

2023 Annual Report

Valley View Public School



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Introduction

The Annual Report for 2023 is provided to the community of Valley View Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Valley View, all students have fair access to high quality teaching and learning delivered through evidence-based practices and supported through responsive wellbeing programs and strong community partnerships.

School context

Valley View Public School was established in 1980 and is located in the Wyoming area. The current enrollment is 316 students with 4.72% acknowledging their Aboriginal heritage and 16.8% English as an Additional Language or Dialect (EAL/D).

Valley View Public School has a newly established Support Unit consisting of three Multi-Categorical classes. An OOSH (Out of School Hours) service is also on site and a Community Language School which operates on-site on Saturdays. The school has a dynamic teaching team ranging from early career teachers to more experienced staff, with school administration and learning support officers working as a team to provide educational excellence.

Valley View Public School implements a number of research-based Literacy and Numeracy programs, including MSLE. The school implements 'Positive Behaviour for Learning' (PBL) and upholds the values of Respect, Responsibility and Personal Best.

Valley View Public School prides itself on the quality and variety of educational and extra-curricular experiences available to students. Extra-curricular activities include: band, choir, recorder, dance groups, a range of sporting PSSA teams, public speaking, and the Premier's Debating Challenge, Premier's Spelling Bee and Premier's Reading Challenge.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will be undertaken around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. School services will be utilised to build an understanding of how to do this successfully with a focus on quality professional learning.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need additional support and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential moving forward.

Valley View Public School has strong alliances with the Valley Schools Learning Community and the Coinda Local AECG, valuing the consultative partnerships that exist. The P&C are committed to the school ensuring timely resourcing and support is provided to enhance the learning opportunities for all.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To provide high quality, evidenced-based instructional professional learning to ensure our teachers are creative, inspirational and inclusive practitioners with the capacity to respond to assessment and feedback and shape teaching around the needs of every student.

School Excellence Framework Links

- **Learning:** Curriculum, Assessment
- **Teaching:** Effective Classroom Practice, Data skills and Use, Professional Standards, Learning and Development
- **Leading:** Educational Leadership, School Resources, Management Practices and Processes

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.

- Data Driven Practices
- Individualised learning practices and processes.

Resources allocated to this strategic direction

Summary of progress

This Strategic Direction saw a focus on data driven practices and individualised learning practices and processes. We undertook whole school and Stage led data meetings where we collated and discussed reading level data and programming which was driven by the Assistant Principal Curriculum and Instruction. Students were then collaboratively grouped into the targeted areas of High Potential, needing support, Aboriginal and English as Additional Dialect. Data was presented and staff were supported to ensure their programs supported differentiated teaching. Assessment schedules were reviewed ensuring consistency in the type, frequency and storage of assessment data.

Individualised learning is a priority and all staff were active participants in the high impact professional learning for High Potential and Gifted Education (HPGE) students enabling staff to not only identify students but also to effectively differentiate their programs and teaching to cater for these students. Intervention programs were conducted by SLSOs and Learning and Support Teachers. This has resulted in a whole school approach to the monitoring of curriculum planning, delivery and assessment and therefore meeting the needs of our students. Consistent teacher judgment is becoming evident across the school and programs and student work samples are reflective of explicit teaching practices.

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 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	Reading results from Check-in assessments showed a uplift of 4.6% in Year 5 and a downward turn of 4.3% in Year 3 from 2022 results to 2023.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023	There was an uplift of results in Year 5 from 2022 to 2023 of 2%. Year 3 saw a downward turn of 1% in results from 2022 to 2023.
All students can demonstrate reading growth and achievement from Term 2 to Term 4 using PAT assessment data.	In term 2, 64.1% of Year 3 students achieved in the band 90 and above for reading compared to 64.7% in term 4. 68.1% of Year 3 students demonstrated growth from Semester 1 to Semester 2. In term 2, 84.31% of Year 5 students achieved in the band 110 and above for reading compared to 88.89% in term 4. 68.6% of Year 5 students

All students can demonstrate reading growth and achievement from Term 2 to Term 4 using PAT assessment data.	demonstrated growth in reading from Semester 1 to Semester 2.
All students can demonstrate numeracy growth and achievement from Term 2 to Term 4 using PAT assessment data.	<p>In term 2, 61.54% of Year 3 students achieved in the band 105 and above in numeracy compared to 69.24% in term 4. 79.5% of Year 3 students demonstrated growth in numeracy from Semester 1 to Semester 2.</p> <p>In term 2, 78.43% of Year 5 students achieved in the band 115 and above in numeracy compared to 90.7% in term 4. 78.4% of Year 5 students demonstrated growth in numeracy from Semester 1 to Semester 2.</p>

Strategic Direction 2: Quality Learning

Purpose

To improve student outcomes by developing confident and resilient students who monitor their own learning and reflect on and respond to feedback.

