

2023 Annual Report

St Clair Public School



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Introduction

The Annual Report for 2023 is provided to the community of St Clair 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 St Clair Public School, we strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the community, we provide relevant and inclusive learning opportunities for students that assist them to develop the knowledge, critical and innovative thinking skills, and resilience necessary to succeed.

School context

St Clair Public School is located in Sydney's western suburbs and is a part of the Eastern Creek Network of schools. The school has an enrolment of 290 students with 10 mainstream classes and 5 multicategorical support classes. 42% of our students have a language background other than English and 9% of students identify as Aboriginal or Torres Strait Islander.

The school has a focus on improving student learning outcomes by providing quality teaching and learning experiences, driven by research based programs, extensive professional learning and thorough data analysis. Through the completion of our Situational Analysis, the school has identified areas to address 2021 - 2024 targets in reading and numeracy.

We strive to provide an inclusive and engaging education to all students. Quality programs give all students the opportunity to enrich their learning and succeed at the highest level. A variety of opportunities are provided for students revolving around our comprehensive Stephanie Alexander Kitchen Garden program, debating, public speaking and verse speaking, dance, sport, choir and a signing choir. Technology plays an integral role in student learning with access to iPads, laptops, coding and robotics resources, desktop computers and a fully equipped technology lab. All classrooms have interactive whiteboards.

Whole school wellbeing processes and practices enable the school to achieve effective learning and positive behaviour, creating a productive and harmonious school environment. The school is committed to building stronger connections with families and seeking regular and authentic feedback from the community to assist the school to achieve continuous improvement.

Throughout the development of this plan there was consultation with the school community including with our Aboriginal and Torres Strait Islander families.

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	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students are provided with the best opportunity to grow and succeed as literate and numerate members of our 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.

- Effective Reading Practice
- Conceptual Understanding in Numeracy

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Refugee Student Support

Low level adjustment for disability

Socio-economic background

English language proficiency

Professional learning

Summary of progress

Effective Reading Practice

In 2023, the focus was on building an understanding reading comprehension and how to improve the tracking of reading comprehension. Areas of Focus within PLAN2 were used to track student growth. Teachers identified strengths and areas for improvement using the data. Data reflected an improvement in staff identifying and tracking students on the learning progressions and adapting programs to suit the learning needs of students. Teachers were supported to embed quality practices into their reading sessions. Next year in this initiative the school will work staff to embed these quality practices into the Component B units of work across K-6 to gauge student comprehension.

Conceptual Understanding in Numeracy

In 2023 a number sense program was developed using evidence informed pedagogies. It was informed by data and tracked student growth through formative assessment opportunities. Areas of focus were chosen based on data obtained from the IFSR - Number and Place Value and Additive Strategies. Teachers conducted a short learning sprint with a clear focus area. A number sense program was developed using evidence-based department resources supported by the APCI. Data reflected improvement in student understanding of number and place value. Evaluation indicated a clearer understanding of the importance of developing programs with clear goals around improvement in number sense. Staff reported greater confidence in using data to plan for learning. Our 2023 NAPLAN data did not reflect this growth in number sense. The plan for 2024 is to further develop the number sense program with a focus on embedding problem solving skills and the explicit teaching of problem solving during mathematics sessions.

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
A range of evidence supports our self-assessment to be moving towards the school identified target of excelling in the element of " Effective Classroom Practice " as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Effective Classroom Practice .
A range of evidence supports our self-assessment to be moving towards the	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Internal and External Measures Against Syllabus Standards in the element of Student Performance Measures.

<p>school identified target of excelling in the theme of "Internal and External Measures Against Syllabus Standards" (Student Performance Measures)" as measured by the School Excellence Framework.</p>	
<p>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>	<ul style="list-style-type: none"> • The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 3 numeracy has remained the same. • The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 5 numeracy has increased by 1%.
<p>An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<ul style="list-style-type: none"> • The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 3 reading has decreased by 5%. • The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 5 reading has remained the same.

Strategic Direction 2: Wellbeing and Attendance

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and improved attendance. The school will develop students to be resilient and successful through self-regulation by promoting social, emotional and behavioural engagement in a supportive school environment.

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.

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Attendance

The attendance focus for 2023 was to implement whole school attendance practices, a tiered intervention framework and regular data analysis to improve attendance. Fortnightly attendance meetings analysed data via Scout and School Bytes which identified students requiring support and intervention through a tiered intervention system. Identified students were regularly monitored with personalised programs. Improved and excellent attendance was celebrated through a whole school attendance from framework. Identified students with 80-90% attendance showed a significant increase in attendance whilst on a personalised plan. The plan for 2024 is to ensure from a classroom level that attendance is monitored weekly and personalised intervention plans are put in place for students falling below 90%. Regular attendance meetings are held to monitor and analyse data to ensure stage supervisors are monitoring and supporting classroom teachers with attendance. In 2024 further procedures are required for under 80% attendance.

