

2023 Annual Report

Nareena Hills Public School



4500

Introduction

The Annual Report for 2023 is provided to the community of Nareena Hills 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

Nareena Hills Public School

Jacaranda Ave

Figtree, 2525

<https://nareenahil-p.schools.nsw.gov.au>

nareenahil-p.school@det.nsw.edu.au

4226 3867

School vision

Nareena Hills Public School community believe that every learning opportunity counts and that students should be empowered to become resilient, self-directed and successful learners. They should be challenged to learn and continually improve in a respectful, inclusive, engaging and high expectations environment. Our vision is improved performance for every student, every teacher and every leader every year.

School context

Nareena Hills Public School is located in Figtree and has a student enrolment of 233. The school motto of 'Caring, Living and Learning' and our school values of respect, responsibility and resilience are intertwined in the culture and ethos of the Nareena Hills Public School community.

The staff at Nareena Hills Public School are dedicated professionals who are committed to improving their own professional practice by collaborating with others to plan, implement and evaluate teaching and learning practice with a focus on student and whole school improvement. A rigorous situational analysis was completed in 2020 and evidence was gathered from students, staff and parents and informs the development of the 2021-2024 Strategic Improvement Plan.

The situational analysis identified many areas of strength within the school and our school vision is to collaboratively empower all students to become confident, resilient, self-directed and successful learners by focusing on both high impact learning and wellbeing practices. It is clear that there is a positive school culture and that staff have an open mindset and demonstrate a commitment to improving their professional practice to meet the needs of all students.

The school community believe effective communication is of central importance and that every student should be challenged to learn and continually improve in a respectful, inclusive and engaging environment.

Continual monitoring of student performance and wellbeing data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

The 2021-2024 School Improvement Plan will be underpinned by the work of Lyn Sharrat, Helen Timperley, John Hattie, other key researchers, The School Excellence Framework and the What Works Best 2020 Update.

Self-assessment and school achievement

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

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Every student, every teacher every leader improves every year through a cycle of continuous professional learning which focuses on identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence-based teaching strategies. Student assessment data, will be used to identify student achievements, reflect on teaching effectiveness and to inform next the next cycle of targeted teaching. Students will be self-directed, reflective and active learners.

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.

- A Culture of Data
- Effective Classroom Practice

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Summary of progress

In 2023, we committed to Stage data rounds and collaboration twice a term. These were led by our Assistant Principal Curriculum and Instruction (APCI) from Semester 2. Each allocation of time focused on literacy and numeracy professional development and analysis of student assessment data to inform the next steps. The enablers were a consistent approach across the year and a clear focus on analysing data where teachers were accountable to bring evidence of student shift. Sharing of student data promoted collegial discussion and the sharing of different strategies. These conversations led to the next professional learning focus of the cycle.

Moving forward, we will aim to make annotations on student work samples and store these in a shared google drive for future referencing. This will assist in consistency of teacher judgement and grading discussions.

The impact of these processes has been extremely positive. A mid-term sharing session allowed each stage team to share their progress in applying the professional learning to programming for literacy and numeracy. A teacher survey indicated that 100% of teachers found the processes successful and impacted their professional growth in targeted teaching and data analysis. 100% of teachers indicated that the students that were targeted in each data round had demonstrated growth in literacy and numeracy, with one teacher commenting, "this has created valuable opportunities to diagnose particular strengths and areas to develop, and has broadened the range of teaching strategies I utilise as I figure out what best helps them move towards their goal."

Next year, in our new Strategic Improvement Plan, we will continue to invest time for data rounds and stage collaboration because of the positive impact on teacher development and student assessment data.

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.	K-2 reading level data indicates that 86% of students are on track or exceeding expected reading levels at the end of the year. PAT reading data (Years 2-6) indicates student performance is similar to or above norm-referenced scales. Check-in Assessment data indicates students are performing at SSSG in Years 3-5 and above SSSG by 3.5% in Year 6. NAPLAN Value Add data indicates we are Sustaining and Growing with our value add sitting just above State average.
Students will demonstrate growth in numeracy using internal data sources.	PAT reading data (Years 2-6) indicates student performance is similar to or above norm-referenced scales.

