

2023 Annual Report

Talbingo Public School



4374

Introduction

The Annual Report for 2023 is provided to the community of Talbingo 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

Talbingo Public School

Lampe St

Talbingo, 2720

<https://talbingo-p.schools.nsw.gov.au>

talbingo-p.school@det.nsw.edu.au

6949 5209

School vision

Talbingo Public School will endeavour to create a kind, happy and exciting learning environment that grows independent, thoughtful, resilient and self-confident learners. Our goal is to prepare students for academic success.

School context

Talbingo Primary School is situated in a very beautiful natural environment surrounded by the Kosciuszko National Park. We have a tradition of educational excellence and our staff are committed to helping all students reach their full potential.

There are a small number of families with a total of 7 students enrolled for 2022. There is a feeling of inclusiveness as we build relationships with the cultures of our families.

Our school structure consists of one multi-grade class with one full time Teaching Principal. The part time staff include; School Administration Manager, General Assistant and two casual teachers. The school is focused on student centered learning and implementing programs catering for the individuals needs and whole child development. Our school is generously supported by the community. The school is well resourced and has a bright, energetic atmosphere.

With committed neighbourhood spirit, our school is the hub of the township where the community values and supports student learning.

Our school works in a close, highly professional and strategic partnership with primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across the learning community, K-12. This is achieved through shared values and aligned K-12 teaching and learning projects. Although operating as an individual school, the daily practices and future planning revolve around our Community of Schools (ALPSS).

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

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	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the reading and numeracy outcomes of every student through a consistent, whole school approach, addressing the individual needs of all students. Student feedback elicited by teachers will inform teaching which in turn will grow student understanding of how to improve own learning.

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.

- Effective Classroom Management
- Data Driven Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction

Low level adjustment for disability

Literacy and numeracy

Socio-economic background

Summary of progress

Effective Classroom Management

In 2023 in this initiative, the school maximised the allocation of financial and human resources to create temporary staffing positions to support student learning, to release staff for professional development, to monitor student progress and to maintain staffing continuity.

Staff worked collaboratively to establish protocols to focus on explicit teaching, learning intentions, and effective feedback. Although staff and students initially developed regular feedback practices, the opposite teacher workdays impacted opportunities for whole school staff meetings and staffing changes mid-way through the year interrupted the school operations and consistency across the school.

Analysis of data sources such as Essential Assessment, Check-in Assessments, NAPLAN, Department of Education assessment tools and anecdotal observations indicate most students showed individual growth in literacy and numeracy. Students not performing at expected grade level, received additional in-class support and referrals to support services/personnel when necessary. Although there was limited documented evidence of activity implementation, the nature of a small class provides a unique learning environment that promotes open communication and allows regular informal and incidental opportunities for staff and students to discuss and provide feedback on learning and teaching practices.

In 2024 the focus of this initiative will be to audit and strengthen evidence collection for self-assessment and to ensure consistent practice amongst teaching staff.

Data Driven Practices

In 2023 our school worked to build the capacity of teaching staff to understand, plan for and implement the new K-6 English and mathematics syllabus.

Throughout 2023, staff explored and began implementing the new K-2 syllabus components with an increased emphasis on phonics and decodable texts. Professional development modules continued to support teachers through the implementation process, resulting in most K-2 students demonstrating consistent growth in phonemic awareness, phonics, fluency, comprehension and vocabulary. Staff also began exploring the new 3-6 English and Mathematics curriculum in preparation for implementation in 2024 and were proactive in accessing podcasts, research, and education experts to identify best practice in teaching English and mathematics. This resulted in building staff confidence and competence around the assessment, planning and implementation cycle, and the plotting of student progress against learning progressions to monitor individual growth.

Data tracking is showing that most of our students are demonstrating individual growth in reading and numeracy and are being reliably measured against the National Learning Progressions. K-2 students benefited from the introduction of decodable texts as a replacement for the PM readers. Students in years 3-6 receiving SLSO support were provided with catch-up decodable readers to strengthen phonics knowledge and decoding skills. All other students continued with

independent texts due to their proficiency with reading. All students engaged in the whole class shared reading of novels to build vocabulary, expose students to more complex texts, and extend oral language through text discussions. Teaching staff used shared reading time to trial some of the concepts, questions, and strategies outlined in the new English syllabuses.

