

2023 Annual Report

Petersham Public School



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Introduction

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

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School vision

Petersham Public School provides a quality learning environment, striving for academic excellence. Children are part of a supportive school community that inspires confident and creative individuals who are active and informed global citizens.

School context

Petersham Public School is an inner urban primary school with eleven classes and approximately 260 students. Petersham PS provides a happy, safe and caring environment where children achieve to the best of their abilities and become reflective, responsible, independent learners.

The school is set on spacious, leafy grounds, with sporting facilities including tennis, netball and basketball courts and play equipment. A strong focus on excellence in teaching and learning, positive student and staff wellbeing and strong partnerships with parents and the wider community underpins the school's philosophy.

Petersham Public School has a strong commitment to providing an holistic education, offering specialist programs in band, strings, recorders, dance, choir and a variety of sporting programs.

Curriculum differentiation to meet the diverse learning needs of students, integrating technology to enhance learning across the curriculum, and social/emotional learning programs are key focus areas for the school. Our high level area for improvement is strengthening our practices with High Potential and Gifted students through our partnership with the Gifted Education Research Resource and Information Centre (GERRIC) and implementation of the High Potential and Gifted Policy. Kitchen gardens, a sustainable outdoor learning area (SOLA) and a chicken enclosure have been established to support environmental and sustainability education, through partnerships between staff, students and parents/carers.

The average achievement of students is above the state average in the National Assessment Program and the school demonstrates sustained growth. There is a strong learning support program which meets the needs of all learners, including high potential and gifted students. There is an active parent community which provides consultation and input on initiatives and directions and raises funds to support programs and upgrade resources. An onsite Out of School Hours Care service, managed by a parent committee, works closely with the school to meet the needs of the community.

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

To achieve expected growth in literacy and numeracy for all students with targeted use of school resources.

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.

- Strengthened data skills and use
- Early and ongoing intervention

Resources allocated to this strategic direction

AP Curriculum & Instruction

Professional learning

Low level adjustment for disability

English language proficiency

Integration funding support

New Arrivals Program

Summary of progress

Strategic Direction One focused on two initiatives - (1) Strengthened data skills and use and (2) Early and ongoing intervention.

Strengthened data skills and use - The school scheduled a series of data discussions and planning based on data with staff during staff meetings and in teams. The APCI and executive team led highly scaffolded and ongoing data sessions for staff, which supported teachers in analysing data and using this data more confidently. Teachers are using internal and external student data to plan and inform their teaching, and to adjust content and learning based on student information. The executive team created a K-6 assessment and data talks schedule, in order to guide and prioritise data collection and discussions. Teachers are beginning to use tracking sheets to collect formative assessment data based on outcomes and content from syllabus. Some team leaders placed a focus on bringing tracking sheets to stage meetings to discuss the data, which encouraged staff to maintain their data collection for the purpose of data analysis.

Next year in this initiative, staff will collaborate on refining the assessment schedule and data talks. The team leaders will provide feedback in executive meetings about how their teachers are progressing with using the tracking sheets and send a staff survey to establish the gaps in teacher assessment / data analysis skills. This will inform PL and staff requiring support. The APCI will work with the teams in order to begin/continue rigorous/effective formative assessment by using tracking sheets.

Early and ongoing intervention - Two Student Learning Support Officers were trained in The QuickSmart Numeracy intervention program. QuickSmart Numeracy is a responsive, small-group intervention program that aims to develop fluent (Quick) and efficient (Smart) strategy use. The program is aimed at students in Years 4-6 who require additional support with numeracy. After data analysis, students were identified for the program and attended multiple sessions per week for the last two terms. One Learning and Support Teacher continued literacy support for identified students and also ran The Secret Agent Society, which is an espionage-themed resource that provides an evidence-based and comprehensive intervention that builds social and emotional learning skills for children aged 8-12 years old. The second Learning and Support Teacher implemented the Minilit program across K-4, three times per week, with just shy of 100% graduating from the program at the end of 2023. Next year, the three interventions (QuickSmart, Minilit and The Secret Agent Society) will continue to be run across the school. As this initiative is now firmly embedded in our school practice, it will no longer be shown in the school plan as a separate initiative.