<p>Students will demonstrate growth in numeracy using internal data sources.</p>	<p>Check-in Assessment data indicates students are performing at SSSG in Years 3-5 and above SSSG by 4% in Year 6. NAPLAN Value Add data indicates we are Sustaining and Growing with our value add sitting just above State average.</p>
<p>Improvement as measured by the School Excellence Framework</p> <p>Learning</p> <p>Assessment is validated at Delivering with aspects of Sustaining and Growing evident</p> <p>Teaching</p> <p>Effective Classroom Practice is validated at Delivering with aspects of Sustaining and Growing evident</p> <p>Data Skills & Use is validated at Delivering with aspects of Sustaining and Growing evident</p>	<p>Learning</p> <p>Assessment is validated at Sustaining and Growing</p> <p>Teaching</p> <p>Effective classroom practice is validated at Sustaining and Growing</p> <p>Data Skills and Use is validated at Sustaining and Growing</p>

Strategic Direction 2: Excellence in Teaching and Learning

Purpose

We will ensure that all learners are challenged and engaged within a high expectations environment by designing and delivering a quality student centred curriculum with a strong focus on student wellbeing. Consistent practices for curriculum development and implementation will result in responsive teaching that meets the learning needs of all students. There will be a planned approach to support personalised learning and wellbeing so that students can connect, succeed, thrive and achieve their very best.

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.

- Connect, Succeed, Thrive

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability
Aboriginal background
Socio-economic background
English language proficiency

Summary of progress

Over this year we have engaged with our Aboriginal students and their families to create a Personalised Learning Pathway (PLP) which was reviewed mid year and again at the end of year. We had 100% input from our Aboriginal families. In addition to this, our Aboriginal Education leader within our school has co-developed a Wild Wallaby group for Aboriginal students with the purpose of creating a space for discussion around Aboriginal culture and artwork and has been inclusive of extended family members. Working alongside our AECG and an Aboriginal parent, we have created a contextualised Acknowledgement of Country for Nareena Hills.

Attendance data is now presented at the beginning of every Learning and Support Team (LST) meeting and discussion around areas of concern. Teachers regularly follow up unexplained student absences. We have a number of families who take extended leave for overseas holidays

Our LST designed small group interventions for our English as an Additional Language or Dialect (EAL/D) students with a targeted approach in their areas of need.

Our focus on a streamlined approach for behaviour management practices is still an area of development. We have migrated to School Bytes and all incidents are recorded but we are still developing processes to analyse the incident data to determine areas of focus. All staff record parent communication on School Bytes for good record keeping. We also collect reflection room data which can support LST discussions, actions and individual response plans being developed.

Second Step will continue, although revised and contextualised to our school and will commence earlier in the school year. A wellbeing team will be established in 2024 to lead this initiative.

In our new SIP we will, continue with a focus on our wellbeing initiatives for all students particularly around social-emotional learning because our internal and parent feedback data indicates this is a necessary focus for our school. We will revise and co-develop with all stakeholders a new manageable Student Behaviour Support Management Plan (SBSMP) aligned with the new Student Behaviour Policy. We will continue to show initiative in the programs we provide for students to engage in beyond the classroom, including gardening club, lego club etc.

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>A 6.81% uplift in the percentage of students achieving greater than 90% of the time.</p>	<p>81.56% of students attended 90% or more of the time indicating a significant increase from the previous year.</p>
<p>Tell Them from Me Wellbeing Data (advocacy, belonging and expectations of success) demonstrates an uplift of 14.61%</p>	<p>79.74% of students reported positive wellbeing in 2023, maintaining the level from previous years.</p>

Strategic Direction 3: Excellence in Leadership

Purpose

Strong, strategic and effective leadership enables a self-sustaining and self-improving school community to support the highest level of learning. This will be achieved by ensuring the development of school-wide systems and processes that support a culture of teachers as leaders and a cycle of continuous whole-school, teacher and leader improvement.

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.

- Leadership at all Levels

Resources allocated to this strategic direction

Professional learning

Summary of progress

All teachers created a Performance and Development Plan (PDP), inclusive of a whole-school and stage goal and each teacher designed their own personal goal. Teachers were observed and pre- and post-conversations were held with each teacher and their observer. Teachers that achieved their goal were recognised and celebrated. We have evidence that the PDP was used as a dynamic document with adjustments made over the year, however there is still an element of the PDP process being completed for compliance. Future developments will consider this process to be improved particularly around the observations and the systems we have in place.