In 2024, the focus of this initiative will be to utilise the new VAPC&I to monitor and analyse data collection, access DoE resources and professional learning to support teaching staff in implementing the new syllabuses across a multi-stage K-6 class.

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
The school will self-assess in the SEF element of ' Effective Classroom Practices' at sustaining and growing.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element Effective Classroom Practice.
All students are able to demonstrate growth and achievement in understanding text over the year, using the learning progressions.	All students have demonstrated growth in understanding text, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
All students are able to demonstrate growth and achievement in number over the year, using the learning progressions.	All students have demonstrated growth in number sense, using the learning progressions. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Wellbeing and engagement to improve learning.

Purpose

Leadership will support a culture where there is a school-wide, evidence based, collective responsibility for student learning and success, which is shared by students and parents across our community of schools (ALPSS).

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.

- Engagement
- Well Being

Resources allocated to this strategic direction

Location

Per capita

English language proficiency

Summary of progress

Engagement

In 2023 in this initiative, staff undertook differentiated professional learning supported by the Digital Classroom Officer (DCO), resulting in increased confidence and utilisation of digital platforms and technologies in the classroom.

The DCO role, initially undertaken by the teaching principal and later transitioned to a classroom teacher, played a crucial role in coordinating the Rural Access Gap Program (RAG) and driving the school's digital maturity plan. Regular access to the RAG team and availability of digital resources supported the upskilling of the DCO and contributed to building staff and student capacity in using interactive technology for teaching and learning. Weekly drop-in sessions for the DCO facilitated training and implementation of the program, allowing for addressing questions, sharing concerns, and troubleshooting hardware and software issues effectively. Anecdotal observations and classwork indicate a recognisable growth in both staff and students with a noticeable increase in the integration of Microsoft Teams into daily teaching and learning routines. This indicates a positive trend towards digital collaboration and communication among staff and students. This is a positive outcome, reflecting increased proficiency and confidence in utilising digital technologies. While there was some integration of high-quality digital resources and programs across Key Learning Areas (KLA), there is room for further development to ensure comprehensive coverage across all areas of the curriculum.

In 2024 the school will continue to review and implement the Digital Action Plan to maintain and strengthen our digital pedagogy.

Wellbeing

In 2023 in this initiative, the school worked to review student wellbeing procedures to support staff and students to face difficulty and uncertainty, calmly, confidently and creatively.

Implementation of the IER policy faced delays, but ongoing professional learning on the Resilience Project contributed to staff capacity building and student support. Camps, excursions, and small schools' network days were successful in promoting strong attendance and fostering an inviting and engaging school environment. Feedback indicated that the majority of stakeholders perceive the school as maintaining a happy and safe environment, despite staffing changes. Overall, attendance and engagement rates remained steady throughout the year. However, there was a noticeable decline in attendance patterns for some students during semester two which was addressed accordingly. Engagement with the Safeguarding Kids Team provided opportunities to explore effective wellbeing systems and processes, prior to reviewing our school's procedures in 2024. This will ensure that our procedures and protocols are aligned with the DoE policies and best practice. Whole-school professional learning sessions on optimising the use of School Bytes commenced early in the year, but need to be strengthened due to staff changes and time constraints that impacted ongoing professional learning. Effective use of School Bytes will assist in monitoring student wellbeing and maintaining accountability.

In 2024, the focus of this initiative will be continuing to access Safeguarding Kids Team to assist us in reviewing and implement wellbeing procedures consistent with the NSW DoE.

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
The proportion of students attending above 90% will increase.	The number of students attending school 90% of the time or more has decreased.
Self-assessment against the School Excellence Framework in the theme of Community Engagement shows the school achieving sustaining and growing in the element of Educational Leadership..	Self-assessment against the School Excellence Framework shows the school delivering in the theme of Community Engagement in the element of Educational Leadership..

