

# 2023 Annual Report

## Winmalee Public School



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# Introduction

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

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## School vision

At Winmalee Public School which is situated on Daruga and Gundungurra land, high expectations and current evidence-based practice encourage students to strive to reach their full potential.

We are a connected community of resilient learners, growing together to foster positive engagement while preparing our students to become life long learners.

## School context

Winmalee Public School is situated in the Blue Mountains and is on Darug and Gundungurra land. After extensive consultation with students, staff and the community and deep reflection on practice using the 'What Works Best' research, School Excellence Framework, John Hattie's Visible Learning research and Tell Them From Me data it was evident that there were two key areas for improvement. These two key areas are effective feedback strategies between students, staff and the community and effective forms of collaboration between students, staff and the community. Underpinning these two focus areas there will also be a strong focus on high expectations for all, wellbeing through engagement in learning and extra-curricular activities and an increased focus on attendance.

At Winmalee Public School there is a focus on embedding Aboriginal Education into everyday learning, fostering individual abilities and interests through academic programs, sporting activities and expression is encouraged through Creative Arts. The school has programs that build self-esteem, ensuring responsible behaviour and a strong sense of civic pride. At Winmalee Public School there are many programs and initiatives that are part of our school. These include: PSSA Sport and Winmalee Cup, Native Gardening Club, SRC, Junior and Senior Dance, Choir, Band, Strings and Recorder Groups, Premier's Reading Challenge, Public Speaking Competitions and Debating and a Movie Making Group. There is a strong emphasis on high expectations and students engage with the curriculum through success criteria, learning intentions and by setting individual learning goals. The staff work collaboratively and productively with each other and the community to ensure the best outcomes are achieved for each student. Wellbeing is a focus for all students, staff and the community and the school embeds the 'Smiling Minds Program' and works with the community hub to support families.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

At Winmalee Public School there is a strong and dedicated focus on student growth and attainment both academically and in the area of wellbeing. Staff, students and parents will work together to develop and extend strong foundational skills in literacy and numeracy, content knowledge and the ability to learn, adapt and be responsible citizens.

### 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.

- Mathematical comprehension
- Feedback and learning goals to impact learning
- Students as reflective learners - self reported grades
- Writing improvement

### Resources allocated to this strategic direction

#### Professional learning

#### AP Curriculum & Instruction

#### Per capita

#### QTSS release

#### Socio-economic background

### Summary of progress

There was a continued focus on mathematical comprehension, mathematical word problems and Number Talks throughout 2023. At the start of the year all staff participated in 2 twilight professional learning sessions on Mathematics that were led by Dr Katherine Attard. Following on from these sessions, staff along with the AP C&I, implemented activities that were shared in the professional learning session. These 2 twilight sessions were also used as discussion starting points in schools that are part of the Mid Mountains Mathematical Comprehension Project.

The Assistant Principal Curriculum and Innovation worked with all classes K-6 in the area of mathematical comprehension and the implementation of both the K-2 syllabus and trialing of the 3-6 syllabus. The AP C&I provided demonstration lessons for staff based on the new pedagogical concepts found in both the K-2 and 3-6 Mathematics syllabus. and led collaborative planning sessions held each term. These sessions focused on using data to drive teaching and learning programs, along with taking a deep dive into the new units that came along with the new syllabus.

Teachers and students both set learning goals this year in the areas of Mathematics and writing. These goals were reflected on every 5 weeks and if needed new learning goals were set. Students also took their learning goals home to inform parents of what they had set for themselves. This initiative will continue into 2024, with the new focus of students collecting their own pieces of evidence to show the achievement of their learning goals.

Writing data shows that the focus of explicit writing lessons and demonstration lessons throughout 2021 and 2023 has had a positive impact on student achievement. Year 6 writing Check In data shows that the school is 1 point away from matching the State average writing score, and that creating ideas is a strength of the students. Consistent teacher judgement, analyses of writing work samples and collective efficacy from staff will continue to be a focus for 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
80% of students in Years 2-6 can demonstrate positive numeracy growth and achievement throughout the school year, using PAT data as a key progress measure.	Student tracking of PAT numeracy data has shown that 90% of students have made positive growth across the 2023 school year. Each stage has had targeted support throughout the school year which has helped with the 90% positive growth achievement. The assessment schedule has been revised and the decision was made to use PAT twice per year, and to use other forms of assessment data to ensure that student growth is monitored

