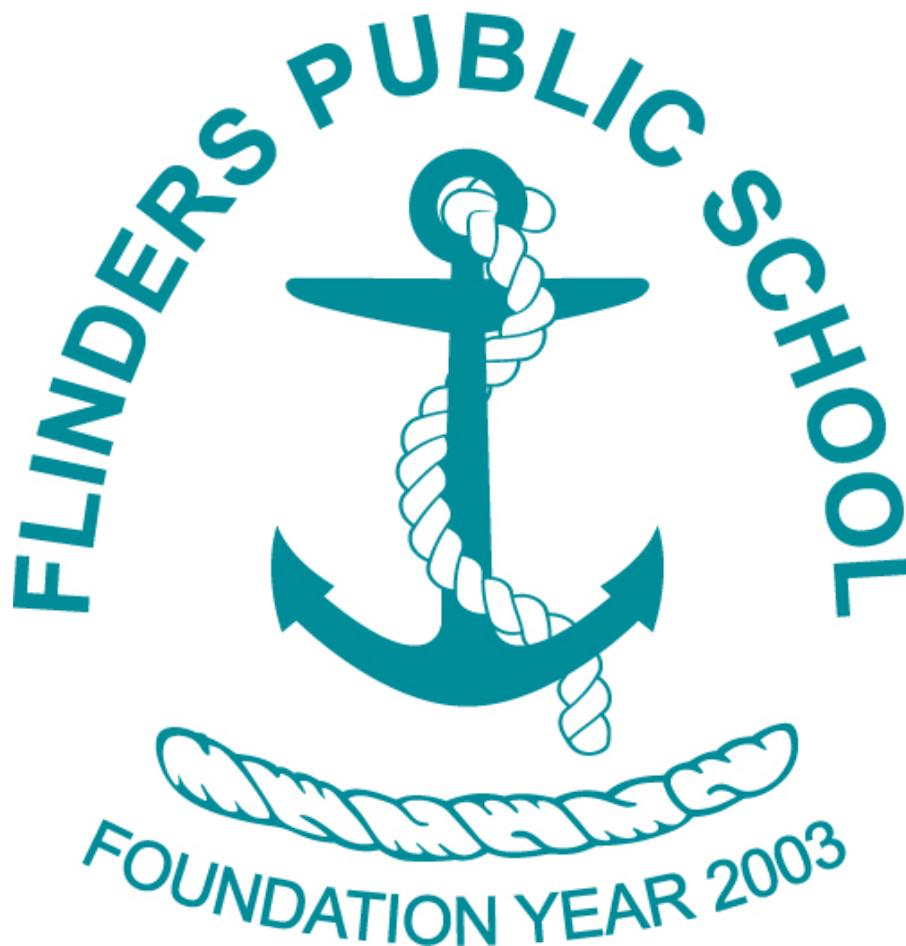


2023 Annual Report

Flinders Public School



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Introduction

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

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

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School vision

A caring learning community, focusing on quality education."

At Flinders Public School we aim to ensure every student is immersed in an engaging and challenging learning environment to pursue personal excellence. The vision we hold, is one which prepares all learners within our school, for the opportunities arising in an ever changing world.

School context

Flinders Public School has an enrolment of 551 students. The school supports 21 mainstream class groupings across Kindergarten to Year 6. Our students celebrate a diverse cultural background with over 20 languages identified. Flinders Public School is located in the local government area of Shellharbour. The school is located approximately 1.5 hours south of Sydney, on the State's South Coast. Flinders Public School was established in 2003 and serves a young and diverse new suburb. Our school is literally the hub of our developing community. The parents, carers and families add to the rich fibre of our school. The partnership between home, community and our school promotes learning, personal best and a collective responsibilities for all. This is evident in the manner in which staff demonstrate a genuine care for each and every one of our students. There is a culture that embodies our school motto of "quality teaching and learning in a caring environment".

Focus area 1 - Strategic Direction 1 - Academic Performance : Growth and Attainment

It has been evident throughout the different forms of evidence that we need to increase the number of students achieving expected growth in Numeracy and Reading through effective use of data and explicit teaching. Our internal and external data both reflect that our top two bands have under-performed comparative to state averages and there is an over-representation in the middle bands.

