

2023 Annual Report

Minnamurra Public School



4498

Introduction

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

At Minnamurra Public School we believe that a positive, respectful and inclusive learning environment is essential to ensure that everyone belongs and feels valued. The school community works together to build a culture of high expectations for staff and students, with opportunities for every person to learn and improve every year. Our vision is for students and their families to be highly engaged in the learning process, as we nurture the critical and creative thinking skills needed for the future.

School context

Minnamurra Public School, enrolment of 462 students, sits in a beautiful coastal environment near the Minnamurra River. The school community acknowledges the traditional owners of this land and promotes connections to Country for the 18 Indigenous students.

The school is committed to delivering quality, data-informed learning programs, based on current research. Regular opportunities are provided for students to develop and demonstrate their talents and interests in all areas, including STEM, sport and creative arts. Differentiated learning occurs in classes throughout the school to cater for individual learning needs, with specialist programs for High Potential and Gifted students integrated into the school timetable. In addition to 18 mainstream classes, the school also has an Autism Support class and is committed to providing an inclusive, positive learning environment. Positive Behaviour for Learning is currently being implemented, with students encouraged to be responsible, be respectful and be their best. Additional wellbeing programs are also a feature of the school, developing emotional literacy skills for all students.

The school is closely aligned to the Kiama Community of Schools, working collaboratively on areas such as mental health and Aboriginal Education. An active and committed P&C Association supports the school in achieving a shared vision for the future.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student progress and achievement in reading and numeracy, we will embed school-wide evaluative processes to ensure the most effective teaching methods are used to cater 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

AP Curriculum & Instruction

Professional learning

Location

Low level adjustment for disability

Summary of progress

The focus for 2023 was on developing staff capacity to deliver evidence-based, explicit teaching in reading and numeracy to improve student attainment of outcomes. This was done through embedding regular professional learning into weekly timetables to allow for the delivery of high impact professional learning and the enactment of the new curriculum. One focus has been on understanding the "Big Ideas" in mathematics and another has been the implementation of the new K-2 Curriculum.

As a result, all staff participated in ongoing, differentiated professional learning to support their pedagogical knowledge and their implementation of the new Curriculum. Professional Learning Schedules were embedded and refined to support this process. Curriculum Days were introduced to further support our K-2 staff as they implemented the new curriculum. K-2 staff received professional learning on the Phonics Diagnostic tool and were allocated time to complete the assessment with their classes. This data was then used to commence the implementation of the new curriculum. All staff developed a deeper understanding of the Big Ideas in mathematics and participated in "Learn, Do, Reflect" cycles to apply their new learning to their classroom practice. All staff participated in Professional Learning on PAT Data Analysis to identify areas of strength and areas for growth for student cohorts.

Next year the focus will be on refining our Whole School Assessment Schedule and developing regular cycles for grade data analysis and collaboration to ensure teaching and learning programs are responsive to data and provide students with differentiation to meet students at their point of need.

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 mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	There was an uplift in the Check-in Assessment mean scaled score for Year 4 in numeracy from 2022 to 2023. We are working towards achieving the Year 6 goal.
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	There was an uplift in the Check-in Assessment mean scaled score for Year 4 in reading from 2022 to 2023. We are working towards achieving the Year 6 goal.
Self-assessment against the School Excellence Framework in the element Data Skills and Use indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework was assessed at Delivering for the element of Data Skills and Use.

Strategic Direction 2: Wellbeing

Purpose

In order for all of our students, staff and community to develop a sense of belonging and connection to Minnamurra Public School, we will implement a planned approach to whole-school practices and processes for an inclusive, engaging and respectful school.

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.

- Belong, Connect and Thrive

Resources allocated to this strategic direction

Aboriginal background

Summary of progress

The focus for 2023 was on the school embedding data driven systems and procedures to support the positive wellbeing of all students including First Nations students.

As a result, the school has introduced an Assistant Principal Wellbeing role (2 days a week) to lead the school's integrated approach to wellbeing including the implementation of a school attendance strategy. The school also launched The Living Ripples process which acts as an evidence-based compass for the school to prioritise and measure wellbeing outcomes with reliable, data-driven student check-ins.

Next year the focus will be on continuing to enhance and support our school attendance strategy, continuing to create Minnamurra Public School's Reconciliation Action Plan and successfully implementing the Living Ripples process. The school Living Ripples check in data will ensure the school makes well informed decisions which support and improve our wellbeing 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
Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the upper bound system negotiated target of 77.47%.	School data for Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) is at lower bound target demonstrating an improvement.
Improvement in the percentage of students attending school 90% or more of the time to be at or above the lower bound system negotiated target of 83%.	School data shows an improvement in the percentage of students attending school 90% or more of the time towards the system negotiated target.
Self-assessment against the School Excellence Framework in the element of Wellbeing indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework was assessed at Sustaining and Growing for the element of Wellbeing, with one theme at Excelling.