School Excellence Framework Links

- **Learning:** Learning Culture, Wellbeing, Curriculum, Assessment
- **Teaching:** Effective Classroom Practice, Data skills and Use, Professional Standards, Learning and Development
- **Leading:** 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.

- High Impact Professional Learning
- Development, Implementation and Evaluation of Evidence Based Programs

Resources allocated to this strategic direction

Aboriginal background

Summary of progress

This Strategic Direction focused on high impact professional learning to drive quality teaching across the school. Apart from mandatory training, we also strategically developed a Professional Learning schedule for the implementation of the new English and Mathematics K-6 Syllabuses to ensure that the familiarisation of this for Years 3 - 6 was in-depth.. There was also a continued focus on the new K-2 syllabuses, with their implementation mandatory in 2023. Professional learning, via a PL timetable, was delivered to introduce MSLE language phonological awareness, phonic skills, phonemes, graphemes, syllables and spelling rules was conducted. A review of our current spelling program was undertaken allowing us to adjust this based on MSLE pedagogical practices. Measurement and Geometry was also a designated focus for our high impact professional learning. We have developed a culture where professional learning is highly valued and regular opportunities are sought to ensure continuous improvement for all staff.

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
Evaluation of the Professional Partner Program shows that 100% of staff found that it was effective in supporting and developing the capabilities of all staff through a staff survey.	The Professional Partnerships program has been replaced with the introduction of the Assistant Principal Curriculum and Instruction position who now runs professional learning, demonstration lessons and observes teachers and gives feedback on pedagogical practices.
Staff survey will show that 100% of staff feel that professional learning delivered across the school has improved their teaching practice.	100% of staff felt that the professional learning sessions delivered throughout the year that focused on MSLE and the implementation of the new K-2 and the familiarisation of the 3-6 syllabuses was effective and helped in their knowledge and understanding of both.
Student data shows an increase in spelling ages, with an uplift of 20% of students reaching their chronological age or above.	As a school it was decided not to use the SA Spelling test to assess student's spelling ages so it was not completed this year, but to use the Check-in data that we had available which will be reflected in the 2024 School Improvement Plan.

Strategic Direction 3: Quality Connections

Purpose

To strengthen connections with parents and the wider community, so that the school is a cohesive and productive place of learning with student achievement and wellbeing as the prime focus.

School Excellence Framework Links

- **Learning:** Learning Culture, Curriculum, Reporting
- **Teaching:** Learning and Development
- **Leading:** Educational Leadership, School Performances, Management Practices and Processes

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.

- Engagement
- Wellbeing

Resources allocated to this strategic direction

Summary of progress

This Strategic Direction focused on the engagement and wellbeing of our students. We initially commence annually with a review of our behaviour management flow chart and consistency guides and updated our PBL Handbook and Sentral Wellbeing settings to reflect changes. All staff, including new staff and casuals, are trained with the new procedures ensuring consistency school wide. Attendance and engagement initiatives have a deep focus across the school as these are fundamental in developing confidence and positive attitudes towards learning. Attendance data is regularly collected and monitored by the Assistant Principal LST and Wellbeing to ensure streamlined targets for areas of need and improvement. Our current processes around tracking and monitoring attendance are a regular part of our LST meetings, sending out SMS messages daily for absences, sending home letters each fortnight for students with unexplained absences, fortnightly meetings with the Homes School Liaison Officer (HSLO) and involving them in cases where interventions were required.

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 90% of the time from 72.2% to 75%.	Students attending school 90% of the time has increased from 52.8% in 2022 to 69.9% in 2023. We also saw an increase in the number of students travelling overseas on family holidays again.
The whole school attendance rate is 88%	The whole school attendance rate is 91.6%, above our 90% target and above the NSW state average of 88.6%.
75% of staff are trained in PAX and are implementing the PAX game in their classrooms.	100% of staff were trained in PAX during professional learning sessions over the year.
A survey of PBL/PAX is completed with data showing strong staff and student satisfaction.	The Tell Them From Me Survey of students shows an increase of 5% for students 'Positive Behaviour At School' with the NSW norm being 83%.
A reduction of 12% of Tier 2 and 3 behaviour incidents	There was an increase in Tier 3 incidents of 37 reports from 2022 to 2023. This rise may be attributed to the large amount of Learning From Home time in 2022 and the return to full-time schooling in 2023. There was however a decrease in Tier 2 reports of 2 from 2022 to 2023.