Teachers use of data needs to be strengthened from "I think," to "I know because...." Professional learning for teachers around data analysis will be important to be able to gain and measure impact at a class, grade, stage and school level.

Targeted instruction will be needed for students K-6 in reading and numeracy. Evidence based strategies, processes and structures will be developed, refined and enhanced at a classroom, grade, stage and whole school level to improve instruction and student achievement levels. **Data will drive practice.**

Focus area 2 - Strategic Direction 2 - Improving Learning and Engagement through Challenge

Students need to be able to articulate what, how and why they are learning to be able to connect and then transfer authentic learning. Following parental surveys and the Tell Them From Me student surveys it was also evident that work needs to be undertaken in developing a shared understanding and focus on learning; in particular - **challenge, comfort and the ability to work through learning 'wobbles' or uncertainty in order to enhance, refine and stretch knowledge, skills and understandings.**

Focus area 3 - Strategic Direction 3 - A Planned Approach to Wellbeing.

Internal and external data strongly suggests that many of our students require extensive support in their effective management and ability to self regulate their social, emotional and behavioural skills. The changing and complex nature of student needs; including academic, social, emotional and behaviour, impacts directly on the student's and teacher's capacity to engage and improve their academic outcomes.

Through the provision of **planned, quality evidenced based wellbeing intervention programs**, our students, staff and families will have their identified needs addressed. This is a precondition for whole school improvement in the areas of engagement and learning outcomes.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Our students are immersed in evidence based quality learning experiences through rich literacy and numeracy pedagogy.

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.

- Literacy and Numeracy
- Attendance

Resources allocated to this strategic direction

Socio-economic background

Integration funding support

Aboriginal background

QTSS release

AP Curriculum & Instruction

English language proficiency

Low level adjustment for disability

Professional learning

Summary of progress

Literacy and Numeracy

The focus for 2023 was on Literacy. Whole school high impact professional learning (HIPL), was implemented to improve teacher's knowledge, understanding and collaboration of effective evidence based teaching and learning in literacy across the school. Staff participated in differentiated stage based professional learning, during curriculum reform release time, to ensure consistent, explicit quality instruction was evident in every classroom. This involved extensive professional development, implementation, collaboration, consistent assessment practices and data analysis led by the Assistant Principal Curriculum and Instruction (APC&I) alongside the stage Assistant Principal. Grades 3-6 had a focus on vocabulary for reading comprehension and spelling. Grades K-2 had a focus on developing scope and sequences for phonics and spelling, unpacking and modifying the DoE sample units of work, understanding and using the IfSR assessments and developing a reporting framework that aligns to the new syllabus. Learning and Support Teachers (LAST) and School Learning Support Officers (SLSOs) had a focus on intensive reading and phonic knowledge intervention including PreLit, MiniLit, MacqLit, Reinforced Reading and LIPI for students who required additional support. Coaching and mentoring supported the enhancement of explicit teaching and learning and all teachers have become more confident in using the literacy progressions to monitor student outcomes to determine 'where to next' for their students. Teachers have built an understanding of the importance in triangulating data to ensure student achievement has been analysed effectively. Improvement in vocabulary across all key learning areas, in speech and in written tasks was also evident. Teacher feedback during team meetings strongly supported the impact of the the HIPL has had on their teaching and learning. All students who participated in literacy intervention made significant improvements in reading and phonic knowledge.

Next year the focus will be on Numeracy with all staff participating in a mathematics course 'Big ideas to Start Strong'. It aims to enrich the leading, teaching and learning of big ideas and core concepts in mathematics from Kindergarten to Year 6. The course supports a whole-school approach to the leading, teaching and learning of mathematics. To develop a nuanced understanding of what some of these big ideas can look like in classrooms, pathways will be offered inside the course structure to support teachers across the K-6 range. The course involves ten modules (2 hours per module) that will be explored together as a staff during professional learning sessions followed up during curriculum reform release time using the learn, do, reflect cycle which will be led by the ACP&I. In 2024, the learning support team will continue to implement literacy intervention programs such as PreLit, MiniLit, MacqLit, LIPI and Reinforced Reading for those students who require additional support.

