

2023 Annual Report

Toormina Public School



4506

Introduction

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

Every student attends school regularly and respectfully engages in their learning, achieving academic excellence in literacy and numeracy across all key learning areas. Students take responsibility for their own learning and behaviours in a supportive environment. Families and community values and aspirations align with the school, NSW Department of Education and Premier's priorities. Every teacher provides quality learning and meaningful feedback to improve student outcomes. Every staff member displays high expectations and actively engages in quality professional learning to collaboratively improve teaching and learning with a focus on reading and numeracy.

Leaders guide and support staff with high impact professional learning and collaboratively embed evidence-based teaching into practice. Leaders maintain high expectations of student growth and attainment, fostering a supportive and productive learning environment. Staff members regularly communicate with parents and carers and encourage open communication to actively engage families with their child's wellbeing and learning journey. High expectations and mutual respect are the foundation of all communication.

School context

The school is a K-6 school on the Mid North Coast of New South Wales. There are 196 students enrolled with 34 Aboriginal students (17%) and 8% of students with English as an additional language or dialect (EALD). The school family occupation and education index (FOEI) is 124 with 46.6% in the bottom quartile and 23.3% in the second quartile. This results in the school receiving additional equity funding to help remedy educational disadvantages and provide support for our students. The school also receives funding to support students with additional learning needs through integration funding support. In total, the school will receive funding of \$3,001,948 for 2022. The majority of this funding is utilised to employ staff to support our students. Funding initiatives our school receives beyond equity funding includes professional learning, beginning teacher support, literacy/numeracy, school support allocation and EAfS.

Student carer profiles show a multicultural background with high-level training, employment and aspirations. Teaching and learning draw on the diversity of student and staff strengths by encouraging all students to develop their potential in a purposeful environment with supportive wellbeing systems. All staff have current Working With Children Checks and are accredited at proficient teacher level with some new teachers provisionally accredited. One staff member is engaging with the Australian Professional Teaching Standards to achieve highly accomplished teacher proficiency. Seven staff members hold postgraduate qualifications.

The school has modern facilities including technology suites, wonderful sporting opportunities, creative and performing arts with a tiered music room. Our school hosts the regional opportunity class for teaching gifted and talented students in years five and six. The school has a dedicated focus on literacy and numeracy with a climate that provides a foundation for lifelong learning. Quality teaching and learning is a major focus within the school. The school has received additional funds from the Priority School Funding Program since 2009. The school was identified as an Early Action for Success school in 2017 with an instructional leader appointed K-2 to monitor and support teachers and students to improve literacy and numeracy standards at our school. The school grounds back onto Toormina High School where the majority of our students enrol once commencing high school (70-90%). There are strong connections and transition programs with Toormina High School.

The whole school community, involving students, staff, parents/carers, P&C and the local AECG, was consulted to develop an authentic situational analysis, which was aligned to student data and led to the development of the strategic improvement plan. Through this process, the school has identified a need to further enhance student attendance, a sense of belonging as well as reading and numeracy growth and proficiency. This aligns with system-negotiated targets and is the basis for our strategic directions 2021-2024 - Student Growth & Attainment; Wellbeing; and Performance and Development.

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 growth and performance	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

To enhance student growth and attainment in reading and numeracy, we will augment instructional leadership and data driven practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership
- Data Skills and Use
- Literacy and Numeracy
- Student Assessment and Feedback

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Professional learning
Low level adjustment for disability
English language proficiency
Aboriginal background

Summary of progress

In terms of the whole school plan 2021-2023, the school plan succeeded in increasing the standard of reading and numeracy results across the board, meeting or exceeding these targets, overall. Due to the outstanding results in 2022, the 2023 results did not increase the growth for students in reading and numeracy. Furthermore, the change in comparable NAPLAN data impacted how the school measures student results for reading and numeracy, relying more heavily on Check-in data. The check-in data however does not provide a scaled score for the current year and we can only compare results against state averages and statistically similar school averages.

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 proportion of students above state growth average in Check-in assessment for reading, compared with 2022.	After the high results of both 2021 and 2022, which exceeded the upper bounds of system-generated targets, increasing the proportion of students above the state average was difficult to attain. The school did not meet this target.
Increase the proportion of students above state growth average in Check-in assessment for numeracy, compared with 2022.	After the high results of both 2021 and 2022, which met or exceeded the system-generated targets, increasing the proportion of students above the state average was difficult to attain. The school did not meet this target.

Strategic Direction 2: Wellbeing

Purpose

In order to improve student behaviour and attendance, we will develop a strategic and planned approach to whole school wellbeing and attendance strategies, so that students maximise their time at school to connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Planned Approach to Wellbeing

Resources allocated to this strategic direction

Per capita

Location

Socio-economic background

Aboriginal background

Low level adjustment for disability

Integration funding support

Summary of progress

The impact of COVID meant that the school attendance data remained below the lower target bound and decreased from the baseline data that targets were based on for the full three-year plan period. Planned approaches to wellbeing remained flexible and were regularly reviewed and adjusted to accommodate the needs of our students. The future of examining attendance will move to examining the whole school attendance average, rather than spotlighting students who can attend 90% or more of the time, moving the focus to improving all students equitably. Our Semester One, 2023 attendance rate is 87.3% which is higher than the NSW state average (87.1%) and the Coffs Harbour school network (84.6%).

