

2023 Annual Report

Werrington County Public School



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Introduction

The Annual Report for 2023 is provided to the community of Werrington County 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 Werrington County Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive, high expectations environment.

Our vision is to work in partnership with our school community to empower all students to flourish and become confident, respectful and engaged learners.

School context

Werrington County Public School was established in 1982 and currently has a student enrolment of 338. We have 15% of students identifying as Aboriginal and 11% of students identifying as EALD. The school caters for students Kindergarten to Year 6. There is the inclusion of a Special Education Unit of three classes, two being multicategorical and one autism class. The staff are committed to ensuring quality teaching and learning programs are taking place with a personal commitment to pursuing professional learning.

Our school community displays strong support for our endeavours and staff are held in high esteem within the community. Werrington County Public School has an active P&C, consisting of parents and caregivers. The school has a proud sporting history and provides opportunities for students in dance, choir, debating and public speaking at district level. Werrington County Public School supports student learning and wellbeing through a values approach, our school values are Curious, Collaborative and Compassionate.

The school has completed a situational analysis that has identified three areas of focus for this strategic improvement plan.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that there has been increased achievement in Year 3 in reading and numeracy, however further increases in achievement and expected growth in reading and numeracy are areas for explicit focus in the new school plan. The NAPLAN gap analysis indicated the area of focus to include; reading - viewing and comprehension strategies and numeracy - whole number, additive and multiplicative strategies and application of mathematical concepts. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 Update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student assessment data to inform teaching and learning programs and embedding evidence-informed teaching strategies for every student in every classroom

2. High quality teaching

Upon analysis of teaching practices that support student learning it was evident that explicit teaching, use of data to inform practice and effective and consistent assessment practices are areas for explicit focus throughout the implementation of this plan. School focus to improve quality teaching to maintain student achievement in all curriculum areas is again underpinned by the evidence base provided by What Works Best: 2020 Update and the implementation of the Australian Professional Standards for Teachers. We will focus on developing quality summative and formative assessment tasks, responsive feedback and data collection practices and developing greater consistency of judgement within and across schools. The leadership team will develop their capacity as instructional leaders to further develop and sustain a high expectations culture of effective evidence based teaching and ongoing improvement.

3. Wellbeing and engagement

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging is an area of ongoing focus. CESE literature identified core elements of focus that aligned to our needs. Whilst PBL was initiated a number of years ago, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from the evidence base can be grouped broadly into supporting student individualised learning needs, behaviour support and management and partnerships in learning.

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy to build a strong foundation for academic success we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Per capita

AP Curriculum & Instruction

Summary of progress

Focus on high-impact evidence-based teaching practices to improve numeracy and reading outcomes across K-6. In numeracy, this was developed through the school wide implementation of Number Talks, Big Ideas to Start Strong, implementation of K-2 new Mathematics syllabus and refinement of resourcing to improve student ability to use number skills flexibly. In reading, this was developed through the implementation and trialling of K-2 and 3-6 syllabus units, a school-wise focus on textual concepts, utilisation of comprehension and phonics rubrics and an explicit focus on synthetic phonics K-2. In Numeracy and Reading, professional learning was provided to focus curriculum teams who then upskilled and shared best practice with staff across K-6, including the provision of programming templates and expert lesson observations. Opportunities for reflective practice and professional dialogue were provided through bi-termly data check-ins and fortnightly participation in Spiral of Inquiry professional learning. All students K-2 have achieved significant growth in recognition and recall of initial and extended phonemic code. In 3-6, comprehension rubrics and PM Benchmarks have assisted tracking student achievement. Work samples, SENA assessments and collegial dialogue in professional learning meetings have identified growth in student confidence and ability to flexibly apply strategies and learned concepts. All classrooms have been provided with sufficient and updated resourcing for provision of high-quality learning opportunities. Next year, the school will support staff in the implementation of new syllabus through professional learning, continued lesson observations, programming support and streamlining and development of uniform assessment tasks. Provide additional support to address an identified gap in phonemic and numeracy knowledge in 3-6 students. The school plans to continue the Spiral of Inquiry model of professional learning with a numeracy focus for 2024.