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 reading in Year	Year 3 students had a 1% mean scaled score increase in 2023.

3 and 5 for 2023 compared with Year 3 and 5 in 2022.	Year 5 students mean scores remained stable from results in 2022.
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.	<p>Year 3 students made a 3% mean scaled score improvement in numeracy.</p> <p>Year 5 students made a 4% mean scaled score improvement in numeracy.</p>
Increase the proportion of students attending greater than 90% of the time to 91%.	Our school attendance data is at 100% completeness. Many of our students visited families overseas in 2023 as all travel restrictions have been lifted. There has been a 3% decrease in the number of students attending greater than 90% of the time.

Strategic Direction 2: Quality Differentiation and Explicit Teaching

Purpose

To enhance student learning through targeted, explicit teaching

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.

- Quality Teaching and extending high potential and gifted students
- Individualised learning

Resources allocated to this strategic direction

Per capita

QTSS release

Professional learning

AP Curriculum & Instruction

Socio-economic background

Aboriginal background

English language proficiency

Low level adjustment for disability

Summary of progress

Strategic Direction Two focused on two initiatives - (1) Quality Teaching and extending high potential and gifted students and (2) Individualised learning.

Quality Teaching- At the beginning of Term 1, teachers engaged in collaboratively planning for their scope and sequence for English and Maths. In addition, a timetable for team teaching with the APCI, including two whole day sessions to improve teacher consistency with a focus on modelling Maths and English content to students occurred. Teachers report improved knowledge of explicit teaching and assessment requirements. In Term 3, K-2 teachers used tracking sheets for formative assessments in order to identify teaching priorities. Teacher programs reflect quality differentiation through the use of annotations and differentiated success criteria to meet the needs of all learners. Although the majority of teachers reflected some sort of program annotations/differentiation and LISCs in lessons, further work in 2024 is needed so that this is more consistent across K-6. In 2024, teachers will engage in CTJ to inform their teaching and not just sharing samples for reporting and assessment purposes. At the end of Semester 2, we will initiate the use of K-6 tracking sheets, which will be implemented Term 1, 2024.

High Potential and Gifted Education (HPGE) - The school provided three PL sessions around HPGE and teachers created a list of students who fall within the range of HPGE. Teachers learnt about the HPGE adjustments, in order to adjust teaching and learning sequences to cater for these students. Use of assessment tracking sheets ensures students with high potential are challenged and are developed. There is some evidence that teachers are considering and incorporating the HPGE adjustments with HPGE plans and teaching programs. Moving forward, the school will continue with HPGE PL and increase teacher confidence with using HPGE adjustments in teaching and learning. HPGE students and strategies will be discussed during weekly Learning and Support meetings, with the expectation that teachers create a HPGE plan where necessary. Additionally, program annotations will include evidence of HPGE student differentiation.

Individualised Learning- The school held weekly learning and support meetings to ensure every student with additional learning needs is catered for. All indigenous students have personalised learning plans created in collaboration with parents, students and the classroom teacher. In 2024, Personalised learning Pathways are to be updated twice a year and shared in LST meetings.

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
70% of all learning plans and pathways	Over 70 % of learning plans and pathways are written in collaboration with

are written in collaboration with parents, carers and external agencies. These plans are evaluated every term.	parents, carers and external agencies. The plans are currently updated twice per year, with the goal to evaluate each term.
Continue to uplift percentage of teacher programs recording annotations of student differentiation to 80%	Around 50% of teachers confidently record annotations, as such, we will continue to uplift percentage of teacher programs recording annotations of student differentiation to 80%
Continue to work towards meeting target of SEF element (curriculum) - excelling	Transition program and literacy and numeracy growth indicates the school is trending towards excelling, however self-assessment indicates improvement is required in recording annotations of student differentiation and more opportunities for parents to be involved in their child's learning.
Increase the percentage of student growth in TTFM to identify learning goals 86%.	Tell Them From Me data indicated that in Maths and English, 47 % of students "sometimes" and "51 % always" felt they could identify their learning goal, totalling 98%. To improve, students would like their goals to be clearer.
Maintain the percentage of students identifying high expectations for success to 8.8 in the TTFM survey	High expectations for success scored 7.4.