TTFM data shows an increase of 10% for 'Sense of Belonging.'

There was a 3% increase (49% - 52%) in student's sense of belonging over the past 12 months. This will continue to be a focus for our wellbeing programs.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$24,735.00</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 Valley View Public School.</p> <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:</p> <p>* Students were identified on the New Arrivals Program. Student's vocabulary, communication and engagement improved after receiving additional support moving from beginning to emerging on the EAL/D Learning Progressions.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* Additional staff to be trained in understanding, using and recording student progress on the EAL/D Learning Progressions</p>
<p>Integration funding support</p> <p>\$222,268.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Valley View 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"> • 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 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:</p> <p>* Identified students and their families were supported, allowing access to the appropriate curriculum and emotional, social and behavioural supports were put in place strategically.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* Identify students who will receive IFS funding in 2024 and ensure appropriate staff, programs and supports are in place.</p>
<p>Socio-economic background</p> <p>\$76,725.81</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Valley View Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support the employment of additional School Learning Support Officers. <p>The allocation of this funding has resulted in the following impact:</p> <p>* Identified students being able to participate in extra-curricular activities they wouldn't normally be able to engage in, including major excursions. Students were supported to be in correct school uniform to ensure their sense of belonging and by the provision of food if needed.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$76,725.81</p>	<p>* The school will continue these targeted initiatives to support student learning and engagement. Socio-economic funding will continue to be used to support the needs of all students in 2024 through employing additional staff to support current programs and purchasing resources.</p>
<p>Aboriginal background</p> <p>\$29,149.62</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Valley View 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"> • High Impact Professional Learning • 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:</p> <p>* Greater opportunities for students to engage in authentic learning about Aboriginal history and culture through the introduction of the Bro Speak and Sista Speak programs for our Aboriginal students. Our Aboriginal Education team worked closely with staff from two partnering schools to develop and implement the program, fostering connections with the wider community to support cultural awareness amongst our students. All Aboriginal students have a Personalised Learning Pathway (PLP) developed in consultation with parents, students and classroom teachers.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* The Aboriginal Education team will continue to build on and drive school wide improvement in Aboriginal Education with a strong focus on building connections within the community. The Bro Speak and Sista Speak programs will continue to be a strong focus with the push to see it expand in across our Local Management Group in 2024.</p>
<p>English language proficiency</p> <p>\$21,704.47</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Valley View Public School.</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • 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> <p>Staff benefited from the expertise of the EAL/D teacher, in program support and the development of targeted support and strategies to cater for EAL/D students within the school setting.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>EAL/D teacher to continue providing support for students by monitored their progress and ensuring that specific wellbeing and language needs are catered for within the school setting. Staff to continue being guided when programming and reporting on EAL/D students' English language proficiency.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$152,006.98</p>	<p>students at Valley View Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <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: The LaST and Learning Support Team collaboratively monitor and support students specific needs by developing targeted learning programs. SLSO support is provided for identified students, where they receive additional support in the classroom with their learning, behaviour and social needs. Families collaboratively review learning support goals and discuss any adjustments to student's learning plans.</p> <p>After evaluation, the next steps to support our students will be: Continue to hold learning support review meetings for students identified with additional needs. Investigate high impact support models to best cater for the allocation of SLSO's and Learning Support teacher time, across the school.</p>
<p>Professional learning</p> <p>\$30,640.36</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 Valley View Public School.</p> <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, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: * All staff engaged in quality evidence-based professional learning, delivered by the AP Curriculum Instruction (APCI), to unpack the new English and Mathematics syllabuses. Stage planning days allowed all staff to engage in further investigation of the curriculum and having collegial discussions around the future implementation of the new syllabus. K-2 staff participated in two school visits which demonstrated best practice around delivering quality literacy sessions.</p> <p>After evaluation, the next steps to support our students will be: * To continue providing staff with professional learning opportunities around the delivery of the new syllabus' for K-2 and plan and prepare of the new syllabus' for 3-6. This will be done through whole staff meetings and stage planning days, through the guidance and support of the Assistant Principal Instruction & Curriculum (APCI). Staff will also have opportunities to partake in any professional learning courses or experiences, that will support syllabus implementation.</p>
<p>Beginning teacher support</p> <p>\$41,357.19</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Valley View Public School during their induction period.</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills <p>The allocation of this funding has resulted in the following impact: * Beginning teachers have been supported with a mentor to ensure a quality induction program and provided with additional RFF time to complete additional professional learning and meet with their mentor. Beginning teachers have become familiar with policy and procedures to inform their</p>

