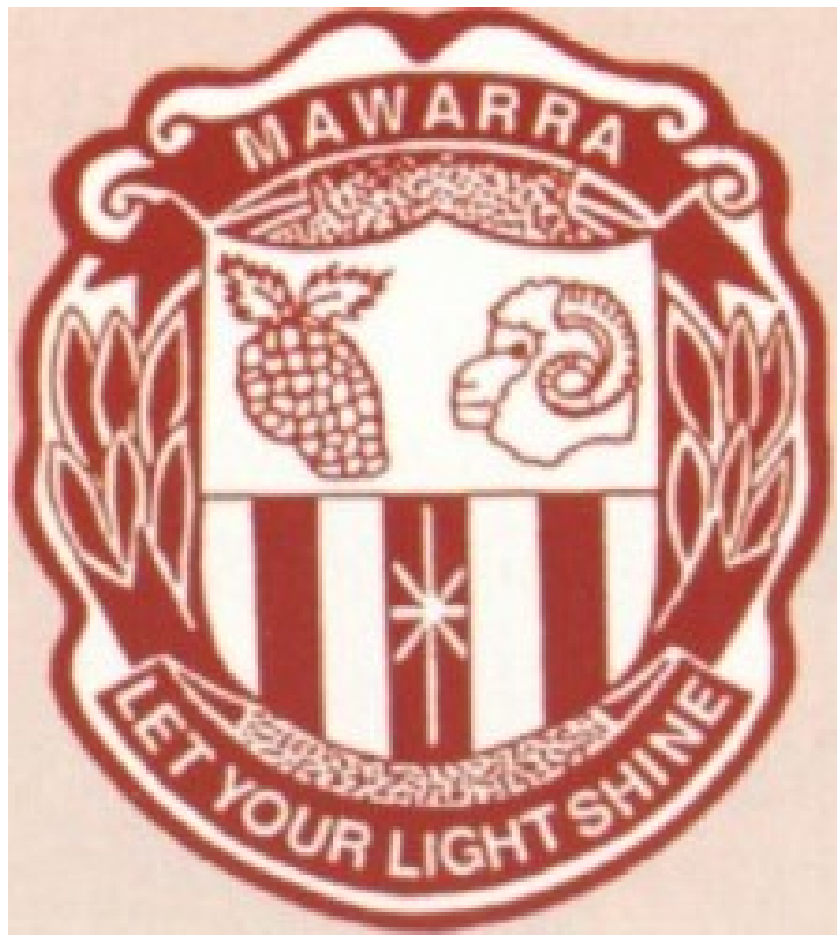


2023 Annual Report

Mawarra Public School



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Introduction

The Annual Report for 2023 is provided to the community of Mawarra 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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School vision

At Mawarra Public School our vision is to maximise the potential of all our students and staff so they may flourish.

To achieve this, we will ensure that all our students are known, feel connected with our school and engaged in their learning. They will demonstrate strong measurable growth every year, working towards academic excellence. Our staff are lifelong learners and will continue to adopt best practice in response to the needs of their learners so as to be at the forefront of their profession.

School context

Mawarra Public School is situated in Elderslie adjacent to the town of Camden, on Dharawal country.

The school strives for consistent excellent academic achievement. Mawarra is recognised for providing experiences for its students in extracurricular activities such as; school band, choir, drumming, dance, cheerleading, sport, chess, public speaking and debating. The school community is supportive, appreciating the quality education and many extra-curricular opportunities offered. They are enthusiastic participants and willingly contribute to all aspects of school life to provide the best possible school experience for our children.

The school has engaging student well-being programs and a dedicated learning support team. Mawarra's vision is to maximise the potential of all our students and staff so they may flourish. This is achieved through committed staff providing quality teaching and learning opportunities in a happy, caring and encouraging environment.

Information and technology are embedded across all K-6 classrooms to support contemporary teaching, where students are actively engaged learners.

Mawarra Public School's current student enrolment is 360 students. The school's staffing entitlement is currently 24 full-time teaching staff members and 3 non-teaching SASS staff. With Aboriginal and Torres Strait Islander enrolment of 4.8% and students from a background other than English making up 2.5% of the school's population, the school carefully manages the limited additional funding to maximise the support of these students. The school's FOEI is 75 (NSW average is 100).