Attendance

The focus for 2023 was for the attendance team to work closely with staff to ensure that all staff were up to date with our attendance procedures, especially using the attendance register to track students who were at risk due to attendance concerns (less than 80%). The attendance team closely monitored the register and worked in partnership with families of

students who were at risk to put procedures in place to ensure their attendance improved. The school regularly promoted the importance of attendance through our social media platforms.

Next year the focus will be to:

- Continue to embed the school attendance procedures and practices so that they aligned to Departmental policy and guidelines.
- Promote, educate and support families knowledge and impact regarding the importance of attendance and processes for families to use for students with a variation in attendance.
- Continue to implement the process for identification and support of student's who are at risk due to attendance concerns.

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
An increase in Check-in Assessment [% of correct answers] for reading in Year 4 and Year 6 Term 2 2023 compared to Year 4 and Year 6 Term 4 2023.	Year 4 cohort performance for the Check-in Assessment [% of correct answers] in reading has increased by 13.4% from Term 2 to Term 4 2023. Year 6 cohort performance for the Check-in Assessment [% of correct answers] in reading has increased by 2.4% from Term 2 to Term 4 2023.
An increase in Check-in Assessment [% of correct answers] for numeracy in Year 4 and Year 6 Term 2 2023 compared to Year 4 and Year 6 Term 4 2023.	Year 4 cohort performance for the Check-in Assessment [% of correct answers] in numeracy has increased by 7.2% from Term 2 to Term 4 2023. Year 6 cohort performance for the Check-in Assessment [% of correct answers] in numeracy has increased by 0.9% from Term 2 to Term 4 2023.
Increase the proportion of students attending school 90% or more of the time to the lower bound system-negotiated target of 81.9%.	The number of students attending school greater than 90% of the time or more has increased from 2022 by 8.7%
School Identified Target: All students (Years 1-6) can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.	PAT testing indicates the percentage of students achieving growth in reading in Year 6 has increased by 9% from Term 1 to Term 4 PAT testing indicates the percentage of students achieving growth in reading in Year 5 has increased by 11% from Term 1 to Term 4 PAT testing indicates the percentage of students achieving growth in reading in Year 4 has increased by 11% from Term 1 to Term 4 PAT testing indicates the percentage of students achieving growth in reading in Year 3 has increased by 9% from Term 1 to Term 4 PAT testing indicates the percentage of students achieving growth in reading in Year 2 has increased by 20% from Term 1 to Term 4 PAT testing indicates the percentage of students achieving growth in reading in Year 1 has increased by 28% from Term 1 to Term 4
School Identified Targets: All students (Years 1-6) can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.	PAT testing indicates the percentage of students achieving growth in numeracy in Year 6 has increased by 10% from Term 1 to Term 4 PAT testing indicates the percentage of students achieving growth in numeracy in Year 5 has increased by 14% from Term 1 to Term 4 PAT testing indicates the percentage of students achieving growth in numeracy in Year 4 has increased by 13% from Term 1 to Term 4 PAT testing indicates the percentage of students achieving growth in numeracy in Year 3 has increased by 13% from Term 1 to Term 4

<p>School Identified Targets:</p> <p>All students (Years 1-6) can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.</p>	<p>PAT testing indicates the percentage of students achieving growth in numeracy in Year 2 has increased by 15% from Term 1 to Term 4</p> <p>PAT testing indicates the percentage of students achieving growth in numeracy in Year 1 has increased by 13% from Term 1 to Term 4</p>
<p>School Identified Targets: Self assessment as measured by the School Excellence Framework indicates improvement from Sustaining and Growing in the elements:</p> <p>Curriculum</p> <p>Assessment</p> <p>Data Skills and Use</p> <p>Learning and Development</p> <p>School Resources</p>	<p>Self-assessment against the School Excellence Framework in these elements shows the school currently performing at:</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at moving towards excelling in the element of Curriculum</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at moving towards excelling in the element of Assessment</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at moving towards excelling in the element of Data Skills and Use</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at moving towards excelling in the element of Learning and Development</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at excelling in the element of School Resources - Excelling</p>
<p>School Identified Targets:</p> <p>Students in Years 3-6 can demonstrate growth and achievement in vocabulary over the year, using the learning progressions.</p>	<p>63% of students in grades 3-6 have demonstrated growth in vocabulary as assessed using the learning progressions.</p>