Whilst we paused the activity on the APPLY component of our instructional model in PL, we certainly did address the importance of effective questioning through PL in literacy and numeracy. An example of this is mentor texts having planned questions to promote dialogic conversation and the importance of allowing our students to problem solve and reason when communicating their mathematical thinking.

Next year we will continue to develop our PDP process with a particular focus on the observation cycles as we want to build the authenticity of the PDP process to make it purposeful. We will also move our focus on the role of the teacher in the APPLY component of our instructional model.

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
All staff have PDPs that align to the directions of the school plan with 1. whole school goal 2. Stage goal 3. Individual goal around literacy and numeracy. APST are used to determine goals.	All teachers have a PDP that aligns to the school plan including a whole school, stage and individual goal. All PDP's have been evaluated mid year and end of year.
Internal data indicates that staff have developed teaching to enhance levels of questioning and explicit teaching in our instructional model.	In 2023 we focused on explicit teaching in literacy and numeracy and questioning techniques will be a focus in future years.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$57,824.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nareena Hills 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"> • Connect, Succeed, Thrive <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Students receiving IFS have had learning adjusted to enable them to access the curriculum at their point of need. All eligible students demonstrated progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to strategically support students using these funds to optimise their learning, engagement and success while maintaining a safe learning environment.</p>
<p>Socio-economic background</p> <p>\$10,148.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nareena Hills 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"> • Connect, Succeed, Thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of staff through literacy, numeracy and wellbeing professional learning to support student learning <p>The allocation of this funding has resulted in the following impact: Staff have engaged in ongoing collaboration opportunities on a termly basis to focus on high quality differentiation strategies and also targeted teaching after data analysis. Access to uniforms and excursions has ensured all students have been able to fully participate in school, including extra curricula activities.</p> <p>After evaluation, the next steps to support our students will be: Continued focus in 2024 on meeting the needs of students who may be experiencing educational disadvantage as a result of their socio-economic background including providing educational resources and meeting their educational needs through intervention and differentiated educational practices.</p>
<p>Aboriginal background</p> <p>\$3,165.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nareena Hills 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>

<p>Aboriginal background</p> <p>\$3,165.11</p>	<ul style="list-style-type: none"> • Connect, Succeed, Thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal and Torres Strait Islander families are actively involved in the Personalised Learning Pathway (PLP) process, improving Aboriginal student outcomes and aspirations. All students were successful in reaching their SMART goals. Parent feedback indicated an appreciation of the enhanced focus on Aboriginal Education across the school inclusive of the PLP process. Students working with local elders created an Acknowledgement of Country, and weekly meetings were held for Aboriginal students titled 'Wild Wallabies'.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the learning and development of Aboriginal students to enable them to succeed, reach their full potential and ensure they feel a sense of cultural safety. Student voice will continue to be gathered in other ways so we can ensure our commitment to understanding and appreciating Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$3,391.99</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nareena Hills 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"> • Connect, Succeed, 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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: All students who required additional support to access lessons in English were supported through a targeted intervention program where an additional staff member was employed to provide personalised support in the classroom.</p> <p>After evaluation, the next steps to support our students will be: The students who participated in this program this year will be monitored in 2024. Any new students will be assessed and be supported.</p>
<p>Low level adjustment for disability</p> <p>\$101,181.82</p>	<p>Low level adjustment for disability equity loading provides support for students at Nareena Hills 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"> • Connect, Succeed, Thrive <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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Students with additional needs were supported in their learning and across all areas of their development through the employment of a Learning and Support Teacher and School Learning Support Officers. Targeted interventions were determined in response to student need and data analysis. School processes were streamlined. MiniLit commenced in</p>