This plan closely aligns to recommendations from our 2020 situational analysis; the culmination of the collection and analysis of internal and external data, drawn from students, staff and community. The recommendations from the situational analysis were grouped to form three areas for improvement. Firstly, growth and attainment in literacy and numeracy, secondly, providing a culture of wellbeing, connectedness and engagement, and the third standardising processes and expectations across the school to provide consistency and continuity.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Purpose: Building strong foundations for academic success, we will maximise student achievement in literacy and numeracy through new and refined evidence-based teaching and learning practices.

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.

- Growth and Attainment in Literacy
- Growth and Attainment in Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Professional learning

Summary of progress

In 2023, we have made positive progress and gains in our school's strategic improvement plan. Four key areas of focus have been instrumental in shaping our progress, each contributing to our overarching goal of providing improved student outcomes in reading and numeracy.

The English and mathematics syllabus curriculum for students from Kindergarten to Year 2 was fully implemented. Teachers have been actively engaged in utilising Department of Education (DoE) units of work to guide their teaching. They have received high-quality professional learning and support from our executives, fostering collaboration and growth. This collaborative approach ensures that our educators are well-equipped to deliver curriculum content effectively and make the learning experience more engaging and enriching for our students.

Another crucial aspect of our strategy has been the full integration of decodable readers in the K-2 classrooms. The data we have collected highlights the success of this work, demonstrating that our students have developed strong knowledge and skills in this area. These decodable readers have become invaluable tools in our commitment to literacy and early reading development.

The APCI has worked alongside our teachers, providing critical support in the implementation of the curriculum. This hands-on approach has enabled them to collaborate effectively, helping to seamlessly embed professional learning into classroom practice. This collaborative partnership ensures that we are not just building knowledge but also translating it into meaningful classroom outcomes.

The APCI has led the delivery of high-quality, evidenced-informed numeracy professional learning, offering valuable opportunities for our teaching staff. These sessions have included intersessional tasks, allowing teachers to apply their acquired knowledge and skills directly in their classrooms. Our pre and post-session teacher 'knowledge' checks and scales indicate that teachers have not only positively received these professional learning experiences but have also seen an improvement in their understanding of evidence-informed numeracy practices.

These areas have played a pivotal role in driving the progress and success of our school's strategic improvement plan. With the dedication and collaboration of our teaching staff, the support of the APCI, and the commitment of our school leadership, we have made substantial advancements in curriculum implementation, reading, and numeracy professional development. This collective effort has enriched the educational experience of our students and set a strong foundation for continued growth and improvement in the years to come.

In 2024, we will continue to drive improvement in literacy and numeracy through high-quality professional learning and the implementation of evidence-informed teaching strategies.

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
Students will demonstrate growth in reading using internal data sources.	Analysis of internal school data sources indicates positive student reading growth.
Students will demonstrate growth in numeracy using internal data sources.	Analysis of internal school data sources indicate positive student numeracy growth.

Strategic Direction 2: Wellbeing, Connectedness and Engagement

Purpose

Purpose: We will develop and refine highly engaging curriculum and wellbeing practices to support the needs of our school community, creating an environment where all children can connect, succeed and thrive.

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.

- Improve Students' Connectedness & Engagement
- Engagement through Literacy & Numeracy

Resources allocated to this strategic direction

Aboriginal background

Professional learning

Low level adjustment for disability

Per capita

Summary of progress

In our ongoing efforts to enhance the overall school experience for our students. Our primary goal was to establish strong connections between students and the school environment, both inside and outside the classroom. To achieve this, we focused on creating engaging experiences for our students on the playground and in the classroom.

We recognised the importance of fostering strong literacy and numeracy skills. To achieve this, we prioritised high-quality teaching and learning experiences that would empower our students with essential skills for their academic and personal growth.

We placed a significant emphasis on student well-being, knowing that it is a fundamental element for their overall development. To support this, we implemented the Smiling Mind program and introduced a daily well-being morning routine. These initiatives aimed to set our students up for success by nurturing their emotional well-being.

We acknowledged the achievements and growth of our students by introducing Celebration of Learning Assemblies. These gatherings allowed us to highlight the accomplishments of our students, reinforcing their sense of pride and motivation. In addition to assemblies, we implemented Principal Morning Teas as a way to foster a sense of community and connection among students, parents, and staff. These gatherings provided a platform for open dialogue and a chance to celebrate our school's accomplishments. We introduced small reading book clubs, specifically tailored for reluctant readers. These clubs helped build their confidence and encouraged a love for reading, ultimately improving literacy skills.

We improved our transition programs from preschool to kindergarten, ensuring a smoother and more comfortable transition for our young learners as they moved into formal education.