Strategic Direction 3: Authentic partnerships and Continuous Improvement

Purpose

A planned approach to enhance student outcomes through quality relationships between staff, students, local schools and the 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.

- Targeted professional learning
- Community engagement

Resources allocated to this strategic direction

Professional learning

Per capita

Summary of progress

Strategic Direction Three focused on two initiatives - (1) Targeted professional learning and (2) Community engagement.

Targeted professional learning- The executive team collaborated on the professional learning agenda (termly) based on internal and external data sources, student needs and our school improvement plan. The focus was on familiarising staff with the NSW Curriculum reform, quality teaching, data literacy and discussions and HPGE. K-2 teachers worked alongside the APCI and team leaders in the enact phase where they collaborated on units of work, engaged in lesson observations, team teaching and data collection and discussions. Differentiated support was provided based on teacher needs and student data. A survey was sent to gather the impact of support from APCI, and it showed there was a high impact on quality teaching and learning. Staff engaged in data literacy and discussions in school and stage meetings. Teachers analysed external data, used diagrams to plot how their students were progressing and created an action plan/ highlighting *where to next* for their teaching. Teacher confidence in analysing data has improved, evidenced by the discussions in these data meetings and increased independent use of class data. In 2024, the school will revisit and refine the Assessment and Data Talks Schedule, so it is used/referred to more consistently by team leaders and teachers. This will support further improvement in teaching practices across the school.

Community engagement- P&C meetings were held throughout the term with the agenda based on the SIP and upcoming events. The P&C sent out a weekly community update to ensure parents are aware of school priorities around learning, attendance and upcoming workshops. A small yet growing number (from 2022) of parents are assisting teachers in reading or maths. The school holds parent workshops around topics that have come from parent survey or based on student need. Some of these workshops have been about supporting students with anxiety, student and family mental health and Twenty10 LGBTQIA+ workshops. Next year in this initiative, the school will amplify the opportunities for parents and carers to be involved with their child's learning through information workshops, initiatives and in classroom help. The Student Representative Council meet weekly in order to increase student voice. Motions were presented to the principal and a number of suggestions were endorsed and actioned with support from The P&C.

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
75% of parents communicating with classroom teacher(s) two to three times per year about their child's progress.	TTFM survey results showed that 69 % of parents communicate with the classroom teacher about their child's learning since the beginning of the year in the domain of 'Parents' participation at School.' In 2022, the percentage of parents who communicated with teachers about their child's learning was 69%.
100% of students in Stage 3 trained annually in Peer Support.	In 2023, all Stage 3 students were trained in Peer Support and 4-5 students participated in peer support led by stage 3 students.
Increase the proportion of students	The TTFM survey showed 66% of students with a positive sense of