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 2023 compared with Year 3 and 5 in 2022.	Updates to be provided in 2024.
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.	Updates to be provided in 2024.
A range of evidence supports the schools assessment/validation in the themes of data literacy and explicit teaching to be at sustaining and growing.	Self-assessment against the School Excellence Framework shows the themes of Data Literacy and Explicit Teaching to be delivering.

Strategic Direction 2: High quality teaching

Purpose

Students are provided with quality learning opportunities that are founded upon evidence. Teachers take shared responsibility for student improvement and contribute to a high expectations learning culture.

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.

- Assessment
- Effective classroom practice

Resources allocated to this strategic direction

Professional learning QTSS release

Summary of progress

Focus was on increasing teacher capacity to implement explicit teaching methods, ensuring optimal classroom practice and use of highly effective assessment/data measures. Targeted professional learning focused on up-skilling teachers to confidently identify, understand and implement core syllabus documents. Through commitment to staff professional learning and differentiated teacher support in the form of expert demonstrations and observations, staff have engaged in ongoing collaborative practice to build capacity in teaching, learning and assessment.

Data check-ins ensured accountability for assessment data to be completed as well as whole school assessment schedule to assist staff in adhering to achievable timelines. Understanding student need and differentiating accordingly, ensured student learning and support was specifically targeted. Cohesive staff approach to data collection, tracking, analysis and record keeping is now a part of whole school culture as teachers use formative and summative assessments to embed quality practices into their teaching, and annotate and adapt programs as required.

Moving forward, continued committed to whole school professional development in implementing high impact professional learning in emerging syllabus documents and effective assessment measures, will support consistent teacher judgment, providing reliable evidence for reporting procedures.

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 validates judgement towards sustaining and growing for effective classroom practice in lesson planning and feedback.	Self-assessment against the School Excellence Framework shows the theme of Lesson Planning to be sustaining and growing. Self-assessment against the School Excellence Framework shows the theme of Feedback to be delivering.
A range of evidence validates judgement towards sustaining and growing for assessment in whole school monitoring of student learning.	Self-assessment against the School Excellence Framework shows the theme of Whole School Monitoring of Learning to be delivering.
A range of evidence validates judgement towards sustaining and growing for learning and development in collaborative practice and feedback.	Self-assessment against the School Excellence Framework shows the theme of Collaborative Practice to be sustaining and growing. Self-assessment against the School Excellence Framework shows the theme of Feedback to be delivering.

Strategic Direction 3: Wellbeing and Engagement

Purpose

In order to maximise student learning there is a strategic and planned approach to whole school wellbeing processes that supports the wellbeing and engagement of all students, staff and the community so they can 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.

- Targeted learning and support
- Attendance

Resources allocated to this strategic direction

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

Summary of progress

A range of intervention programs were delivered to identified students across K-6 either scripted programs (MiniLit and MacLit) or intensive learning programs (Tier 3 intensive small groups and Early Stage 1 sight word program). Students were supported in their behaviour and in developing resilience with 1:1 SLSO support in classrooms and on the playground. Across the year, through the collection and analysis of student data, programs were evaluated and students were moved accordingly. Student success was evident with movement through the progressions and within MiniLit and MacLit levels. Over the year students have become more reflective of their behaviours and have begun to show more resilience. By prioritising Learning Support with less disruptions to staffing, students were able to participate in a continuous program of learning. Student assessment data was used to develop all learning support groups and this data was reviewed throughout the year. Student learning outcomes showed improvement in students' phonics, reading and writing with students transferring these skills into the classroom. Next year, in learning and support, student data from the year prior will be utilised to form small groups in a timely fashion to continue to improve student learning outcomes. Students needing behavioural support will work closely with SLSO support in the classroom and on the playground.

Through communication with families, the wider community was informed about the importance of attendance. Working closely with HSLO, in order to track students with attendance concerns, we were able improve communication with parents and carers. Teaching staff utilised an attendance flowchart which saw parents and carers being contacted on the third day of student absence. Department facilitated meetings with parents and carers have been organised to support families in getting students to school.