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 proportion of students attending school more than 90% of the time by 5.5% or more.	Following COVID, there is a statewide downturn in student attendance data, particularly in the students attending school more than 90% of the time. The school data shows that we were unable to achieve this target. This did increase from 49.97% in 2022 to 50.38% but this increase (0.41%) was lower than the target.
Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school by 5.4% or more.	The school was just under the combined wellbeing lower measure target of 83.50% with an average score of 82.47%. The proportion of students reporting Expectations for Success and Sense of Belonging were both under the lower measure but the measure for Advocacy at School exceeded the upper measure target of 90.98% with a score of 92.86%.

Strategic Direction 3: Performance and Development

Purpose

In order to bolster high quality teaching, we will strategically implement high quality professional learning and planned and supported reflective practices with a focus on student growth in literacy and numeracy.

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 Practice and Feedback
- Learning and Development
- Performance and Development

Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

Socio-economic background

Summary of progress

Many structures changed throughout 2023, both internally and externally causing a few of our targets to not effectively meet the changing needs and demands of NESA and AP C&I structures. In effect, the changes caused a greater take-up of teacher performance and development practices. The school further developed self-select professional learning structures more aligned to individual learning needs and PDP goals against the Australian Teaching Standards.

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
85% of classroom teachers participate in Instructional Afternoons to improve student learning outcomes in literacy and numeracy each semester.	The school did not reach this target as the format of instructional afternoons was changed to accommodate the changing structure and staffing of the school. Instead 100% of teachers worked closely with one or both assistant principal curriculum and instruction (AP C&I) throughout 2023.
75% of professional learning planned and tracked on MyPL	The school did not reach this target as the reporting requirements of NESA changed during the year. Instead, 100% of staff meetings were planned and linked to the Australian Teaching Standards for teachers to self-monitor.
In the School Excellence Framework element of Learning and Development the school will work towards excelling practices in collaboration, feedback, coaching and mentoring, professional learning and harnessing school expertise and driving innovation.	The school met this target with progress towards excelling, however, the school was rated as sustaining and growing overall through the external validation process.
In the School Excellence Framework element of Educational Leadership the school will embed sustaining and growing practices in instructional leadership, high expectations culture, performance management and development and community engagement.	The school met this target which was verified through the external validation process.
85% of teachers use the Australian	The school met this target with 100% of the teachers using the Australian

<p>Professional Standards to measure and evaluate their performance, their PDP annual reviews demonstrate continued capacity building and goal achievement.</p>	<p>Professional Standards to measure and evaluate their performance, and their PDP annual reviews demonstrated continued capacity building and goal achievement.</p>
<p>85% of teachers goals are aligned to student progress and achievement with clear evidence of effective assessment and evaluation processes.</p>	<p>The school met this target with 100% of the teachers' goals aligned to student progress and achievement with clear evidence of effective assessment and evaluation processes.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$26,556.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toormina 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"> • Planned Approach to Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The employment of SLSOs to assist teachers in meeting the needs of students (behavioural, social, emotional, toileting and learning needs) was critical to support all student learning and specifically the students with individual needs.</p> <p>After evaluation, the next steps to support our students will be: Better intervention to identify students who would be eligible for integration support much earlier.</p>
<p>Socio-economic background</p> <p>\$179,373.18</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toormina 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"> • Attendance • Planned Approach to Wellbeing • Literacy and Numeracy • Student Assessment and Feedback • Performance and Development • Other funded activities <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 wellbeing and attendance program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Students were better supported in smaller learning groups and with additional staff dedicated to early intervention for disruptive and anti-social behaviours impacting the learning of other students. This process was supportive and pastoral, often impacting the students and families with additional support and interventions. There were equitable opportunities for all students to be engaged with all aspects of the school curriculum and have their wellbeing supported.</p> <p>After evaluation, the next steps to support our students will be: Maintain a wellbeing interventionist to support students and improve students' ability to learn and interact with each other positively.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$46,153.63</p>	<p>needs of Aboriginal students at Toormina 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"> • Planned Approach to Wellbeing • Student Assessment and Feedback • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Students were better able to engage with their learning through interventions, encouragement and targeted learning support.</p> <p>After evaluation, the next steps to support our students will be: Continue to support our students by recognising their individual needs, strengths and interests to better engage with their learning.</p>
<p>English language proficiency</p> <p>\$10,439.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Toormina 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"> • Student Assessment and Feedback • Other funded activities <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: Better in-class support to assist students with their learning.</p> <p>After evaluation, the next steps to support our students will be: Better intervention to identify students who would be eligible for proficiency support much earlier.</p>
<p>Low level adjustment for disability</p> <p>\$165,470.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Toormina 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"> • Planned Approach to Wellbeing • Student Assessment and Feedback • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs

<p>Low level adjustment for disability</p> <p>\$165,470.96</p>	<p>The allocation of this funding has resulted in the following impact: The employment of SLSOs to assist teachers in meeting the needs of students (behavioural, social, emotional, toileting and learning needs) was critical to support all student learning and specifically the students with individual needs.</p> <p>After evaluation, the next steps to support our students will be: Better intervention to identify students who would be eligible for integration support much earlier.</p>
<p>Location</p> <p>\$1,498.98</p>	<p>The location funding allocation is provided to Toormina 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"> • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: This has provided better opportunities for all students to engage with all learning opportunities and excursions.</p> <p>After evaluation, the next steps to support our students will be: Continue to support subsidies for students to attend all learning opportunities and excursions</p>
<p>Professional learning</p> <p>\$24,902.71</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 Toormina Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Performance and Development • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Additional teacher release to work with the AP C&I to support the implementation of the new English and Mathematic Syllabuses</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional RFF in 2024 as the syllabuses become further embedded.</p>
<p>QTSS release</p> <p>\$38,706.34</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Toormina 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"> • Performance and Development • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$38,706.34</p>	<ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: School executive staff have been better prepared to support and lead the implementation of new syllabuses and support all staff with their performance and development processes.</p> <p>After evaluation, the next steps to support our students will be: Continue to support all teachers to improve quality teaching through professional learning, guidance and mentoring.</p>
<p>COVID ILSP</p> <p>\$80,590.00</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: Due to staffing shortages, there have been many instances throughout 2023, when the COVID ILSP SLSO and/or teacher has had to fold the small group tuition to fulfil another role due to staff absences and the lack of casual staff to replace teachers/SLSOs. As a result, the full COVID amount was unable to be fully utilised. However, when uninterrupted, the program was able to provide solid support to many students across the school.</p> <p>After evaluation, the next steps to support our students will be: Have a better-directed process to support year 4 and 6 students in 2024 with the small group tuition funding, based on NAPLAN results from the outset.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	146	140	105	106
Girls	117	97	91	89

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.4	91.6	87.7	87.4
1	92.0	90.6	85.8	89.5
2	92.7	93.3	88.5	85.7
3	90.1	93.1	88.2	89.2
4	91.3	89.9	89.2	88.9
5	93.0	90.3	88.8	88.7
6	92.6	90.0	81.6	85.5
All Years	92.2	90.9	87.2	87.8
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)	4.2
Classroom Teacher(s)	8.94
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Counsellor	1.6
School Administration and Support Staff	3.22

*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	113,699.80
Revenue	3,637,381.04
Appropriation	3,519,194.11
Sale of Goods and Services	44,512.02
Grants and contributions	71,166.60
Investment income	2,508.31
Expenses	-3,534,715.70
Employee related	-3,220,079.98
Operating expenses	-314,635.72
Surplus / deficit for the year	102,665.34
Closing Balance	216,365.14

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	21,245
Equity Total	401,437
Equity - Aboriginal	46,154
Equity - Socio-economic	179,373
Equity - Language	10,439
Equity - Disability	165,471
Base Total	1,801,607
Base - Per Capita	51,011
Base - Location	1,499
Base - Other	1,749,097
Other Total	871,487
Grand Total	3,095,776

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 and student survey results indicated that wellbeing, impacting student engagement remains of high importance to our families and individual students. Parent and student survey results indicated that student engagement remains of high importance to student learning with 45% of student responses indicating that quieter, calmer learning spaces should be a priority. Students further indicated that having access to fidget toys would help them to remain settled and better learn/concentrate in the classroom. Other students (33%) indicated that interactive or game-like elements within lessons helped them engage with their learning as well as varying the mix of active learning with hands-on activities. Half of the parent responses highlighted the need for individualised or involving 'fun learning' to make it better for their children to learn at school. Parents also highlighted (38%) that allowing for individual differences or students and their learning styles would be beneficial. Parents also highlighted that disruptive students in the classroom get in the way of their child's learning. Teacher responses (47%) highlighted that the school supports our students with many wellbeing initiatives and that keeping a wellbeing focus is important to continue. Furthermore, we could implement more Berry Street education model strategies to support our students further (13%). Increasing staff wellbeing was also raised with 20% of responses to improve our school as well as enhancing the strategic use of data to support student learning (13%) and differentiated professional learning (13%) with a continuation of self-selected professional learning opportunities. The main themes to come from our survey results include a need to engage students with their learning, which may have a direct impact on student learning and student behaviour. We should continue with our wellbeing focus to support students both in self-regulation and engagement with their learning. Staff also need to further develop our collective efficacy towards the effective use of data to support student learning, student management, professional learning and staff morale, especially with the recent changes to our school staff.

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.