The recruitment of four dedicated well-being officers was a significant step towards supporting the emotional well-being of our students. These officers conducted regular check-ins and facilitated quality small-group social skills programs to ensure our students felt emotionally supported.

Our teachers continued to collaborate on teaching and learning programs. They focused on enriching mathematical tasks and experiences that challenged and stretched our students, fostering a culture of continuous improvement.

We incorporated the iPad for Learning Program to equip our students with 21st-century skills through a literacy and numeracy lens. This program helped students develop digital literacy while enhancing their academic abilities.

We are proud of the strides we have made in these initiatives and remain committed to providing a nurturing and enriching environment for our students. Looking ahead, we will continue to build upon these successes and adapt to meet the evolving needs of our school 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>Attendance:</p> <ul style="list-style-type: none"> Increase by 3.4% (from baseline data) the number of students attending school for 90% of the time or more during Semester 1. (System negotiated target) 	<p>Our school's attendance rate is 92.18%. Our data shows we are 1.27% above statistically similar schools and 4.35% above the state.</p>
<p>Wellbeing and Connectedness:</p> <ul style="list-style-type: none"> The proportion of students reporting 'Expectations for Success, Advocacy and Sense of Belonging at School' as reported in Tell Them from Me surveys rises by 2.7% from baseline data. (System negotiated target) 	<p>Tell Them From Me data shows 76.5% of students reported positive well-being, including 76% reporting advocacy at school, 63% having a sense of belonging and 90% of students reporting high expectations for success.</p>

Purpose

Purpose: We will lead transformational change in the teaching cycle through evidence-driven practice, by enhancing consistent school-wide systems of planning, assessment, data collection, storage and analysis.

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.

- Systems for Consistency and Continuity in Literacy and Numeracy data collection and Analysis
- Systems for Consistency and Continuity in Planning and Documentation

Resources allocated to this strategic direction

Professional learning AP Curriculum & Instruction

Summary of progress

In the realm of whole school systems and data, our commitment to collaboration and data-driven decision-making has yielded significant progress over the past year.

Teachers have continued to collaborate regularly to plan and implement literacy and numeracy programs. This collaborative approach ensures that teaching strategies are aligned and consistent across grade levels, promoting a cohesive learning experience for our students.

We have established a consistent approach to assessment throughout the school. This has allowed us to collect a wide range of assessment data at various stages to facilitate consistent teacher judgment. This data-driven approach has strengthened the school's ability to track student progress and tailor instruction to meet individual needs.

To further enhance collaboration among teachers, we implemented whole school structures that allocate dedicated time for collaborative practice. This approach has proven to be invaluable in sharing best practices, refining teaching techniques, and fostering a culture of continuous improvement.

Our school actively administers Department of Education assessments, including the check-in, phonics check, and interviews for student reasoning. These assessments provide valuable insights into the academic progress of our students and help identify areas where additional support may be needed.

We have placed a particular focus on phonological awareness, recognising its significance in early literacy development. Phonological assessments have been instrumental in identifying students who may require additional support in this critical area. This has resulted in improved phonological growth for identified students.

Data collected from various assessments are meticulously analysed and utilised to track student progress. This data-driven approach enables us to make informed decisions aimed at improving student outcomes.

As we move forward, our commitment to data-driven decision-making and collaborative practices remains unwavering. We will continue to refine our processes and utilise assessment data to inform our instructional strategies, with the ultimate goal of lifting and shifting student outcomes.

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
• NESAs compliant scope and sequences for English, maths and technology will be collaboratively developed in line with NESAs expectations.	All scopes and sequences are compliant and revised scopes, aligning with the new curriculum have been embedded at the school.

The school will self-assess as excelling in the data literacy theme in the data skills and use element.

Self-assessment in the theme of data literacy indicates the school continues to work towards excelling in this area.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$51,783.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mawarra 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through evidence-informed literacy and numeracy programs to support student learning • employment of additional staff to support Minilit and Multilit program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <p>Professional Development: Improved teacher competency through evidence-informed literacy and numeracy programs. Enhanced teaching methods resulting in higher student engagement and comprehension. Increased teacher confidence in delivering effective instruction, positively impacting student outcomes.</p> <p>Employment of Additional Support Staff: Successful implementation of Minilit and Multilit programs. Greater individualised support for students, leading to improved literacy skills. Reduced student-teacher ratios, allowing for more personalised attention and assistance.</p> <p>After evaluation, the next steps to support our students will be: Continue to align quality professional learning to the SIP. Use student data to plan for, and implement quality teaching and learning programs. Continue to employ Wellbeing Officers to support the mental health and wellbeing of students.</p>
<p>Aboriginal background</p> <p>\$16,259.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mawarra 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"> • Improve Students' Connectedness & Engagement <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 • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • specialist programs in partnership with local EEC school