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
Tell Them From Me wellbeing data (advocacy, belonging, expectations) improves to be at or above 90.2%	88.7% of students reporting positive wellbeing outcomes has increased by 1.95% across the positive wellbeing measures.
Increased percentage of students attending school more than 90% of the time to be 77.6% or above.	63.94% of students are attending greater than 90% of the time.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$87,511.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Werrington County 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"> • Targeted learning and support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Individualised learning and support for students requiring high level academic, social, emotional and behavioural support.</p> <p>After evaluation, the next steps to support our students will be: Annual reviews to be conducted at the commencement of 2024 in partnership with staff, parents and external stakeholders.</p>
<p>Socio-economic background</p> <p>\$253,762.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Werrington County 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"> • Targeted learning and support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through MiniLit and MaqLit to support student learning • employment of additional staff to support MiniLit and MaqLit program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: The Assistant Principal (Learning Support and Wellbeing) coordinated Learning Support and Behaviour management and a range of wellbeing programs. Individual students with additional academic, social and emotional needs received additional support from School Learning and Support Officers to support the implementation of their Individual Education Plans.</p> <p>After evaluation, the next steps to support our students will be: In 2024, we will employ School Learning and Support Officers in specific roles (academic, behaviour and social) to improve the targeted approach to providing individual support to students. Targeted professional learning will be provided to the SLSOs based on their focus.</p>
<p>Aboriginal background</p> <p>\$66,889.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Werrington County 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</p>

<p>Aboriginal background</p> <p>\$66,889.09</p>	<p>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"> • Targeted learning and support <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 • creation of school literacy resources embedding local language • engagement of external providers to support the development of cultural competency. • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact: Evaluation of PLP processes, planning for implementation in 2023. Literacy and numeracy support provided to Aboriginal students to align with existing PLP's and support individualised learning needs. Whole school engagement in Aboriginal Culture through the support of external providers.</p> <p>After evaluation, the next steps to support our students will be: To implement the changes to our school PLP procedures to engage more of our Aboriginal community. Investigate the employment of an AEO to deliver targeted cultural programs for Aboriginal students. Our Custodian Captain will work with staff and students to place an emphasis on First Nations history and culture.</p>
<p>English language proficiency</p> <p>\$34,351.92</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Werrington County 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"> • Targeted learning and support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students receiving targeted support from an EAL/D teacher in class and in small groups.</p> <p>After evaluation, the next steps to support our students will be: Employ a specialist EAL/D teacher to strengthen our school teaching and learning practices in EAL/D and improve staff knowledge and understanding when teaching students from a non English speaking background.</p>
<p>Low level adjustment for disability</p> <p>\$213,908.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Werrington County 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"> • Targeted learning and support

<p>Low level adjustment for disability</p> <p>\$213,908.09</p>	<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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: A school wide approach to wellbeing was a major focus in 2023. Staff participated in multiple professional learning sessions at a school level to evaluate and refine our current wellbeing practices. Major changes were introduced to improve the consistent implementation of school wide expectations. All students identified on NCCD have IEP's developed and are aligning with in class supports to assist individualised learning and support needs providing targeted support.</p> <p>After evaluation, the next steps to support our students will be: Continue the role of the Assistant Principal Learning and Support/ Wellbeing in 2024 to further refine and develop our school based learning and support procedures and practices.</p>
<p>Professional learning</p> <p>\$28,482.53</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 Werrington County 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"> • Assessment • Effective classroom practice <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 <p>The allocation of this funding has resulted in the following impact: Improved school-wide practices in wellbeing, behaviour management, reading, effective classroom practice and data analysis.</p> <p>After evaluation, the next steps to support our students will be: Expand Spirals of Inquiry to a whole school initiative. Numeracy teaching and learning practices will be a major focus in 2024, with a large amount of professional learning linked to this initiative. Commence our partnership with Real Schools, focusing on Restorative Practices.</p>
<p>QTSS release</p> <p>\$80,845.34</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Werrington County 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"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of