Strategic Direction 3: Learning and Development

Purpose

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers and to 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.

- Effective evidence-based teaching
- Expertise and Innovation

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
QTSS release

Summary of progress

Effective Evidence-Based Teaching

In 2023 in this initiative, staff worked to strengthen their capacity to deliver authentic feedback for growth in Understanding Texts. This initiative aligned with Strategic Direction 1, Effective Classroom Management and Data Driven Practices.

Throughout the year, staff engaged in professional learning and worked collaboratively to assess, plan and implement learning experiences to address student learning needs in relation to Understanding Texts. The teaching principal undertook the APC&I role to help build teacher capacity and strengthen the collection and use of data across the school. However, challenges such as staff turnover, competing commitments, and scheduling conflicts impeded consistent practice and maintenance of competency. Despite the disruptions and unforeseen circumstances., teaching staff indicated increased confidence in their data skills and utilisation. The majority of students demonstrated individual progress against Understanding Text markers in the literacy progressions, and students needing additional reading intervention were identified and referred to the Centre for Effective Reading for 2024.

In 2024, the initiative will focus on the role of the newly appointed VAPC&I to enhance teacher capacity, strengthen data-driven practices and instructional effectiveness.

Expertise and Innovation

In 2023 in this initiative, the school aimed to develop systems and professional capacity throughout our ALPSS network of small schools to develop high impact professional learning for all staff.

The ALPSS calendar served as a roadmap for planning and scheduling professional learning activities throughout the academic year, and meeting agendas provided a framework for discussing professional learning priorities and strategies for capacity building. Collaboration within the ALPSS network continued to focus on student engagement and wellbeing opportunities, however, maintaining professional learning opportunities for staff was challenging due to the coordination of delivery across numerous sites, accessing relief staff and inconsistent commitment of staff.

The additional VAPC&I role across two of our ALPSS schools will aid in identifying and facilitating professional learning needs of our teaching and support staff. By addressing the identified areas for improvement and building upon our strengths, we can further enhance teacher capacity and ultimately improve student learning outcomes across our community of small schools.

In 2024, the initiative will focus on the role of the newly appointed VAPC&I working with APC&I staff within the ALPSS network to enhance teacher capacity across our small schools.

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
Self-assessment by the school indicates that in the SEF element of 'Learning & Development is sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.
100% of students are achieving personalized targets in internal literacy and numeracy assessments.	The majority of students achieved personalised targets in internal literacy and numeracy assessments.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,836.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Talbingo 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"> • Data Driven 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 teachers to understand, plan for and implement curriculum reform initiatives for the new K-6 English and mathematics syllabus to improve student learning outcomes. <p>The allocation of this funding has resulted in the following impact: the employment of an SLSO to support students in classrooms. Students were provided with decodable readers in 1:1 sessions to strengthen phonics knowledge and decoding skills. All other students continued with independent texts due to their proficiency with reading.</p> <p>After evaluation, the next steps to support our students will be: continue to engage additional staff to support our students towards achieving targets.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Talbingo 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"> • Well Being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their academic language use, as noted in teacher observations and work samples</p> <p>After evaluation, the next steps to support our students will be: the school is not expecting to receive this funding in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$17,177.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Talbingo 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"> • Effective Classroom Management • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of a School Learning and Support Officer.

<p>Low level adjustment for disability</p> <p>\$17,177.40</p>	<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: for the school to use the funding to provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$6,876.28</p>	<p>The location funding allocation is provided to Talbingo Public School to address school needs associated with remoteness and/or isolation.</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"> • Well Being <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: all students were able to attend excursions outside of the local environment which supported student wellbeing programs</p> <p>After evaluation, the next steps to support our students will be: to continue to use the funding to supplement excursion costs</p>
<p>Professional learning</p> <p>\$6,052.26</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 Talbingo 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"> • Expertise and Innovation <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: increased capacity of all teachers to embed effective practices in the implementation of the new curriculum and data skills and use, resulting in improved internal student results</p> <p>After evaluation, the next steps to support our students will be: to use the funding to release staff to work alongside the VAPC&I focussing on data analysis and syllabus implementation</p>
<p>Literacy and numeracy</p> <p>\$18,006.25</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Talbingo Public School from Kindergarten to Year 6.</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"> • Effective Classroom Management • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • employment of an additional staff to release principal to support teaching practices and data analysis.