<p>Beginning teacher support</p> <p>\$41,357.19</p>	<p>work and decision-making. They have undertaken important professional learning including classroom management techniques to improve their teaching.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* Ongoing support for these teachers through our usual executive supervision structures, curriculum support and professional learning program.</p>
<p>QTSS release</p> <p>\$68,416.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Valley View Public School.</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <p>* Executive have worked collaboratively with their teams to supervise, observe and plan PDP goals aligned to personal and school directions. Staff are given time in stage teams to become familiar with and plan for the implementation of the new NSW Mathematics and English Curriculum. Teams collaboratively investigate and become more familiar with scope & sequences, units of work and planned assessments.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* Ensuring staff and executive continue to use the QTSS model of planned and targeted release time, to help drive initiatives in line with the School Improvement Plan.</p>
<p>COVID ILSP</p> <p>\$84,870.33</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 • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>* An increased number of students were able to be targeted and supported through an additional teaching allocation resulting in a greater number of students gaining access to small group tuition.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>* This initiative will continue on a smaller scale in 2024 as the Department of Education have extended this funding as 'Small Group Tuition'.</p>
<p>AP Curriculum & Instruction</p> <p>\$155,088.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in

<p>AP Curriculum & Instruction</p> <p>\$155,088.00</p>	<p>classrooms</p> <p>The allocation of this funding has resulted in the following impact: APCI worked with staff across the school to build and support curriculum knowledge including building the capacity of Assistant Principals to support their teams with a specific focus on MSLE and the new K-2 and 3-6 English and Mathematics syllabuses.</p> <p>After evaluation, the next steps to support our students will be: APCI to work with all stage teams to continue to build knowledge and understanding around the familiarisation of the new English and Mathematics Syllabus (3-6) and to support implementation of the new syllabus (K-2). Demonstration lessons and observations of teaching practice will continue to be a focus in 2024.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	164	166	163	168
Girls	172	160	161	162

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.8	94.6	89.1	90.3
1	95.0	93.1	88.7	90.8
2	94.9	93.2	87.9	90.4
3	94.9	92.9	88.2	90.3
4	93.9	92.6	86.3	87.9
5	93.7	93.8	85.1	89.4
6	94.9	88.9	88.1	89.3
All Years	94.9	92.8	87.5	89.7
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)	6
Classroom Teacher(s)	14.25
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	6.32

*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	343,002.37
Revenue	4,797,217.80
Appropriation	4,598,595.36
Sale of Goods and Services	65,138.57
Grants and contributions	119,779.73
Investment income	13,304.14
Other revenue	400.00
Expenses	-4,552,253.05
Employee related	-4,157,909.70
Operating expenses	-394,343.35
Surplus / deficit for the year	244,964.75
Closing Balance	587,967.12

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	202,902
Equity Total	279,587
Equity - Aboriginal	29,150
Equity - Socio-economic	76,726
Equity - Language	21,704
Equity - Disability	152,007
Base Total	3,276,609
Base - Per Capita	87,458
Base - Location	0
Base - Other	3,189,151
Other Total	498,572
Grand Total	4,257,670

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

Each year schools are required to seek the opinions of the school community including parents, students and teachers about the school. Information related to this are detailed below.

STUDENT FEEDBACK

The Tell Them From Me (TTFM) survey was administered to students from Years 4 - 6. 82 students participated in the survey. 65% of students reported a positive Sense of Belonging against the state norm of 81%. This will be a continued focus for the school in 2024.

PARENT FEEDBACK

The 'Partners in Learning' Parent Survey was completed in 2023 and had 27 respondents. Overall, our parents and carers rated above state average for 86% of the several aspects of their perceptions of their children's experiences at home and school.

TEACHER FEEDBACK

Teacher responses to the Tell Them From Me Teacher Survey were above state average in all twelve drivers of student learning: leadership, collaboration, teaching strategies, technology, inclusive school, parent involvement, challenging and visible goals, planned learning opportunities, quality feedback, overcoming obstacles to learning, learning culture and data informs practice.

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.