Wellbeing

The wellbeing focus for 2023 involved the implementation of the Anxiety Project, Peer Support, Zones of Regulation and understanding students' sense of belonging from the Tell Them from Me survey. Peer Support program did not proceed this year due to changes in staff and an increased focus on the Anxiety Project and Real Schools. Semester One the Zones of Regulation (ZOR) implementation continued in classrooms with resources created for each stage. The ZOR was referred to by staff in the classrooms and playground to support students to regulate their emotions. For 2024 the ZOR road map needs to be followed to ensure a clear sequence of lessons is taught. The executive team reviewed the 2022 TTFM sense of belonging data and from this some discussion focus groups with senior students were held to understand the aspects of wellbeing that needed to be addressed. Further analysis of 2023 TTFM data needs to take place in 2024 to further understand student's needs. In 2023 Anxiety Project was implemented with baseline surveys, coach training, teacher training and explicit lessons were undertaken. The Anxiety Project parent workshop has been delayed due to slower than anticipated delivery of information from the Anxiety Project team. Whilst follow up surveys have been completed the data will not be available until 2024. Anecdotal feedback from staff indicated and students is they have an increased awareness of how the brain functions when they are anxious. In 2024 a clear focus between the Zones of Regulation and Anxiety Project is needed to improve student wellbeing.

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 in the percentage of students attending school more than 90% of the time to be at or above the system-negotiated lower-bound target of 75.40%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased by 14%.

<p>TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 87.60%</p>	<ul style="list-style-type: none"> • Tell Them From Me data indicates 57% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<p>A range of evidence supports our self-assessment as moving towards excelling in the element of "A Planned Approach to Wellbeing" (Wellbeing) as measured by the School Excellence Framework.</p>	<p>Self assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of "A Planned Approach to Wellbeing".</p>

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.

- Visible Learning
- Assessment

Resources allocated to this strategic direction

Socio-economic background

QTSS release

AP Curriculum & Instruction

Low level adjustment for disability

Summary of progress

Visible Learning

In 2023 the focus was on the continued use of LISC in English and mathematics. A stage specific focus was developed to use targeted success criteria in writing with Stage 1 teachers and students. Teachers engaged in professional learning and applied this in writing lessons. An improvement in the quality of student writing was noted and students were able to articulate their writing goals based on the success criteria. Next year, this professional learning will be duplicated across Stages 2 and 3. Peer Observations were implemented in 2023 where clear protocols were established to create a collaborative environment. In 2024 this process will continue with an observational focus on LISC.

Assessment

Throughout 2023, teachers used the Reading Assessment framework during collaboration sessions to develop knowledge and skills around reading assessment. Kindergarten trialled the use of a PLAN2 area of focus to capture students phonic knowledge. This data was compiled using the InitialLit spreadsheets and transferred to PLAN2. Moving forward, the school will continue to track student data through PLAN2 and move InitialLit results from the spreadsheet onto PLAN2. This will clearly track student progress against the learning progressions. Staff will continue to use the Reading Assessment Framework as a tool to track student assessment in reading.

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
A range of evidence supports our self-assessment as moving towards excelling in the theme of "Feedback" (Effective Classroom Practice) as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Feedback in the element of Effective Classroom Practice.
The percentage of classroom teachers using consistent assessment practices in all aspects of literacy and numeracy is moving towards the school identified target of 100%.	Analysis of internal school data shows 80% of classroom teachers using consistent assessment practices in all aspects of literacy and numeracy indicating progress toward the lower bound target.
A range of evidence supports our self-assessment as moving towards excelling in the theme of "Collaborative Practice and Feedback" (Learning and	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Collaborative Practice and Feedback in the element of Learning and Development .

Development) as measured by the School Excellence Framework.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$333.37</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Reading - Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible. <p>After evaluation, the next steps to support our students will be:</p> <p>Ongoing professional learning</p>
<p>Socio-economic background</p> <p>\$244,121.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Clair 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"> • Reading - Explicit Teaching • Numeracy- Explicit teaching • Wellbeing • Visible 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 to support student learning and collaborative learning time • resourcing to increase equitability of resources and services • employment of additional staff for learning support including Mini Lit and Multi Lit <p>The allocation of this funding has resulted in the following impact:</p> <p>Equitable access for all students to engage in the curriculum including resourcing of materials to support students.</p> <p>Data from the K-2 Initial Lit programs Term 4 assessments in Kindergarten and Year highlight the excellent student achievement in reading and spelling:</p> <p>80% green (achieved) 10% orange 10% red</p> <p>Year 1 73% green 12% orange 15% red</p> <p>In Numeracy data from the IFSR in relation to place value highlights the growth in student performance:</p> <p>Year 1 2022: 40% of students recognised that one count of one 10 is the same as ten counts of 1 (QuN7) Year 1 2023: 60% of students demonstrates that one ten is the same as ten ones (revised progression NPV2.7)</p> <p>2022 progression point: NP4 - Recognises the equals sign as meaning 'is</p>