<p>Low level adjustment for disability</p> <p>\$101,181.82</p>	<p>Semester 2 for Stage 1 students and MultLit for students in Stage 2 and 3. Parent feedback indicated there was a huge improvement in school communication around students accessing extra support through our Learning Support team.</p> <p>After evaluation, the next steps to support our students will be: Continue to use these funds to support the learning and wellbeing of students with both additional LaST time and SLSOs working in classrooms.</p>
<p>Professional learning</p> <p>\$16,656.88</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 Nareena Hills 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"> • Leadership at all Levels <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 • 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: Participation in the Wollongong Literacy Leadership (WLL) network included our APCI and AP staff attending professional learning twice a term to further develop understanding and knowledge around high quality teaching practices in English. Attendees then delivered the professional learning at a school level. Staff reported that this commitment to English PL, assisted their understanding of new syllabus requirements. We have streamlined our English planning practices, ensuring that a backward mapping approach is utilised across the school in response to student data. A focus on mentor texts at the centre of planning for reading, writing and speaking and communication is embedded across K-6.</p> <p>After evaluation, the next steps to support our students will be: Nareena Hills Public School will continue to implement the knowledge gained from this professional learning in 2024.</p>
<p>QTSS release</p> <p>\$45,098.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nareena Hills 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"> • A Culture of Data <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 • 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: Teachers engaged in evidence-based numeracy practices such as the Interview for Student Reasoning (IfSR) to improve student outcomes. Teachers were given extra release time to conduct the IfSR and then use student assessment data to identify student learning needs and plan numeracy interventions. The APCI supported staff in stage collaboration days in literacy and numeracy to facilitate professional dialogue and high quality planning practices. 100% of staff indicated they found this collaborative time beneficial for improving student outcomes.</p>

<p>QTSS release</p> <p>\$45,098.21</p>	<p>After evaluation, the next steps to support our students will be: The APCI will continue to work alongside teachers in classrooms and support through delivering high impact professional learning and collaborative practices with a focus on reading and numeracy.</p>
<p>COVID ILSP</p> <p>\$40,461.54</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 <p>The allocation of this funding has resulted in the following impact: A teacher was employed to deliver small group tuition in literacy and numeracy. Students were determined after data analysis. The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be reviewed to involve regular monitoring of students as they transition back into classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	119	122	110	119
Girls	122	124	116	114

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.4	94.1	90.7	94.5
1	93.2	96.0	90.4	93.5
2	93.5	93.9	89.9	91.0
3	93.0	94.7	89.1	93.6
4	94.6	91.9	88.6	92.4
5	93.9	94.1	85.7	92.9
6	94.6	90.8	89.6	91.9
All Years	93.8	93.3	89.0	92.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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)	3.6
Classroom Teacher(s)	8.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.47

*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	169,879.13
Revenue	2,697,584.28
Appropriation	2,593,366.91
Sale of Goods and Services	1,875.16
Grants and contributions	96,292.71
Investment income	6,049.50
Expenses	-2,629,743.64
Employee related	-2,383,410.70
Operating expenses	-246,332.94
Surplus / deficit for the year	67,840.64
Closing Balance	237,719.77

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	68,208
Equity Total	117,888
Equity - Aboriginal	3,165
Equity - Socio-economic	10,149
Equity - Language	3,392
Equity - Disability	101,182
Base Total	2,025,858
Base - Per Capita	58,819
Base - Location	0
Base - Other	1,967,040
Other Total	208,518
Grand Total	2,420,472

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 Satisfaction

Parent views of the school were obtained by the use of the Tell Them from Me parent survey.

Positive comments from parents and carers identified a number of initiatives delivered across the school in 2023 were positively received. These initiatives include extra curricular opportunities such as chess and music lessons, improvement to our learning support processes, an improved focus on Aboriginal Education and building a culture of kindness across the school. Our community have also commented on the consistency in school leadership and the high quality learning experiences being delivered by our staff. Feedback received indicated that we still have room for improvement in communication and sharing more information about what learning is happening in primary classes.

Student Satisfaction

Student views of the school were obtained by the use of the Tell Them from Me student survey.

Social-emotional outcomes data indicates that we have outperformed the NSW Government norm in student participation in school sports, students with positive relationships, students with positive behaviour at school. Students identified extra curricular activities such as school camp as valued experiences. Improvements in key areas of learning was also a common celebration for our students as well as sport and technology opportunities. Students also indicated they would like to see improvements to our bathrooms and school grounds.

Teacher Satisfaction

Teacher views of the school were obtained by the use of an internal teacher voice survey. Teachers indicated that we have created a positive culture of challenge and support and we have embedded evidence-based strategies and evaluative practices across the school. Our team would appreciate more input in the topics of professional learning sessions and this will be an area of improvement in 2024. The survey also indicates our collaboration time and data analysis in stage teams is highly valued due to the collegial conversations that are generated.

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.