<p>reporting Expectations for Success, Advocacy, and Sense of Belonging at School to the upper bound optional system negotiated target of 93.5%.</p>	<p>belonging and students who reported there was an expectation for success was at 7.7 on a 10-point scale. 7.3/10 students feel they have someone at school who consistently provides encouragement and can be turned to for advice (advocacy). We will continue with working with teachers and staff to improve these drivers of engagement.</p>
<p>All staff to engage in 45 hours per year of professional development as informed by PDPs, School and System Priorities.</p>	<p>Staff engage in professional learning every Wednesday afternoons from 3:30-4:30, in stage groups or as a whole school. Additionally, professional learning happens during some stage meetings, with all staff engaging in PL around goals in their PDP's.</p>
<p>31% of parents/carers involved in the school community.</p>	<p>TTFM parent survey showed we have 31% of parents involved in a school committee and 36% indicating they have volunteered in some other way.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$7,068.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Petersham 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"> • Early and ongoing intervention <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Students attended intensive EAL/D sessions two to three times per week. The students engaged in listening and speaking tasks, initially aimed at developing simple social interactions with teachers and peers. Following this, students developed their concepts of print knowledge and improved their capacity for reading and writing single sounds, blends and whole words.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to work with an EAL/D teacher next year both in class and via withdrawal support to deliver targeted literacy instruction.</p>
<p>Integration funding support</p> <p>\$24,863.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Petersham 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"> • Early and ongoing intervention <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Staffing release for targeted professional learning around Autism and QuickSmart maths intervention • Implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Multilit: due to the phonics skill gap being identified during Multilit, students have made significant shifts in their phonics skills, that are transferred into their reading and writing. - Quicksmart: students are no longer relying on slow and error-prone strategies (especially count-by-one strategies) and are using more sophisticated and efficient strategies, including automatic recall. Students experience greater levels of success in the classroom due to their developed mathematical strategies learnt in the Quicksmart program. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue with Multilit and Quicksmart program in 2024 to enhance fundamental literacy and numeracy skills.
<p>Socio-economic background</p> <p>\$6,129.21</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Petersham 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</p>

<p>Socio-economic background</p> <p>\$6,129.21</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching and individualised learning <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 to support student learning • Resourcing to increase equitability of resources and services • Providing students without economic support for educational materials, uniform, equipment and other items • Resourcing to improve and enhance achievements of learning outcomes for HPGE students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students are supported and challenged in reaching their full potential. - Students experienced enrichment in their learning. - Differentiated teaching and learning. Teachers are actively ensuring every student is supported, challenged and experiences growth in the creative, social-emotional, intellectual and physical domain. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Further professional learning around the HPGE. - HPGE students to be monitored and discussed during LST meetings, additionally teachers will create a learning plan for our HPGE students. - Monitoring programs for evidence of differentiation of teaching in order to cater for all student needs and potential.
<p>Aboriginal background</p> <p>\$2,305.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Petersham 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"> • Quality Teaching and individualised learning • Individualised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Resourcing professional learning around how to cater for Aboriginal students and learning about Aboriginal culture. • Releasing an executive member on staff to support classroom teachers in establishing a personalised learning plan, in collaboration with the ATSI student and parent/guardian. • Resourcing external providers to provide hands on enrichment in Aboriginal culture. • Resourcing authentic texts, such as novels and picture books by Aboriginal authors, for the school library. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Students felt valued, known and cared for, with greater school engagement and attendance. -Students felt like their culture and identity is valued and respected. -Students felt successful, when achieving the goals, they listed during the PLP sessions. - Knowledge and understanding development about Aboriginal culture by our non-aboriginal students/teachers. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Survey staff to seek what further support they would like to ensure cultural, academic and social needs are being meet - Continue to support staff during PLP meetings with parents and students. - Revisit the PLP with students on a term-by-term basis, in order to identify if new goals need to be selected and celebrate goal achievement.

<p>English language proficiency</p> <p>\$72,035.41</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Petersham 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"> • Early and ongoing intervention • Quality Teaching and individualised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Multilit students have made significant shifts in their phonics skills, that are transferred into their reading and writing. - Quicksmart students are no longer relying on slow and error-prone strategies (especially count-by-one strategies) and are using more sophisticated and efficient strategies, including automatic recall. Students experience greater levels of success in the classroom due to their developed mathematical strategies learnt in the Quicksmart program. <p>After evaluation, the next steps to support our students will be: Continue with the implementation of Quicksmart and Multilit to enhance fundamental literacy and numeracy skills.</p>
<p>Low level adjustment for disability</p> <p>\$73,381.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Petersham 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"> • Early and ongoing intervention • Individualised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Targeted students are provided with an evidence-based interventions MULILIT and QuickSmart to increase learning outcomes • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Employment of LaST assistant principal, to manage and lead staff in providing early and ongoing intervention. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Multilit: due to the phonics skill gap being identified during Multilit, students have made significant shifts in their phonics skills, that are transferred into their reading and writing. - Quicksmart: students are no longer relying on slow and error-prone strategies (especially count-by-one strategies) and are using more sophisticated and efficient strategies, including automatic recall. Students experience greater levels of success in the classroom due to their developed mathematical strategies learnt in the Quicksmart program. <p>After evaluation, the next steps to support our students will be: We will continue with Quicksmart and MultiLit, in order to ensure our student needs are being met and experience educational growth</p>
<p>Professional learning</p> <p>\$18,941.10</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 Petersham</p>