Strategic Direction 2: Improving learning and engagement through challenge

Purpose

Students will become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. All staff will use data to understand the learning needs of individual students to creatively develop differentiated teaching and learning experiences for all 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 Classroom Practice

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Beginning teacher support

Per capita

Summary of progress

The focus for 2023 was on having ongoing professional learning led by James Nottingham's team in response to baseline survey collected through classroom observations, interviews with students, parents and staff. This involved, a Community of Practice between Flinders, Kiama, Barrack Heights and Farmborough Road PS, worked together on the combined SDD professional learning session to implement Self Efficacy and The Learning Pit into all classrooms. Classroom teachers had the opportunity to observe demonstration lessons delivered by George Telford directed at their grade/stage level. Teachers created individual goals to support the implementation of strategies in the classroom. New teachers to the Community of Schools participated in a 'catch up' session. Collaborative sharing of teacher experience and learning was shared during stage meetings for teacher reference, critique and improvement. Mentoring from coaches supported the enhancement of self efficacy practices.

Evidence of use and impact were gathered through classroom program analysis and feedback, stage planning meetings and collegial team sharing meetings.

- 100% of staff agreed that the professional learning session built upon their current knowledge of feedback
- 50% of staff stated that the content covered on the SDD and the demonstration lessons were new learning
- 100% of staff are willing to implement new learning about self efficacy and the learning pit into their classroom teaching practice

Next year the focus will be to embed learnt practices involving dialogue, feedback, self efficacy and the learning pit to ensure effective classroom practice is happening school wide.

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
Teachers and students will have developed a common understanding and language around high expectations and challenge as measured through focus group discussions and surveys.	Tell Them From Me Survey indicates that 81% of students had advocacy with high expectations which is working above the NSW Gov norm of 64%.
Maintain the increase in the percentage in the number of students [from the 2021 data] with positive Expectations for Academic Success, Intellectual Engagement, Perseverance, Growth Orientation and Explicit Teaching	Tell Them From Me Survey data indicates progress yet to be seen.

<p>Practices and Feedback as evidenced by the Tell Them From Me (TTFM) survey.</p> <p>Increased percentage of positive student (Years 1 to 3) responses to the school based survey that mirrors the TTFM survey.</p>	
<p>Productive student dialogue will be evident every classroom across the school as measured by observations from lesson studies and learning walks.</p> <p>Productive and effective feedback that is directly and authentically linked to success criteria will be evident in all of the coaching - mentor teacher classrooms as measured by observations from lesson studies and learning walks.</p>	<p>Document analysis of lesson observations indicate 100% of coaches provide feedback directly linked to success criteria and that effective dialogue is used in all classrooms.</p>
<p>School Identified Targets:</p> <p><i>Improvement as measured by the School Excellence Framework:</i></p> <p>In the Domain of Learning -</p> <ul style="list-style-type: none"> • Learning Culture - Attendance and Transitions and continuity of learning is validated at Excelling. • Curriculum - Differentiation is demonstrating an evidence-based movement towards Excelling and the Teaching and learning programs is validated at Excelling. • Assessment - Formative Assessment and Summative assessment is validated at Excelling. <p>In the Domain of Teaching -</p> <ul style="list-style-type: none"> • Effective Classroom Practice - Lesson Planning and Classroom management is validated at Excelling. • Learning and Development - Collaborative Practice and feedback is validated at Excelling. 	<p>Self-assessment against the School Excellence Framework shows the school currently moving towards excelling in the element of Learning Culture - Attendance</p> <p>Self-assessment against the School Excellence Framework shows the school currently moving towards excelling in the element of Curriculum - Differentiation</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at moving towards excelling in the element of Assessment - Formative Assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at excelling in the element of Effective Classroom Practice - Lesson Planning and Classroom Management.</p> <p>Self-assessment against the School Excellence Framework shows the school currently moving towards excelling in the element of Learning and Development - Collaborative Practice and Feedback.</p>

Strategic Direction 3: A planned approach to wellbeing.