<p>Literacy and numeracy</p> <p>\$18,006.25</p>	<p>The allocation of this funding has resulted in the following impact: the principal was released from class to work in an APCI capacity resulting in supporting teaching staff in data analysis and student tracking of progress.</p> <p>After evaluation, the next steps to support our students will be: this funding will not be in the school in 2024 due to the allocation of a VAPC&I.</p>
<p>QTSS release</p> <p>\$1,420.42</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Talbingo 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"> • Expertise and Innovation <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.</p> <p>After evaluation, the next steps to support our students will be: employing additional staff to release teachers to collaborate literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$10,290.26</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 <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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	4	3	3	3
Girls	5	4	4	7

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.1	87.7	96.4	
1	90.2	91.3		88.2
2	93.6		92.2	
3	97.0	91.1	95.1	83.8
4	96.5	80.8		89.2
5	95.3	94.9	92.0	
6		74.7	82.3	93.9
All Years	94.7	84.6	91.7	88.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	
1	91.7	92.7		90.5
2	92.0		87.8	
3	92.1	92.7	87.6	90.9
4	92.0	92.5		90.6
5	92.0	92.1	87.2	
6		91.5	86.3	89.8
All Years	92.0	92.4	87.3	90.5

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)	0.2
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.88

*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	116,129.23
Revenue	468,112.51
Appropriation	460,813.32
Sale of Goods and Services	1,131.13
Grants and contributions	3,451.63
Investment income	2,716.43
Expenses	-445,845.85
Employee related	-356,454.70
Operating expenses	-89,391.15
Surplus / deficit for the year	22,266.66
Closing Balance	138,395.89

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	0
Equity Total	31,414
Equity - Aboriginal	0
Equity - Socio-economic	11,837
Equity - Language	2,400
Equity - Disability	17,177
Base Total	348,097
Base - Per Capita	1,822
Base - Location	6,876
Base - Other	339,399
Other Total	53,385
Grand Total	432,896

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

Throughout the year the school gathered feedback from students, parents, carers, staff and community members to identify the school's strengths, areas for improvement and overall satisfaction with the school. The small number of families, enabled our school to seek feedback opportunities through P&C meetings, parent-teacher interviews and daily informal conversations with students, parents, staff and community members. The opportunities to converse regularly with stakeholders provided feedback in the areas of belonging, advocacy, high expectations, resourcing and community engagement:

- Students, parents, staff and visitors reported that the school environment was relaxed, friendly and welcoming
- Parents, staff and visitors regularly commended students on their behaviour and manners at school and 'beyond the school gate' during inter-school and community activities
- Although students reported they enjoy coming to school and feel safe whilst at school, parental discussions at the end of 2023 identified some minor concerns regarding 'friendship groups' and some students not feeling included
- Students reported they are happy with their learning and enjoy the opportunities to connect with other schools, face to face and through online platforms
- Parents reported they were pleased with their child's academic performance, that teachers have high expectations for their children to succeed, and teachers address student needs, abilities and interests.
- Staff identified that the irregular attendance patterns of some students was impacting learning, friendships and consistency in academic progress
- All students believe their teachers care about them, encourage them to do their best, expect them to work hard and achieve their goals.
- All stakeholders agreed that the school is well resourced and students are given a range of enriching learning experiences.
- Whilst most parents feel informed about school events, staff believe improvements can be made to promote the school to the wider community
- Students, parents and staff value the opportunities students have to participate in a range of inter-school camps, external activities and excursions to enhance student learning and socialisation
- Staff agreed they enjoyed working together and appreciated the collegial support across the school community. They also agreed they have the resources and technology to support their roles.

The feedback provided, identified that the majority of students, parents, carers, staff and community members are satisfied with the school's operations and the opportunities it provides for the students.

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.