<p>Professional learning</p> <p>\$18,941.10</p>	<p>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"> • Strengthened data skills and use • Quality Teaching and individualised learning • Targeted professional learning • Community engagement <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 • Course costs for staff undertaking recognised courses • Presentations by suitable and qualified facilitators, including Tim Perkins <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Deeper understanding and application of pedagogy. - Teachers using student data to inform and improve their practice. - Targeted PL ensures teacher learning and development is based on the needs of the students and teachers. Teachers experienced a stretch in data skills and analysis, and with applying their new learning of the curriculum reform. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue with having professional learning that is continuous, focused and driven by student needs. - Use the assessment and data talks cycle (schedule) more consistently, make it known to all teachers and discuss how team leaders are progressing with the data talks during executive meetings.
<p>QTSS release</p> <p>\$51,371.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Petersham 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"> • Quality Teaching and individualised learning <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 and teaching and learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Greater coherence, deep understanding and application of the NSW curriculum reform - Improved collaboration within teams around student data and learning - Assistant principals have more time to achieve the school priorities <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Survey staff to see if one day a term or one hour a fortnight will best support them in improving student learning and implementation of the NSW curriculum reform.
<p>COVID ILSP</p> <p>\$17,110.09</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>COVID ILSP</p> <p>\$17,110.09</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none">• Employment of educator to deliver small group tuition in QuickSmart <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none">- Greater instant and quick recall of number facts- Decreased cognitive load in working memory where students can work out mathematical problems with ease <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none">- Continue Quicksmart program to enhance early numeracy skills.
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	158	159	151	147
Girls	115	110	111	114

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.6	96.4	93.3	93.2
1	93.0	96.1	92.9	92.4
2	90.7	94.1	92.8	90.7
3	90.9	94.5	91.1	90.5
4	93.3	95.2	89.9	89.7
5	89.7	94.4	90.2	90.2
6	92.8	92.5	90.1	90.5
All Years	91.9	94.7	91.3	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)	3.6
Classroom Teacher(s)	8.25
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.52

*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	161,240.89
Revenue	3,017,167.96
Appropriation	2,713,177.50
Sale of Goods and Services	38,335.81
Grants and contributions	257,366.71
Investment income	8,187.94
Other revenue	100.00
Expenses	-3,067,125.31
Employee related	-2,712,733.57
Operating expenses	-354,391.74
Surplus / deficit for the year	-49,957.35
Closing Balance	111,283.54

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	24,863
Equity Total	153,852
Equity - Aboriginal	2,306
Equity - Socio-economic	6,129
Equity - Language	72,035
Equity - Disability	73,381
Base Total	2,051,235
Base - Per Capita	68,188
Base - Location	0
Base - Other	1,983,047
Other Total	338,208
Grand Total	2,568,158

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

Parents and carers

38 parents and carers answered the Tell Them From Me Survey in 2023.

86% of parents and carers state that they feel welcome when they visit the school and are well informed of school activities. In addition, 90% of parents and carers have spoken with the class teacher on at least one occasion, with the vast majority of respondents reporting they have met with the teacher more than two times.

Students

93% of students report they observe positive behaviour and school and 80% identified positive student-teacher relationships. The student feedback on quality instruction is on par with the state norm of 86%.

Staff

Staff results exceeded state norms across seven of the eight drivers for learning. These drivers include learning culture, collaboration, leadership, data, inclusivity, parent involvement and teaching strategies. The area identified for development is technology, specifically how technology can be used to provide timely feedback and set learning goals.

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.