<p>Aboriginal background</p> <p>\$16,259.29</p>	<p>The allocation of this funding has resulted in the following impact:</p> <p>Employment of Additional Staff: Improved academic performance and well-being of Aboriginal students through personalised support.</p> <p>Community Consultation and Engagement: Enhanced cultural competency among staff, fostering a culturally inclusive environment. Strengthened community relationships and trust.</p> <p>Specialist Additional Staff (SLSO): Targeted support for Aboriginal students, leading to academic progress. Enhanced overall student engagement and success.</p> <p>Staffing release for Personalised Learning Plans: Tailored education plans for Aboriginal students, addressing their unique needs. Improved student outcomes and achievement.</p> <p>Specialist Programs in Partnership: Expanded educational opportunities and resources through collaboration with local EEC school/s. Enriched educational experiences and outcomes for Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: Continue to build the capacity of staff to know and understand Aboriginal history and culture. Continue to support Aboriginal students to enhance their education outcomes. Employment of an Aboriginal Education Officer to support students in developing an understanding of their culture.</p>
<p>English language proficiency</p> <p>\$5,286.08</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mawarra 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • in-class support for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Improved language proficiency among EALD students through targeted lessons. Enhanced individualised support for emerging learners, accelerating their language development. Increased confidence and communication skills, fostering greater participation in classroom activities.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional support for EALD students to access the curriculum and develop the academic English language proficiency required for success at school</p>
<p>Low level adjustment for disability</p> <p>\$146,316.50</p>	<p>Low level adjustment for disability equity loading provides support for students at Mawarra 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"> • Improve Students' Connectedness & Engagement <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$146,316.50</p>	<p>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 to increase learning outcomes • employment of interventionist SLSO <p>The allocation of this funding has resulted in the following impact: Enhanced in-class support for targeted students through the employment of School Learning and Support Officers (SLSOs). Improved learning outcomes for targeted students through evidence-based interventions. Specialised support provided by interventionist SLSOs, resulting in increased progress and achievement. Increased inclusivity and participation of students with disabilities in the classroom environment.</p> <p>After evaluation, the next steps to support our students will be: Continue to consult with staff and parents or carers to determine the best way to provide personalised learning support for students' additional learning and support needs.</p>
<p>Professional learning</p> <p>\$25,280.73</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 Mawarra 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"> • Growth and Attainment in Literacy • Growth and Attainment in Numeracy • Improve Students' Connectedness & Engagement • Engagement through Literacy & Numeracy • Systems for Consistency and Continuity in Literacy and Numeracy data collection and Analysis • Systems for Consistency and Continuity in Planning and Documentation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • delivery of quality, evidence-informed, whole-school professional learning in literacy and numeracy • shoulder-to-shoulder professional learning, in classrooms, led by Assistant Principal Curriculum Instruction (APCI) • professional learning in Choice Theory - understanding behaviour • Professional Learning in Aboriginal Education <p>The allocation of this funding has resulted in the following impact: Enhanced teacher expertise in literacy and numeracy through quality, evidence-informed whole-school professional learning. Improved instructional practices and student outcomes through shoulder-to-shoulder professional learning in classrooms, led by Assistant Principal Curriculum Instruction (APCI). Increased understanding of behaviour through professional learning in Choice Theory, leading to improved classroom management and student engagement. Greater cultural competence and inclusivity achieved through professional learning in Aboriginal Education.</p> <p>After evaluation, the next steps to support our students will be: Continue to align quality professional learning to the SIP to ensure we are working towards our goals. Engage in the Berry Street Model to support Strategic Direction 2, Inclusion and Engagement. Continue to make strong links between professional learning and APCI in class support.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$74,690.21</p>	<p>improve teacher quality and enhance professional practice at Mawarra 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"> • Growth and Attainment in Literacy • Growth and Attainment in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity in delivering the new curriculum through dedicated development time. Enhanced curriculum delivery and teaching methods, resulting in improved student learning outcomes. Greater teacher confidence and competence in adapting to and implementing new educational standards. Opportunities for teachers to work 1-1 with APCI.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional release from face-to-face time for teachers to build knowledge and understanding of the new curriculum.</p>
<p>COVID ILSP</p> <p>\$63,129.74</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Improvement in literacy and numeracy skills among participating students. Targeted interventions leading to accelerated learning and catching up on missed educational milestones. Increased student confidence and engagement in these core subjects. Enhanced overall academic performance, setting a foundation for future success. Demonstrated adaptability and responsiveness to challenging circumstances, ensuring students' educational needs are met even during the COVID pandemic.</p> <p>After evaluation, the next steps to support our students will be: After a reduction in funding, intervention groups will still operate, however, a different structure within budget restraints will be implemented.</p>
<p>Integration funding support</p> <p>\$165,402.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mawarra 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>Integration funding support</p> <p>\$165,402.00</p>	<ul style="list-style-type: none"> • intensive learning, wellbeing and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Enhanced learning experiences for funded students through intensive learning support. Improved student well-being and behaviour with targeted interventions and support services. Increased academic progress and positive social outcomes among funded students. Promoted a more inclusive and equitable learning environment. Demonstrated commitment to meeting the unique needs of all students, contributing to their overall success and well-being.</p> <p>After evaluation, the next steps to support our students will be: Integration funding support will continue to be used for additional teachers and school learning support officers to assist with personalised learning and support for students in their own classrooms and to provide relief for classroom teachers to undertake professional learning and to plan adjustments with parents, carers and other school staff.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	217	207	191	166
Girls	189	176	180	176