Strategic Direction 3: Educational Leadership

Purpose

In order to build a culture of continuous improvement through educational leadership, we will embed collaborative and reflective practices for staff and students, fostering educational aspiration throughout the school community.

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.

- Collaborative and Reflective Practice

Resources allocated to this strategic direction

QTSS release

Socio-economic background

Summary of progress

The focus for 2023 was on strengthening the roles and processes for the leadership team across the school and to establish more efficient systems for ongoing school reflection and evaluation. The school strived to improve collaborative practices to engage staff in the school improvement process. The leadership prioritised school processes in the areas of: collaboration, finance, High Potential and Gifted Education (HPGE) and Performance and Development Plans (PDP).

As a result, planned release time for executive staff and school leaders supported improved school practices. Staff and team roles and responsibilities for school improvement were clearly defined and more collaborative to ensure distributed leadership and improved staff capacity. Ongoing and structured professional learning supported all staff to develop ownership and collaborate to enact the Strategic Improvement Plan and reflect on progress towards shared goals. Leadership roles and teams were clearly defined and established for HPGE and the finance team met regularly to improve the management of resources and school budgets. These remain ongoing goals for 2024. All teaching staff utilised the online PDP system to set SMART goals and completed peer observations.

Next year the focus will be on streamlining processes for effective communication to support strong connections across the school. The school will endeavour to further enhance the involvement of all staff in school improvement processes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Self-assessment against the School Excellence Framework in the element Educational Leadership will be maintained at Sustaining and Growing with one theme at Excelling.	Self-assessment against the School Excellence Framework in the element Educational Leadership shows the school currently performing at Sustaining and Growing, with all themes at Sustaining and Growing.
Data from the Tell Them From Me (TTFM) staff survey indicates an improvement in the measure "Staff Collaboration).	Data from the Tell Them From Me staff survey indicated an improvement in the area of Staff Collaboration.
Self-assessment against the School Excellence Framework in the element Learning and Development will be maintained at Sustaining and Growing with one theme at Excelling.	Self-assessment against the School Excellence Framework in the element Learning and Development shows the school currently performing at Sustaining and Growing, with one theme at Excelling.
Self-assessment against the School Excellence Framework in the element Data Skills and Use indicates	Self-assessment against the School Excellence Framework in the element Data Skills and Use shows the school currently performing at Delivering.

improvement from Delivering to
Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$376,382.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Minnamurra 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> <ul style="list-style-type: none"> • 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) • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms. All student IEPs created on Sentral.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. Student IEPs will be regularly updated in Sentral on 5 weekly cycles using SMART goals. The use of funding will be adjusted throughout the year in response to student IEP reviews to ensure that funding is used to specifically to address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$27,462.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Minnamurra 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"> • Collaborative and Reflective Practice <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 Kindergarten Transition program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Greater opportunities for identified students starting school in Kindergarten. This has had a measurable impact on student impact, connection and success starting school. Identified students have received targeted SLSO support on a needs basis.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ SLSOs to provide additional support for our identified students when transitioning to school. Identified students will continue to have access to targeted SLSO support on a needs basis from K-6.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$23,059.03</p>	<p>needs of Aboriginal students at Minnamurra 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"> • Belong, Connect and Thrive <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 • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: All First Nations students have an active Personalised Learning Pathway (PLP) that is regularly reviewed and refined in consultation with parents, community, teachers and students. This is now updated on the Sentral platform. TTFM data indicated positive trends for Aboriginal and Torres Strait Islander students 'Sense of Belonging'. First Nations students designed a First Nations shirt and it was distributed to all students and staff as an initiative for NAIDOC week.</p> <p>After evaluation, the next steps to support our students will be: Working with the Aboriginal Education team, community and families to provide personalised support to Aboriginal students through the PLP process and regular community engagement opportunities.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Minnamurra 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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: In-classroom support for identified EAL/D students to develop English proficiency skills.</p> <p>After evaluation, the next steps to support our students will be: Support EAL/D students to achieve their individual goals through IEPs in 2024 and onwards.</p>
<p>Low level adjustment for disability</p> <p>\$142,891.29</p>	<p>Low level adjustment for disability equity loading provides support for students at Minnamurra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <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