<p>Socio-economic background</p> <p>\$244,121.60</p>	<p>equivalent to' not just 'makes' 2023 revised progression point - NPA3.3 uses the equals sign to represent 'is equivalent to' or 'is the same as' in numerical sentences Year 1 2022: 4% demonstrated or partially demonstrated Year 2 2023: 35% demonstrated or partially demonstrated</p> <p>After evaluation, the next steps to support our students will be: K-2 students will continue with the Initial Lit program for component A of the units. In numeracy IFSR assessments will continue to be used to plan and implement teaching sprints based on point of need.</p>
<p>Aboriginal background</p> <p>\$29,023.69</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Clair 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 100% of families engaged in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated 70% of Aboriginal students felt their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: employ an Aboriginal Education office to support PLP, Koori Kids and engaging students and family with culture to deliver Differentiated and personalized support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$58,804.83</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Clair 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"> • Reading - Explicit Teaching <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 • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <ul style="list-style-type: none"> • classroom teachers participated in professional learning, where the EAL/D teacher guided teachers how to use student data, including student English language proficiency and EAL/D learning progression to improve oral language and reading outcomes. <p>After evaluation, the next steps to support our students will be: ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>

<p>Low level adjustment for disability</p> <p>\$209,899.40</p>	<p>Low level adjustment for disability equity loading provides support for students at St Clair 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"> • Reading - Explicit Teaching • Numeracy- Explicit teaching • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Mini Lit and Macq Lit to increase learning outcomes • 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>The allocation of this funding has resulted in the following impact: Year 2 "MiniLit Sage" intervention students were assessed at an average reading fluency of 9 words per minute in February 2023 as compared to an average reading fluency of 35 words per minute in December 2023. Year 1 "MiniLit Sage" intervention students were assessed at an average reading fluency of 9 words per minute in February 2023 as compared to an average reading fluency of 34 words per minute in December 2023.</p> <p>After evaluation, the next steps to support our students will be: achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p>
<p>Professional learning</p> <p>\$35,925.70</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 St Clair 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"> • Reading - Explicit Teaching • Numeracy- Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading and mathematics resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.</p>
<p>QTSS release</p> <p>\$67,233.02</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Clair Public School.</p>

<p>QTSS release \$67,233.02</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"> • Reading - Explicit Teaching • Visible 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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: two hours per fortnight teachers work collaboratively with stage colleagues, Assistant Principal and APCI to focus on formative assessment, data analysis and differentiation of literacy and numeracy programs.</p> <ul style="list-style-type: none"> • teachers are beginning to use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. <p>After evaluation, the next steps to support our students will be: to continue with the collaborative learning for all classroom teachers with to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP \$142,237.72</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program made significant progress towards their personal learning goals:</p> <ul style="list-style-type: none"> • teachers reported students involved in the Mini Lit and Macq Lit programs were significantly more confident in literacy in the classroom. <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Integration funding support \$67,100.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Clair 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</p>

Integration funding support

\$67,100.00

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- additional staffing to assist students with additional learning needs
- staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)
- intensive learning and behaviour support for funded students

The allocation of this funding has resulted in the following impact:

all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms

After evaluation, the next steps to support our students will be:

continued use of integration funding to be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	173	161	148	148
Girls	118	123	134	132

Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.4	92.0	85.9	90.7
1	87.4	91.9	87.8	87.7
2	90.1	93.5	84.1	87.9
3	92.3	90.5	89.6	89.1
4	90.9	92.5	87.7	91.9
5	90.1	90.6	84.6	88.2
6	90.8	91.8	85.2	88.6
All Years	90.2	91.8	86.4	89.1
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)	7.2
Classroom Teacher(s)	18.29
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Administration and Support Staff	7.62

*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	324,136.51
Revenue	5,683,929.18
Appropriation	5,564,601.13
Sale of Goods and Services	22,737.91
Grants and contributions	80,189.05
Investment income	13,788.59
Other revenue	2,612.50
Expenses	-5,643,725.41
Employee related	-4,967,969.75
Operating expenses	-675,755.66
Surplus / deficit for the year	40,203.77
Closing Balance	364,340.28

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	32,762
Equity Total	541,850
Equity - Aboriginal	29,024
Equity - Socio-economic	244,122
Equity - Language	58,805
Equity - Disability	209,899
Base Total	3,228,307
Base - Per Capita	81,003
Base - Location	0
Base - Other	3,147,304
Other Total	1,306,448
Grand Total	5,109,367

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.

