

# 2023 Annual Report

## Wyoming Public School



4397

# Introduction

The Annual Report for 2023 is provided to the community of Wyoming 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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Wyoming Public School

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## School vision

Wyoming Public School is a dynamic community that provides educational excellence and nurtures resilient, empowered, creative and inspired learners.

## School context

Wyoming Public School is located on Darkinjung traditional land on the Central Coast of New South Wales. It has a student enrolment of 363 students (Term 1, 2021) with 90 students identifying as having Aboriginal or Torres Strait Islander heritage and 58 students from a language background other than English.

Our seventeen classes are organised into both year and stage groups with three special education classes catering for students with mild- to moderate- intellectual disability or autism.

The school is well resourced, with funding for Aboriginal Education, socio-economic background, integration, low-level adjustment for disability, English language proficiency and support for beginning teachers as part of the School Based Allocation Resource model (SBAR). In 2017, the school became an Early Action for Success School. Sustaining the data driven momentum of this program past its 2021 conclusion is imperative for continued improvement.

The school culture is one of inclusivity, resilience and collaboration with teachers, students and community working together to promote school excellence. We have well established links with partner high schools, local preschools and schools within the Valley Schools Learning Community (Local Management Group). In 2021 and beyond we look forward to maintaining strong ties with the Cooina Local Aboriginal Education Consultative Group (AECG).

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

### **Student Growth and Attainment**

Analysis of internal and external data, indicates that students are excelling in their growth from Kindergarten - Year 2, however they are not continuing on this trajectory into the attainment of the top 2 NAPLAN bands in Years 3 and 5. We are targeting our attention on the continued development of sustainable, whole-school processes for collecting and analysing student data to inform teaching and learning programs. This will aide in the embedding of evidence -informed teaching strategies in every classroom.

### **Belonging**

When conducting an analysis of wellbeing data, it was evident that students' and parent sense of belonging had been significantly impacted by COVID-19. This focus will improve communication, student attendance and engagement in enhanced wellbeing programs.

### **Building Capacity**

While collecting and analysing data K-6 a noticeable disconnect between K-2 staff and 3-6 staff became apparent. This has resulted in the tracking of student progress and consistency in whole-school programs difficult to achieve. This focus area builds on enhancing student engagement and embedding whole-school, research-based and data driven practices.

## 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	Sustaining and Growing
LEARNING: Student performance measures	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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in literacy and numeracy to build strong foundations for academic success, we will further develop and refine data driven and evidence-based 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

Low level adjustment for disability

Socio-economic background

English language proficiency

### Summary of progress

In 2023 all classes K-2 implemented the new curriculum in English and mathematics.

Using the 'Engage - Enact - Embed' 3 phases of curriculum implementation, the APCI provided extensive professional learning to all K-2 teachers, the K-2 Assistant Principal and intervention teachers, where they took a deep dive into the changes in pedagogies, contextualised the scope and sequences and unpacked the units of work in English and Mathematics.

Ongoing support to all teachers K-2 is provided by the APCI through a fortnightly timetable incorporating lesson observation, lesson modelling of explicit instruction, and feedback, as well as releasing teachers for assessment purposes, developing resources and reviewing data.

K-2 teachers are now more confident in teaching the new curriculum, so our focus has shifted to the continual refinement of our teaching, learning, and assessment practices and to ensure sustainable practices are embedded for ongoing improved student outcomes.

For teachers in Grades 3-6, 2023 has been a year of familiarising themselves with the new syllabus and units of work with full implementation to occur in 2024.

### 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
At least 75% of students in years 2-6 will demonstrate 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) Reading.	When assessed using the Progressive Achievement Test (PAT) Reading, 50% of students in Years 3-6 demonstrated at least 0.4 effect size growth. This included: 54% (Year 3), 59% (Year 4), 34% (Year 5) and 51% (Year 6).  Year 2 did not complete the PAT Reading in Year 1, 2022, therefore their effect size growth cannot be measured.
At least 85% of Year 1 students will reach an instructional reading level of at least 18.	67% of Year 1 students reached an instructional reading level of at least 18.
At least 65% of students in years 2-6 will demonstrate 0.4 growth (calculated through effect size formula) when	When assessed using the Progressive Achievement Test (PAT) Mathematics, 57% of students in Years 3-6 demonstrated at least 0.4 effect size growth. This included: 64% (Year 3), 78% (Year 4), 23% (Year 5) and

comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) Mathematics.

63% (Year 6).  
Year 2 did not complete the PAT Mathematics in Year 1, 2022, therefore their effect size growth cannot be measured.

## Strategic Direction 2: Belonging

### Purpose

In order for student to feel a sense of belonging at school, they must have positive relationships, value learning and engage in their school environment. We will strive to improve communication, student attendance and engagement in enhanced wellbeing programs.