Purpose

In order to deliver a strategic and planned approach for whole school wellbeing, Flinders Public School will develop, implement and evaluate structures and processes that support all students and staff to connect, succeed, thrive and learn.

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.

- Excellence in Student Wellbeing
- Excellence in Staff Wellbeing

Resources allocated to this strategic direction

Professional learning

Aboriginal background

Socio-economic background

Per capita

QTSS release

Low level adjustment for disability

Summary of progress

Student Wellbeing

Student wellbeing focus for 2023, was ensuring that students were offered a suite of programs of support to maximise their learning experiences at school. This involved programs such as Occupational Therapy (OT) and Rock and Water which supported students to develop their fine or gross motor skills, self awareness, core strength, self confidence and social functioning. First Nation Students participated in numerous community events including the Reconciliation Flag Walk with 32 local schools and Aboriginal Elders, where they were encouraged to have a yarn with an Elder on this years theme 'Be a Voice for Generations'.

The PBL team launched a new whole school annual merit system where students who upheld the school core values were rewarded with merit certificates that they could build upon to achieve bronze, silver, gold or platinum levels. Students who achieved each level were presented with an award along with a termly reward. Bronze awards were handed out at stage assemblies, and silver, gold and platinum awards were handed out at a whole school PBL assembly where parents were invited to attend. 100% of students at Flinders PS achieved their bronze award, 92% of students achieved their silver award, 53% of students achieved their gold award and 4% of students achieved their platinum award.

Next Steps:

- Continue to offer programs such as Occupational Therapy and Rock and Water to support student well being.
- SLSO to implement specific playground support programs for targeted students
- PBL Committee to review behaviour monitoring data on a regular basis and share this data with staff
- Review classroom behaviour support flowchart and ensure consistent practices across the whole school
- Train staff in Zones of Regulation.

Staff Wellbeing

Staff wellbeing focus for 2023, was prioritising staff planning and collegial time for teachers to work collaboratively with their team during school time. This time allowed staff to develop quality teaching and learning programs, complete professional learning, develop consistent assessment practices and triangulate data that values consistent teacher judgement. The teaching programs were collaboratively developed to reflect grade/stage units of work. Each program acknowledges and supports differentiation and the teachers experience, skill and areas of talent/interest. Programs are reviewed by executive to provide individualised feedback to each teacher. This ensures quality, professional learning and reflection as well as professional sharing opportunities to improve teacher practice and student learning outcomes. 100% of staff agree that planning days are a good use of school resources, are an excellent way to provide time to collaborate to create stage based programs and assessments.

Next steps:

- The leadership team will continue to create structures to support an inclusive learning culture that enables learning

- and growth for every teacher
- Continued support for teachers in learning the new syllabus and differentiating units of work
- Embed that staff planning and collegial time, structures and processes into everyday business
- Train staff in Zones of Regulation.

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
Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) [TTFM] at school to be at or above the lower bound system-negotiated target of 89.0%.	Tell Them From Me data indicate 81% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) which is working towards the lower bound target.
<p>School Identified Target:</p> <p>Decrease by 3% the number of major and minor behaviour incidents as evidenced in Sentral welfare data.</p>	We continue to focus on supporting our students to make appropriate learning and behaviour choices and feel confident that we are tracking towards meeting our school identified target to decrease the number of major and minor behaviour incidents. Teachers are confidently assisting students to readjust learning and behaviour choices which is evidenced through the positive relationships our teachers have with students and students have with one another.
<p>School Identified Targets:</p> <p>Implemented a Staff wellbeing program 'Flourish for Schools' from the Flourish Movement - researched by Deakin University.</p> <p>All staff members evaluate, refine and improve their personal action plan to address individual wellbeing goals.</p> <p>Improved staff wellbeing outcomes are evident through People Matters survey, focus group discussions and school based survey.</p>	<p>Flourish: The program was completed at the end of 2022. Staff are working towards embedding strategies learnt.</p> <p>Due to staffing changes we were unable to get a report from the people Matters Survey (less than 10 responses)</p>
<p>School Identified Targets:</p> <p><i>Improvement as measured by the School Excellence Framework:</i></p> <p>In the Domain of Learning -</p> <ul style="list-style-type: none"> • Learning Culture -Attendance and Transitions and continuity of learning is validated at Excelling. • Wellbeing - A planned approach to wellbeing demonstrates an evidence-based movement towards Excelling. <p>In the Domain of Teaching -</p> <ul style="list-style-type: none"> • Effective Classroom Practice - Lesson Planning and Classroom management is validated at Excelling. <p>In the Domain of Leading -</p>	<p>Self-assessment against the School Excellence Framework shows the school currently moving towards Excelling in the element of Learning Culture - Attendance</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at Excelling in the element of Wellbeing - Caring for students.</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at Excelling in the element of Effective Classroom Practice - Lesson Planning and Classroom Management.</p> <p>Self-assessment against the School Excellence Framework shows the school currently moving towards Excelling in the element of Management Practices and Processes - Administrative systems and processes.</p>