<p>80% of students in Years 2-6 can demonstrate positive numeracy growth and achievement throughout the school year, using PAT data as a key progress measure.</p>	<p>and attained.</p>
<p>80% of students in Years 2-6 will demonstrate positive reading growth and achievement throughout the school year, using PAT data as a key progress measure.</p>	<p>At the start of each school year, staff complete the School Excellence Framework survey and provide examples of evidence that can be used to show evidence of impact. In regards to the curriculum theme staff placed the school as Sustaining and Growing. Throughout the year Strategic Directions Teams looked at the elements needed to shift the school from Sustaining and Growing to Excelling, and made this a focus. The staff will complete the School Excellence Framework survey at the start of the 2024 school year and this will indicate if there has been a shift. Winmalee Public School will also be completing External Validation in the 2024 school year.</p>

## Strategic Direction 2: Teacher growth and attainment

### Purpose

At Winmalee Public School student learning is underpinned by high quality teaching. Teachers take a shared responsibility to evaluate the effectiveness of their teaching practices, and in the analysis of student engagement and learning and growth to plan for the ongoing learning of students, and to promote a transparent and high expectation learning culture.

### 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.

- Staff as effective collaborators of best practice
- Staff as effective givers and receivers of feedback to improve student outcomes
- Staff as active and effective participants in professional learning to enhance own practice

### Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

Socio-economic background

### Summary of progress

There has been a deep focus on teacher practice throughout 2023. All staff participated in the Quality Teaching Round either through having a lesson filmed or coding lessons and providing feedback to teachers. This approach allowed for more staff to participate in the Quality Teaching Rounds, and also provided a variety of lessons on offer to code. Staff used student goals and formative assessment as the key drivers of effective feedback. All staff provided feedback to students and used goals and observations to drive teaching and learning. Teachers also used summative assessments, along with formative assessments to set learning goals for students, as well as students setting their own assessments. Each strategic direction team run professional learning based on the priority of the team. Staff completed professional learning that focused on, goal setting, feedback, collaborative practice, syllabus implementation, Quality Teaching Rounds, attendance measures, leadership development, community engagement and reflective practices. When surveyed staff indicated that the professional learning provided significantly improved their practice. As an Ambassador School, the school was linked up to a university and the teaching learning and well-being practices were observed and used as research in several Department of Education projects.

### 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
Collaborative project days are an embedded practice that includes all staff	Each term all teaching staff participate in 2 Collective Teacher Efficacy days where assessment tasks are shared, along with best practice. The focus of these days in 2023 was the implementation of the new curriculum, investigating the supporting units of work with the new curriculum and linking assessment to the provided units of work. To best support the implementation of the K-6 curriculum the staff also participated in collaborative planning sessions. These sessions looked at reflective and evaluative practices that impact student learning and teacher practice. These sessions were held twice a term, along with the Collective Teacher Efficacy days.
80% of staff to actively participate in school based Quality Teaching Rounds and lesson observations that involve effective feedback strategies to enhance practice.	All teaching staff actively engaged with the Quality Teaching Rounds either through being filmed or through coding a lesson. This structure allows for effective feedback to be given and for more staff to participate in QTR. The filming of lessons also allows for a greater variety of lessons to be observed and can be used at a later date as well. When surveyed, all staff indicated that the QTRs had a positive impact on their own practice and saw them as

<p>80% of staff to actively participate in school based Quality Teaching Rounds and lesson observations that involve effective feedback strategies to enhance practice.</p>	<p>an effective way to build on collaborative practices at the school.</p>
<p>Evidence collected for EV clearly indicates that the School is assessed against Excelling in the SEF in designated areas.</p>	<p>The external validation date for Winmalee Public School is Thursday 30th May 2024. Staff started to collective high impact evidence in 2023 and these pierces of evidence will be annotated in 2024. Staff also participated in professional learning around the external validation process and evidence collecting. All staff will be involved in the external validation process as different evidence sets have been assigned to Strategic Direction teams. Term 1 of 2024 will be dedicated to engaging in reflective practices and quality evidence collecting.</p>

**Purpose**

At Winmalee Public School there is a strong commitment to fostering a school-wide community culture of high expectations and a shared sense of responsibility for student engagement, learning development and success.

**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.

- Strong attendance
- Effective feedback strategies
- Strong collaborative practices

**Resources allocated to this strategic direction**

**Summary of progress**

Attendance was a significant focus for the 2023 school year. School attendance was addressed at the whole school level, cohort level and at an individual level. Due to parent feedback, the whole school attendance strategy had to be altered and this had an impact on the whole school attendance percentage. After reflecting on the whole school approach and investigating different ways that could incorporate the whole school, ensuring that the school's culture of collaborating and collective efficacy is still embedded, it was decided that there will still be a whole school focus on displaying the daily attendance percentage, however, how it is calculated will be different. The implementation of individual attendance letters handed out each term will continue into 2024. This strategy was well received by the community. Community feedback was sort throughout the year and this will still be a strong focus for the 2024 school year. Parents will be surveyed on the school report, attendance strategies, student learning goals and well-being. The school will continue to foster strong collaborative practices with the community.