Student Tell Them from Me Survey, Semester 2, 2023: How do you know you have been a successful learner?

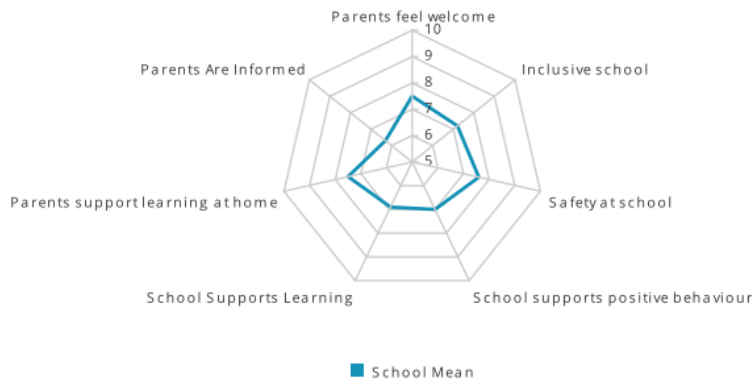
- Following class rules and be respectful.
- By listening to school and out of school rules and helping others who need help.
- My teacher often writes comments about if they are happy with my work. Sometimes they will show my power point to the class to tell them what they are looking for. It lets me know I'm doing well.
- I can do my work.
- When I have written the most that I have could done that time and editing my writing also understanding my maths.
- I learn and adapt to the lesson and finish the task.
- Finishing my work and trying my hardest.
- My teacher tells me I'm doing great and other things
- I learn and try my best at all times.
- I have been listening in class and try my hardest.
- If I complete my work on time. I follow all the rules. I try my best. I listen and treat my peers and teachers with respect. I help other students when they need it.
- I feel proud.
- By finishing my schoolwork and helping others around the class and being respectful in the playground.
- Improvements reaching the success criteria.
- If I make mistake, I can learn from it so I can get better and better that is how I am successful learner
- If the teacher says you did a good job on your work or if after a test you had done good or if you have just been being a respectful learner.
- Your teacher or a student will give you feedback.
- By being able to recall on things I have learned and being a good listener.
- To be a successful learner you have to be respectful, kind and caring.
- Achieving my criteria that the teacher has set for me.

Teacher Tell Them from Me Survey Semester 2, 2023: Collaborative Learning is an established part of school culture. Discuss how collaborative learning is benefitting your teaching and learning. What suggestions do you have that would allow collaborative learning to grow?

- Collaborative learning helps with sharing ideas and wrapping my head around upcoming units, assessments, and teaching strategies.
- Collab learning allows a culture of sharing of practice. It gives an open, honest forum where it is safe to take risks and trial new things.
- It allows the Stage to collaborate and deliver cohesive programs. It also enables consistent teacher judgment of where students are at.
- The collaborative learning allows teachers to work together on activities, assessments, programming or learning tasks in a group small enough to ensure that everyone feels comfortable to participate and ask questions. I enjoy the time to discuss assessment results and plan our where to next... I like unpacking the new syllabus with other teachers to get a different point of view on things. I enjoy sharing and planning together. Sometimes, I wish we did it more frequently. I think that we should continue with this practice to ensure that we are on the same page when we analyse the data and plan what we can do next, we can share ideas about behaviour strategies, reports, attendance and common goals.
- Collaboration means working with staff, side by side, to analyse data, and to then plan for future teaching and learning opportunities. We keep in mind, our student understanding and use syllabus to ensure that we are covering content to meet the outcomes. Collaborative learning in my stage means to learn a little and try a little, to be positive and forward thinking about what is best for our students. It appears to benefit everyone's learning as we are constantly reviewing where to next. Future directions may include devising formative assessment tasks to occur through the units of work.
- Collaboration with other staff helped me a lot to understand the primary school culture. It helped me to establish a strong relationship with other coworker and develop my learning and teaching capabilities.
- It is fantastic and essential in providing professional learning and extending our knowledge of curriculum. It enables effective classroom teaching and modern teaching practices.
- A set place and space to implement the teaching and learning cycle collaboratively with stage team members. Targeted individualised PL for teachers.

Two-way Communication with Parents

Kindergarten - Year 6 (Primary)



Results from Semester 2, 2023 Tell Them From Me Parent Survey- Two-way communication with Parents demonstrates parents feel welcome.

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.