• Management Practices and Processes - **Administrative systems and processes** is validated Excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$181,546.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Flinders Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students were provided with one-one intervention from School Learning Support Officers (SLSOs) in the classroom and playground based on their level of need. - Consultation time with parents and the Learning Support Team (LST) was scheduled to develop and conduct regular interviews of students' Personalised Learning and Support Plans (PLPs). - Improvement in the literacy/numeracy achievement levels of targeted students as evidenced by assessments and teacher observations. - Feedback indicates that parents/carers feel that their child is very well supported by the Learning and Support Team and classroom teacher. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLPs) reviews to ensure funding is used to specifically address each student's support needs. - To provide high-quality targeted professional learning to SLSOs to meet the individual needs of the students.
<p>Socio-economic background</p> <p>\$147,864.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Flinders 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"> • Literacy and Numeracy • Attendance • Effective Classroom Practice • Excellence in Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through Sound Waves, an identified spelling program to support student learning

<p>Socio-economic background</p> <p>\$147,864.95</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Additional staffing to implement group interventions MiniLit, MacqLit, Phonic Knowledge. - Providing support for targeted students within the classroom through the employment of School Learning Support Officers (SLSO). - Literacy and Numeracy programs and resources, to support teaching, learning and assessment. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continued provision of PreLit, MacqLit, MiniLit as interventions for targeted students. - To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.
<p>Aboriginal background</p> <p>\$35,572.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Flinders Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Excellence in Student Wellbeing <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 deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Employment of additional staff to deliver personalised support for Aboriginal students. - Funding supported the Personalised Learning Pathways process, ensuring every Aboriginal child achieves success and finds school an engaging and culturally safe place. - Additional School Learning Support Officer (SLSO) time was provided to support students with engagement activities and reading skills. - All students benefited from cultural learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiated and personalised support in the classroom. - To further expand the cultural educations for our Aboriginal and Torres Strait Islander children through workshops and the Personalised Learning Pathways cycle.
<p>English language proficiency</p> <p>\$46,413.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Flinders 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"> • Literacy and Numeracy <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 delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support

<p>English language proficiency</p> <p>\$46,413.88</p>	<ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Student progress showing growth on the EAL/D learning progressions. - EAL/D students are more confident and prepared to take risks with their language use, as noted in observations and work samples. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. - Ongoing professional learning for EAL/D staff to build the capacity of teachers in updating EAL/D learning progressions. - Increased staff awareness of EAL/D practices through professional learning.
<p>Low level adjustment for disability</p> <p>\$262,209.68</p>	<p>Low level adjustment for disability equity loading provides support for students at Flinders 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"> • Literacy and Numeracy • Excellence in Staff Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MultiLit to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Employment of School Learning Support Officers (SLSOs) to implement Occupational Therapy (OT) programs to provide intensive support for targeted students. - The school has achieved a more consistent approach to student learning support and interventions. - An increased number of learning support referrals and subsequent collaborative learning support activities. - Additional staffing to release teachers to implement evidence based well being programs such as Rock and Water. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further expand the Learning and Support Team (LST), the school will provide additional support for identified students through the employment of trained Learning and Support Teachers (LAST) and School Learning Support Officers (SLSOs)
<p>Professional learning</p> <p>\$31,000.82</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 Flinders 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"> • Literacy and Numeracy • Effective Classroom Practice • Excellence in Student Wellbeing • Excellence in Staff Wellbeing <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