**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>Increase the attendance rate of students attending 90% of the time to 75% (baseline system-negotiated target).</p> <p>Student learning goals in the area of Writing (English) and Number (Mathematics) to be included in semester 1 and 2 student academic reports</p>	<p>While the school's overall attendance rate is higher than both State and network averages, it will remain a strong focus for the 2024 school year. The number of students attending greater than 90% of the time or more has increased by 10.72% This targeted approach should see a continued increase as there will be a strong emphasis on student voice and collaboration.</p>
<p>Student reflection on learning goals and self- reported grades are included in the semester 1 and 2 student academic report</p> <p>Embed effective feedback strategies between home and the school with 70% of parents engaging in feedback surveys and 80% of parents engaging with the parent portal app.</p>	<p>The school has developed strong communication processes with the community and has sought feedback throughout the year. There has been a significant increase in the amount of parents engaging in feedback, and also in using the Parent Portal app and the School Bytes app. The next major school based practice we will be seeking feedback on is the semester academic report. The revised semester report will see the inclusion of student learning goals, and a space for parents to feedback on the learning goals of their child.</p>
<p>Formalised processes used to give effective feedback to students so that parents are informed of student</p>	<p>This initiative will carry over into the 2024 school year. Due to the reflecting and revising of student learning goals, how they are established, tracked and reflected on by students, and making sure that the creating of student</p>

academic progress and for teachers to receive academic feedback from parents

learning goals was embedded, the feedback from parents was not achieved in 2023. The goal for 2024 is to have student learning goals included in the academic report in semester 1 and 2.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$235,504.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Winmalee 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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of School Learning Support Officers resulted in identified students receiving support to access the curriculum, well-being support for students and teacher support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> As this approach to integration funding support is successful, this approach will be undertaken in 2024.</p>
<p>Socio-economic background</p> <p>\$50,817.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Winmalee 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>• Mathematical comprehension</li> <li>• Staff as active and effective participants in professional learning to enhance own practice</li> <li>• Other funded activities</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 through [program] to support student learning</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> Students were surveyed at the start of the year to see how they felt about themselves as mathematicians. At the end of the year students were surveyed again. 80% of students indicated that their perception of themselves as mathematicians had improved over the course of the year..</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024 the school will trial moving the Mathematics block to the morning session to see if this improves the students ability to successfully answer mathematical word problems.</p>
<p>Aboriginal background</p> <p>\$21,106.78</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Winmalee 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>

<p>Aboriginal background</p> <p>\$21,106.78</p>	<ul style="list-style-type: none"> <li>• Other funded activities</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>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> While the SLSO provided ongoing literacy and numeracy support they also worked with Aboriginal students to research where their mob was from and their totem. These were then developed into their own Acknowledgment of Country which they shared at school gatherings.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The development of personalised Acknowledgement of Country had a significant impact on our Aboriginal students, parents and community members. This practice will continue for all new Aboriginal students to the school. Classes will also work on a class Acknowledgement of Country in 2024 that will then be shared with the community.</p>
<p>Low level adjustment for disability</p> <p>\$150,478.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Winmalee 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>• Other funded activities</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention MultiLit and Mathematics Mastery to increase learning outcomes</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Throughout the school year the Learning and Support Teacher provided support to classroom teachers, students and community members. The LaST co-developed ILPs with teachers, along with the collection of NCCD data, that was used to make adjustments to teacher's teaching and learning programs. Students in Years 2-6 received learning support in reading through the use of the MultiLit program. The school also purchased the Mathematics Mastery program. This program was implemented by teachers and was delivered to targeted students in Years 3-6</p> <p><b>After evaluation, the next steps to support our students will be:</b> The use of MultiLit and Mathematics Mastery will continue in 2024 as the data collected shows student improvement. The role of the LaST will continue in 2024 as it has in 2023.</p>
<p>Professional learning</p> <p>\$22,667.63</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 Winmalee 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>• Mathematical comprehension</li> <li>• Staff as effective collaborators of best practice</li> <li>• Staff as effective givers and receivers of feedback to improve student outcomes</li> </ul>