### 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.

- Building Relations
- Valuing School

### Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Low level adjustment for disability

### Summary of progress

Wyoming Public School has continued to implement a supportive approach to wellbeing and attendance in 2023. Alongside our Learning Support team our Wellbeing Health In-Reach Nurse (WHIN) is available to assist in the case management of families in need assisting in the coordination of services external to the school. Our Teacher Aboriginal Programs and Aboriginal Education Officer have achieved success in fostering a sense of community among our Aboriginal students through 1:1 and/or small group mentoring. This program will be continued in 2024 and expanded to include an executive staff "check in" program where students nominated through the Learning Support Team are assigned an executive member who will "check in" on their mental and physical wellbeing daily.

Increased stressors in the community (as reflected in our increased FOI rating) have impacted student sense of belonging. As a response, all teachers and School Learning Support Officers will participate in Trauma Informed Practice Training in 2024. Across the school the Peer Support Program will be implemented with closer tracking of student's emotional regulation using Life Skills Go.

Student attendance will remain a strong focus area with an increase in individual case management through the Teacher Aboriginal Programs and executive team.

### 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
A minimum of 83.1% of students will attend at least 90% of time (system negotiated target).	54.95% of students attended at least 90% of the time. This was an increase of 14.05% from 2022.
Increase student rating in the "Students with a positive sense of belonging" of the <i>Tell Them From Me</i> survey to at least 83% from baseline 76%.	57% of students indicated a positive sense of belonging.

## Strategic Direction 3: Building Capacity

### Purpose

In order to build the capacity of teachers to deliver high quality, evidence-based pedagogies they must have appropriate professional learning, coaching and mentoring. We will provide opportunities for teachers to work collaboratively across stages, observe each other's teaching and participate in deep conversation about classroom 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.

- Building Capacity

### Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

QTSS release

Socio-economic background

### Summary of progress

Regular coaching and mentoring formed a key aspect of supporting teachers K-6 through the use of data talks. The Assistant Principals Curriculum Instruction (APCI) lead the collection and analysis of the data and use data walls to visually track and monitor student progress throughout the year, highlight school targets, and observe trends between classes, stages, and whole school. The data is used by the APCI's (in close collaboration with the stage Assistant Principals), to inform not only the data conversations and tiered interventions but also provide the foundation to build teacher capacity through coaching and mentoring, professional learning, lesson observations and demonstrations. This strategy is highly valued by teachers and has enabled our school to have a positive, collaborative attitude towards improving student outcomes.

Teachers in Stages 2 and 3 participated in Quality Teaching Rounds during Term 2 as part of the NSW School Partnership Program. Participation in this program included access to the QT pulse School Health Longitudinal Survey. Analysis of the results indicated that teachers rated themselves and the school as high in excellence and equity and had strong trust in the relationships that they had built with their students.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase student rating in the <i>Tell Them From Me</i> survey for "Skills-challenge" quadrant of "high skills and high challenge" and "low skills high challenge" to at least 75% from 69%.	66% of students rated themselves within the "high skills - high challenge" and "low skills - high challenge" quadrants. While we are not reaching our established measure, we are on par with the NSW rate of 67%.
Increase teacher rating from Sustaining and Growing to Excellence in the theme "Collaborative practice and feedback" within the element "Learning and Development" (Teaching Domain).	Teacher rating remained at Sustaining and Growing in the 2023 SEF S-aS. Continued distribution of leadership opportunities was noted as an area for future development.



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$37,587.00</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 Wyoming Public School.</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 students eligible for funding received intensive teaching support through 1:1 and small group tuition.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employment of EALD teacher to continue into 2024 to further support English language acquisition.</p>
<p>Integration funding support</p> <p>\$168,227.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyoming Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• 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>• 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 funded students have a Personalised Learning and Support Plan with key curriculum/social goals supported through the employment of School Learning Support Officers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use the allocated funds flexibly to support students in key curriculum and/or social areas.</p>
<p>Socio-economic background</p> <p>\$485,524.59</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyoming Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Building Relations</li> <li>• Building Capacity</li> <li>• Data driven practices</li> <li>• Valuing School</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>• professional development of staff to support student learning</li> <li>• employment of additional staff to support Headstart Transition program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul>

<p>Socio-economic background</p> <p>\$485,524.59</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> K-2 staff are confident when contextualising the new English and Math Syllabi for students within their class including a strong focus on language and vocabulary development. This builds upon the language, vocabulary and play foundation provided in the Headstart transition program for students and families entering Kindergarten in 2024.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 3-6 staff to be supported in the contextualisation of their units of work with a specific focus on language and vocabulary development. Headstart transition program to be reviewed in line with the Strong and successful start to school transition guidelines.</p>
<p>Aboriginal background</p> <p>\$160,946.17</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyoming 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>• Valuing School</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students have a PLP with Stage 2 students continuing to receive focused support through our Aboriginal Programs Teacher. All classes K-4 continue to have cultural art/craft lessons supported by our Aboriginal Education Officer and guided by student interest areas. Early in Term 4, Stage 3 students participated in the inaugural AECG Cooina cup which was an opportunity to participate in Aboriginal games with other Aboriginal students within the Cooina AECG area. Students in Year 6 also participated in the Connecting Cultural Pathways program for 6 consecutive weeks. This program included sessions on the local area and historical events, connecting students to their own cultural history and mob, respectful relationship and looking after yourself (supporting Year 6 students in their high school transition).</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ an Aboriginal Education Officer and Teacher Aboriginal Programs in 2024 with a refined focus on attendance, student wellbeing, embedding the PLP process and continuing to strengthen connections with local Aboriginal organisations and education teams in view of implementing the sista-speak/bro-speak program. Or commitment to building cultural pride and recognition will commence on the first day of Term 1 with a Smoking Ceremony being conducted prior to students moving into classes.</p>
<p>English language proficiency</p> <p>\$13,883.38</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyoming 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> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul>