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.0	94.2	90.2	92.6
1	94.6	93.0	88.6	93.6
2	95.6	94.1	89.0	91.4
3	91.8	95.0	89.3	92.1
4	95.0	93.8	89.8	92.9
5	95.4	91.9	88.9	92.4
6	94.4	91.8	87.2	90.0
All Years	94.7	93.3	89.0	92.2
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
Assistant Principal(s)	3.8
Classroom Teacher(s)	11.68
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
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 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	173,990.50
Revenue	4,140,554.66
Appropriation	3,881,778.23
Sale of Goods and Services	19,857.10
Grants and contributions	233,827.18
Investment income	5,092.15
Expenses	-4,212,470.91
Employee related	-3,556,064.61
Operating expenses	-656,406.30
Surplus / deficit for the year	-71,916.25
Closing Balance	102,074.25

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

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	134,709
Equity Total	219,646
Equity - Aboriginal	16,259
Equity - Socio-economic	51,784
Equity - Language	5,286
Equity - Disability	146,317
Base Total	2,551,948
Base - Per Capita	96,556
Base - Location	0
Base - Other	2,455,392
Other Total	453,302
Grand Total	3,359,605

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

The results of our parent surveys reflect a positive outlook from our school community. A remarkable 91% of parents expressed feeling warmly welcomed when visiting the school, underscoring the inclusive atmosphere we strive to cultivate. Additionally, the survey revealed that 805 parents appreciate the effective support provided for positive behaviour within our school environment.

The survey highlighted the strong level of engagement between parents and teachers, with an impressive 98% of parents actively interacting with their child's classroom teacher multiple times throughout the year. Moreover, 96% of parents consistently attend school meetings, demonstrating a steadfast commitment to remaining informed and involved in their child's educational journey.

The school had significant participation of parents in school committees or volunteering activities, with 77% actively contributing to the school community. This level of involvement has fostered a vibrant sense of collaboration and community at our school.

Overall, this feedback serves as a testament to our school's dedication to building robust partnerships with parents and creating a supportive and engaged learning environment for all students.

Student responses from the Tell Them From Me survey indicate improvements across several key areas. There has been a noteworthy 9% increase in student effort, indicating a commendable dedication to their studies. Additionally, there has been a 7% increase in positive school behaviours, reflecting a more conducive and harmonious learning environment. There has been a 6% rise in student interest and motivation, demonstrating a growing enthusiasm for learning among our students. Overwhelming 93% of students have indicated that they have positive relationships at school.

These findings from student data affirm our ongoing efforts to promote academic excellence, foster positive behaviours, and nurture a supportive and inclusive school culture.

The significance of professional learning for our teachers cannot be valued, as evidenced by the unanimous agreement among all teachers that it greatly supports them in planning for effective learning experiences. Through pre- and post-professional learning check-ins, there is evidence that all professional learning sessions contribute to enhancing teacher knowledge and understanding. These findings underpin the value we place on ongoing professional development and its positive impact on teacher effectiveness and student learning outcomes.

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.