<p>Professional learning</p> <p>\$22,667.63</p>	<ul style="list-style-type: none"> <li>• Staff as active and effective participants in professional learning to enhance own practice</li> <li>• Writing improvement</li> <li>• Other funded activities</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Professional Learning funds were used to provide casual relief for teachers so they could participate in Collective Teacher Efficacy days, as well as observation lessons that focused on the 'Launch-Explore-Summarize' pedagogy in the new Mathematics syllabus. Staff could then reflect on their practice and make links between the new pedagogy in the syllabus. Staff now have a deeper understanding in the area of mathematical comprehension and can make strong links between their own practice, new educational pedagogy and explicit teaching. Student results in both PAT data and Check In data have shown that this focus has had a strong impact on student learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Due to the successful impact on student learning and teacher practice the same approach to the teaching of mathematics will continue in 2024..</p>
<p>QTSS release</p> <p>\$68,061.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Winmalee 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>• Mathematical comprehension</li> <li>• Staff as effective collaborators of best practice</li> <li>• Staff as effective givers and receivers of feedback to improve student outcomes</li> <li>• Writing improvement</li> <li>• Other funded activities</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  At the start of the school year, the AP Curriculum &amp; Instruction continued to provide demonstration lessons for all staff in the area of writing and vocabulary. Throughout the school year the shift for teachers to take the lead in writing and vocabulary was implemented. The AP Curriculum and Instruction was then able to provide feedback to teachers in this area and work with them on developing strong units of work. These demonstration and observation lessons were also incorporated into the Collective Teacher Efficacy days.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2024 a similar approach to the teaching of writing and vocabulary will be undertaken. Student results in both school-based assessment, NAPLAN and Check In has indicated that this approach to the teaching of writing has been successful. This focus will continue in 2024 and will also incorporate the new units of work for the English syllabus..</p>
<p>COVID ILSP</p> <p>\$59,884.85</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><b>Funds have been targeted to provide additional support to students</b></p>

<p>COVID ILSP</p> <p>\$59,884.85</p>	<p><b>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>• 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>  The funds received for COVID ILSP were used to employ a teacher 3 days per week to run small group teaching support. The COVID ILSP teacher worked across K-6 throughout the school and provided learning support in the area of comprehension and number skills</p> <p><b>After evaluation, the next steps to support our students will be:</b>  For the 2023 school year a School Learning and Support Officer will be employed to work alongside a learning and support teacher to provide targeted small group support for identified student. The shift from a teacher to a SLSO is the result of a reduction in funding.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	179	183	182	193
Girls	185	180	162	153

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.4	94.3	90.3	92.9
1	94.8	93.2	88.2	91.5
2	93.7	95.0	89.4	91.1
3	92.9	93.0	88.5	91.0
4	93.8	91.9	88.3	92.2
5	94.2	90.0	87.8	89.1
6	94.6	92.2	86.4	87.9
All Years	94.3	92.7	88.4	90.8
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)	3.8
Classroom Teacher(s)	12.76
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*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>	332,312.42
<b>Revenue</b>	4,003,797.12
Appropriation	3,834,149.70
Sale of Goods and Services	3,432.04
Grants and contributions	151,544.86
Investment income	14,670.52
<b>Expenses</b>	-3,901,188.54
Employee related	-3,591,480.10
Operating expenses	-309,708.44
<b>Surplus / deficit for the year</b>	102,608.58
<b>Closing Balance</b>	434,921.00

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>	215,750
<b>Equity Total</b>	222,402
Equity - Aboriginal	21,107
Equity - Socio-economic	50,818
Equity - Language	0
Equity - Disability	150,478
<b>Base Total</b>	2,690,097
Base - Per Capita	89,529
Base - Location	0
Base - Other	2,600,567
<b>Other Total</b>	282,225
<b>Grand Total</b>	3,410,474

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

Students, staff and parents were surveyed throughout the school year and the survey results were then used to drive school improvement for all stakeholders. Students in years 4-6 completed the Tell Them From Me survey. 88% of students surveyed stated that they have positive behaviour at school and 82% stated that they try hard to succeed in their learning. Due to the poor response from students saying they are interested and motivated at school, a student forum comprising of student in Years 4 - Year 6 will be formed. The students in this forum will become the student voice and work with teachers to implement new ideas to increase interest and motivation.

Parents and Carers were survey throughout the year around student wellbeing and academic progress. There was a high response rate from parents who indicated that they were very comfortable speaking to staff about the wellbeing of their child. Parents also indicated strongly that the learning environment encourages positive wellbeing for their child.

Staff were surveyed about the effectiveness of of school based professional learning and the impact of that on their teaching practice. 100% of staff stated that all professional learning conducted at the school was beneficial to their teaching practice.

# 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.