<p>English language proficiency</p> <p>\$13,883.38</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> All students who identify English as being an additional language or dialect receive mentoring and/or language acquisition support through individual or small group tuition/intervention. These students are plotted on the EALD learning progressions and case managed through our Learning Support Team.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use the allocated funds to support EALD learners in key curriculum and/or social areas.</p>
<p>Low level adjustment for disability</p> <p>\$158,346.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyoming Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Valuing School</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with a sight word intervention program to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with low level disabilities were supported through our Learning and Support teacher programs and School Learning Support Officers. A key feature of this support was the Stage 2 High Frequency Word Program through which 75% of intervention students ended the year with full reading acquisition of 660 high frequency words.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of School Learning Support Officer roles to support the implementation of Personalised Learning and Support Plans and targeted intervention programs.</p>
<p>Professional learning</p> <p>\$32,217.72</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 Wyoming 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>• Building Capacity</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>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All classroom-based teachers participated in professional learning on the new English and Math curriculum with learning supported through collegial discussions with supporting executive and stage teams. All staff in grades 3-6 who had not completed training in "Seven Steps to Writing Success" workshop attended a 1 day introduction or phase 2 workshop to develop skills in writing pedagogies. Embedding of this knowledge occurred through in class and mentoring support of the APCI. All staff participated in an "on country" cultural immersion program hosted by Dhinewan mentoring.</p>

Professional learning \$32,217.72	<p><b>After evaluation, the next steps to support our students will be:</b> Continued staff participation in both in-house and external professional learning in line with the School Improvement Plan.</p>
QTSS release \$74,926.94	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyoming 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>• Building Capacity</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>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Stage 2 and 3 teachers participated in Quality Teaching Rounds as part of the NSW Schools Partnership Project.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Due to the implementation of the new English and Math Syllabi in Stages 2 and 3 in 2024, participation in Quality Teaching rounds will be placed on hold due to workload demands. This will be reviewed in the second semester.</p>
COVID ILSP \$181,513.92	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students selected to participate in the COVID ILSP intervention program are identified through data analysis by teachers and the APCI. Student placement is reviewed every 5 weeks through ongoing evaluation of progress, attendance and attainment. Participating students' data is regularly entered into the PLAN.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of a school-based Intervention Program into 2024.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	193	178	174	176
Girls	188	183	183	167

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.0	91.4	85.6	87.1
1	92.9	90.2	85.4	86.3
2	92.5	89.1	83.6	87.1
3	92.0	90.4	83.1	87.6
4	93.6	88.8	82.0	86.4
5	93.4	91.7	79.4	83.9
6	91.6	87.3	86.1	82.8
All Years	92.8	89.9	83.5	85.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

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

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	15.23
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.92

\*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>	375,066.42
<b>Revenue</b>	5,573,367.85
Appropriation	5,502,169.63
Sale of Goods and Services	5,140.55
Grants and contributions	62,916.04
Investment income	1,266.63
Other revenue	1,875.00
<b>Expenses</b>	-5,770,228.87
Employee related	-4,978,359.92
Operating expenses	-791,868.95
<b>Surplus / deficit for the year</b>	-196,861.02
<b>Closing Balance</b>	178,205.40

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>	120,994
<b>Equity Total</b>	818,700
Equity - Aboriginal	160,946
Equity - Socio-economic	485,525
Equity - Language	13,883
Equity - Disability	158,346
<b>Base Total</b>	3,095,211
Base - Per Capita	99,628
Base - Location	0
Base - Other	2,995,584
<b>Other Total</b>	914,353
<b>Grand Total</b>	4,949,259

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 we introduced an afternoon of open classroom/parent information sessions to week 2 of each term. This provided an additional opportunity for us to engage with parents about classroom teaching methods, areas being studies and school wide policies and/or procedures.

An exit slip was used to gauge parent thoughts on the afternoon and whether or not parents felt "informed" following each session.

Responses indicated that parents of students in grades K-2 were more likely to attend with parents of students in Stage 3 keen to attend the first term (where information about camp was distributed and discussed). Attendance across the board reduced as the year progressed with the majority of parents indicating the once per term was too frequent as there were other opportunities throughout the year to engage with teachers (parent teacher interviews being identified as the next most attended).

Moving forward in 2024 the sessions will be held early in Terms 1 and 3 and will be supported with parent teacher interviews late in Term 1 and mid Term 4. Term overview information for each class will also be updated early in each term and published on the website.

# 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.