<p>Professional learning</p> <p>\$31,000.82</p>	<ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased the capacity of all 3-6 teachers to embed effective practices in the explicit teaching of vocabulary, resulting in improved student results. - Assistant Principal Curriculum and Instruction (APC&I) have supported both classroom teachers and Assistant principals to develop their skills and understanding in data analysis and classroom practice. - K-2 teachers have a solid understanding of the new syllabuses and associated teaching practices. - Increased opportunities for staff to engage in professional discussions, observations and professional dialogue. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Additional professional learning to support staff with the implementation and teaching of new syllabuses. - Personalised and targeted professional learning in the form of mentoring and co-teaching. - To ensure that professional learning opportunities are linked closely to the school's strategic improvement plan, in particular mathematics with the whole teaching staff participating in 'Big Ideas to Start Strong'. - Continued support in differentiating units of work to suit the needs of students.
<p>QTSS release</p> <p>\$97,416.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Flinders 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"> • Literacy and Numeracy • Excellence in Staff Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Regular coaching and mentoring to collect and analyse data to adjust instruction. Teachers have reported increased confidence in being able to use data to plan teaching and learning programs. - Improved staff confidence and quality teaching practice. - Teachers working collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum. - Additional time for Assistant Principals to work alongside the Assistant Principal Curriculum and Instruction (APC&I) to support classroom teachers to differentiate units of work guided by the new syllabus. - Teachers receiving curriculum release from face to face time to co plan, co teach and co assess quality literacy and numeracy programs.

COVID ILSP

\$157,441.43

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.

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

- Other funded activities

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

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy (reading)
- providing intensive small group tuition for identified students who were below grade expectations

The allocation of this funding has resulted in the following impact:

- Improved student engagement in learning.
- The majority of students in the program achieving significant growth in their reading and phonic skills.
- Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their grade.

After evaluation, the next steps to support our students will be:

- Continue the implementation of literacy small group tuition using data sources to identify specific student need.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	285	275	253	262
Girls	278	276	248	243

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.8	94.2	88.8	91.6
1	92.9	93.5	89.3	91.1
2	91.7	92.1	88.6	90.8
3	91.5	92.8	87.4	92.2
4	92.6	91.1	87.1	91.2
5	92.3	91.3	87.2	90.2
6	92.9	91.7	82.7	89.1
All Years	92.4	92.3	87.0	90.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	18.59
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Administration and Support Staff	5.78

*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	82,660.08
Revenue	5,917,937.09
Appropriation	5,580,323.85
Sale of Goods and Services	151,762.08
Grants and contributions	171,099.12
Investment income	6,280.04
Other revenue	8,472.00
Expenses	-5,487,659.06
Employee related	-5,052,006.15
Operating expenses	-435,652.91
Surplus / deficit for the year	430,278.03
Closing Balance	512,938.11

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	136,653
Equity Total	492,061
Equity - Aboriginal	35,572
Equity - Socio-economic	147,865
Equity - Language	46,414
Equity - Disability	262,210
Base Total	4,007,538
Base - Per Capita	130,390
Base - Location	0
Base - Other	3,877,147
Other Total	430,076
Grand Total	5,066,328

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

Parent/caregiver annual feedback survey (60 responses)

- Over 90% of families feel welcome and that the school provides a safe and caring learning environment.
- Majority of families strongly agree that Flinders Public School supports their child's learning in Numeracy and Literacy.
- 95% of families believe that Flinders Public School provides opportunities for their child/children to develop knowledge and understanding of the school values (care for each other, care for yourself and care for this place).
- Families expressed their appreciation of:
 - fostering a love of learning
 - attention and commitment to supporting students with special needs
 - celebrating student success
 - creating a culture of inclusiveness.
 - Suggestions to improve communication protocols across the school include:
 - a centralised location to easily find information
 - greater notice for upcoming events and the use of the school calendar for the parents and community
 - consistent communication between Facebook and School Bytes.

Student feedback through Tell Them From Me Survey

- 94% of students report positive outcomes in Expectations for Success.
- 83% of students report positive outcomes in Advocacy.
- Student Sense of Belonging is an area for future growth.

Teacher feedback through People Matters Survey

- Unable to collect data through the PMS due to less than 10 responses.

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.