<p>Low level adjustment for disability</p> <p>\$142,891.29</p>	<ul style="list-style-type: none"> • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Improved student achievement in reading through interventionist teacher support. Learning support teachers provided small group, targeted lessons at a minimum of three times per week.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support provided by specialist teachers through in-school learning and support referral procedures and ongoing data analysis.</p>
<p>Location</p> <p>\$5,250.78</p>	<p>The location funding allocation is provided to Minnamurra Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Updated the school website and improved and updated school communication procedures for digital communication, newsletters and permission notes.</p> <p>After evaluation, the next steps to support our students will be: To evaluate and monitor the effectiveness of the current website and maintain and update it regularly to keep community informed. Continue to refine school communications processes and procedures.</p>
<p>Professional learning</p> <p>\$32,300.25</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 Minnamurra 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</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 <p>The allocation of this funding has resulted in the following impact: Quality high-impact professional learning for all staff and up-skilling of staff in data analysis and assessment practices through collaborative learning sessions and high-quality assessment practices.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring, observation and learning sessions based on identified staff need and school directions, delivered by APCI and through DoE platforms.</p>
<p>QTSS release</p> <p>\$95,996.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Minnamurra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$95,996.45</p>	<p>including:</p> <ul style="list-style-type: none"> • Collaborative and Reflective Practice <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 • assistant principals provided with additional release time to support classroom programs • 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: Successful implementation of initiatives and participation in professional learning through the employment of an instructional leader across reading and numeracy K-2 and to support the implementation of the new K-2 syllabus. Employment of a permanent 0.8 APCI to lead professional learning with a new plan for integrated professional learning into the school timetable and in whole-school staff meeting time.</p> <p>After evaluation, the next steps to support our students will be: All staff received targeted professional learning from the APCI to successfully implement the K-2 syllabus in mathematics and English and prepare 3-6 teachers for implementation in 2024.</p>
<p>COVID ILSP</p> <p>\$45,724.86</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> <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 intensive small group tuition for identified students <p>The allocation of this funding has resulted in the following impact: Majority of students in the program achieved significant improvement towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support 1-6 will continue in the areas of reading and numeracy in 2024 as delivered by two learning and support teachers. This is will be tracked through PLAN2 and regularly refined and updated based on student data and need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	211	235	247	250
Girls	206	220	218	212

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.8	94.7	90.1	94.0
1	95.1	94.9	85.9	91.8
2	94.6	93.5	89.1	91.0
3	94.8	93.5	85.7	91.0
4	95.5	93.0	86.1	90.4
5	94.7	92.3	87.5	87.8
6	94.5	91.1	85.1	90.7
All Years	95.2	93.5	87.1	91.0
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)	4.8
Classroom Teacher(s)	17.45
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.4

*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	415,140.27
Revenue	5,043,266.09
Appropriation	4,824,509.54
Sale of Goods and Services	6,717.76
Grants and contributions	205,854.91
Investment income	6,183.88
Expenses	-5,240,319.80
Employee related	-4,452,367.73
Operating expenses	-787,952.07
Surplus / deficit for the year	-197,053.71
Closing Balance	218,086.56

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	357,837
Equity Total	195,813
Equity - Aboriginal	23,059
Equity - Socio-economic	27,463
Equity - Language	2,400
Equity - Disability	142,891
Base Total	3,584,316
Base - Per Capita	122,588
Base - Location	5,251
Base - Other	3,456,478
Other Total	462,209
Grand Total	4,600,175

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

Tell The From Me Surveys (TTFM):

In 2023, the school participated in the Tell Them From Me (TTFM) Student (Years 4-6), Parent (optional) and Staff surveys conducted by the Centre for Education Statistics and Evaluation (CESE).

Parent Survey: This year, 151 respondents completed the survey in October.

Areas of strength are: 'parents feel welcome', 'school supports positive behaviour', 'school supports learning', 'safety at school'.

Areas for development are: 'inclusive school', 'parents are informed', 'parents support learning at home'.

Student Survey: The student TTFM survey was completed twice in 2023 by students from Years 4 - 6.

Areas of strength are students feel cared for by their teachers, students display positive behaviours at school, students feel supported, students acknowledge and appreciate the social emotional impact of participating in sports and extra curricular activities.

An area for development is to increase student engagement and motivation towards learning in Years 4 to 6.

Teacher Survey: The 2023 Teacher Tell Them From Me survey was completed by 24 teachers in September.

Areas of strength are our inclusive school, professional learning opportunities are beneficial for staff, and teachers are using a wider range of teaching strategies than in previous years and is above the state norm.

An area for improvement is technology use for teachers who have more than six years teaching experience, and communication between the school and community.

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.