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 Hornsby North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Data driven practices</li> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of teachers to embed effectiveness practices in the new K-2 syllabus, particularly in the area of writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to deliver professional learning to ensure the successful implementation of the new 3-6 syllabus requirements.</p>
<p>QTSS release</p> <p>\$193,176.58</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hornsby North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence in teaching practice. Teachers were also provided time to work collaboratively with their grade colleagues to ensure the successful implementation of new programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> ensuring all staff regularly receive their additional time to effectively plan for the new syllabus requirements.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$13,717.34

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.

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

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

- employment of teachers/educators to deliver small group tuition

**The allocation of this funding has resulted in the following impact:** all identified students showing growth as a result of this program.

**After evaluation, the next steps to support our students will be:** ensuring identified students are supported by the school's Learning and Support Team.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	520	525	534	542
Girls	478	455	457	468

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.0	95.4	91.1	94.4
1	92.6	96.3	90.7	92.9
2	94.3	95.9	91.5	93.8
3	95.1	96.4	92.7	93.3
4	95.2	96.3	91.6	93.3
5	94.8	96.3	91.3	92.6
6	94.3	95.5	89.1	92.8
All Years	94.3	96.1	91.2	93.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

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

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5.4
Classroom Teacher(s)	38.95
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.6
Teacher EAL/D	3
School Counsellor	1
School Administration and Support Staff	6.07

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	1,528,255.88
<b>Revenue</b>	10,035,227.45
Appropriation	8,814,939.36
Sale of Goods and Services	14,359.53
Grants and contributions	1,160,805.04
Investment income	44,823.52
Other revenue	300.00
<b>Expenses</b>	-10,112,958.08
Employee related	-8,086,192.62
Operating expenses	-2,026,765.46
<b>Surplus / deficit for the year</b>	-77,730.63
<b>Closing Balance</b>	1,450,525.25

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	124,245
<b>Equity Total</b>	541,405
Equity - Aboriginal	2,966
Equity - Socio-economic	18,106
Equity - Language	411,170
Equity - Disability	109,163
<b>Base Total</b>	6,927,207
Base - Per Capita	257,918
Base - Location	0
Base - Other	6,669,290
<b>Other Total</b>	733,653
<b>Grand Total</b>	8,326,510

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



## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2023, the school sought the opinions of parents, students and teachers about the school. Parents participated in the Partners in Learning survey. The Partners in Learning parent survey is based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions have been converted to a ten-point scale, then averaged. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position.

Their responses are presented below.

- \* 70 respondents participated in the survey
- \* Parents feel welcome scored 8.0
- \* Parents are informed scored 6.9
- \* Parents support learning at home scored 6.3
- \* School supports learning scored 7.1
- \* School supports positive behaviour scored 7.6
- \* Safety at school scored 7.8

Students in years 4-6 participated in the Tell Them From Me survey. The Tell Them From Me survey includes nine measures of students engagement categorised as social, institutional and intellectual engagement.

Survey results are as follows:

- \* 391 students participated in the survey (years 4-6)
- \* 74% of students with a positive sense of belonging
- \* 84% of students with positive relationships
- \* 84% of students that value schooling outcomes
- \* 92% of students with positive behaviour at school
- \* 66% of students who are interested and motivated
- \* 84% of students apply effort to their learning

Teachers participated in the Focus on Learning survey.

Their responses are presented below:

- \* 21 respondents participated in the survey
- \* Leadership scored 6.7
- \* Collaboration scored 7.5
- \* Learning Culture scored 7.9
- \* Data Informs Practice scored 8.0
- \* Teaching Strategies scored 8.2
- \* Technology scored 7.9
- \* Inclusive school scored 8.0
- \* Parent Involvement scored 7.2

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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