<p>QTSS release</p> <p>\$80,845.34</p>	<p>high-quality curriculum</p> <p>The allocation of this funding has resulted in the following impact: The provision of time for Assistant Principals to provide coaching and mentoring support to their teams. Class teachers have received individualised support from their Assistant Principal based on their needs and Professional Development Plans.</p> <p>After evaluation, the next steps to support our students will be: To use the QTSS allocation to support the implementation of Spirals of Inquiry.</p>
<p>COVID ILSP</p> <p>\$165,283.82</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"> • 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 • employing staff to provide online tuition to student groups in literacy/numeracy • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: COVID ILSP was extremely successful. Students' progress in Mini Lit and Multi Lit was measured twice a term, the lesson students were working on was recorded. Our Stage 2 and Stage 3 programs helped to improve student's confidence and to assist in achieving individual learning goals. Students who participated in our Social Skills program benefited students as it guided them to be respectful towards each other and to practice appropriate social interactions.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide small group interventions to students requiring additional support through the new Small Group Tuition model. Students will be assessed early in 2024 and data from reading and writing as well as SENA (Term 4 2023) will be analysed. Programs and initiatives to best support students' needs will be implemented and staff will be trained where necessary.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	229	215	192	172
Girls	212	208	168	165

Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.5	94.8	86.9	89.6
1	89.8	93.0	85.3	93.5
2	88.4	93.1	85.6	89.7
3	90.2	91.6	84.2	91.2
4	88.6	91.4	81.7	90.1
5	87.7	92.3	82.8	88.6
6	89.0	90.6	83.0	89.2
All Years	89.0	92.2	83.9	90.1
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)	6.2
Classroom Teacher(s)	11.98
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

*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	390,685.68
Revenue	5,002,080.75
Appropriation	4,866,814.59
Sale of Goods and Services	27,148.24
Grants and contributions	98,686.79
Investment income	9,331.13
Other revenue	100.00
Expenses	-5,083,468.97
Employee related	-4,288,752.92
Operating expenses	-794,716.05
Surplus / deficit for the year	-81,388.22
Closing Balance	309,297.46

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	87,511
Equity Total	568,912
Equity - Aboriginal	66,889
Equity - Socio-economic	253,762
Equity - Language	34,352
Equity - Disability	213,908
Base Total	3,133,456
Base - Per Capita	98,170
Base - Location	0
Base - Other	3,035,286
Other Total	498,759
Grand Total	4,288,638

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

Student Survey:

142 students from Years 4 to 6 completed the survey, 43 Year 4's, 52 Year 5's and 47 Year 6's. 83% of students indicated that they have and sustain positive relationships with peers, with trend data indicating an increase with positive relationships amongst boys by 2% since 2022. Students with positive behaviour at school was at 86% which is above NSW Govt Norm, however, students who are interested and motivated in their learning was substantially below. Students' participation in extracurricular activities, including school committees, dance, debating and sporting groups rose above the NSW Govt Norm to 56%. Overall, there was an increase in all student's participation in school sports, significantly amongst boys sitting above the NSW Govt Norm. Students' responses regarding effective learning time and relevance was just below NSW Govt Norm.

Students' responses to teacher explicit teaching practices and providing feedback was above the NSW Govt Norm, indicating that teachers are setting clear goals and establishing expectations for students with regular check ins for understanding. 45 students indicated that they identify as Aboriginal or of Torres Strait Islander Origin, with 39 students acknowledging their Personalised Learning Pathway and that they have had a role in codeveloping this plan with their families and teachers.

Parent Survey:

33 parents completed the 'Partner in Learning' online survey. The survey is a comprehensive questionnaire relating to parent's perceptions of their children's experiences at home and school. In the 'Two-way Communication' section, parent's response to feeling welcome when they visit the school was 7.6 (mean score). More than 84% of parents indicated that they have spoken to their child's teacher two or more times in regarding their child's learning and/or behaviour. 88% parents responded that they have attended meetings or social functions held at the school at least twice within the year.

Parents indicated that the most useful forms of communication at school was informal meetings, formal meetings, telephone and emails. Over 58% of parents indicated that the school newsletter was the most useful of communication to gain information about the school, closely followed by emails and social media.

Teacher Survey:

20 staff members participated in the 'Focus on Learning' survey, which encompassed two distinct research paradigms tailored for teachers. The initial section explored 'effective schools,' while the subsequent section explored the 'dimensions of the classroom' and 'school practices.' Across most sections, there was there a noticeable increase in data trends compared to the 2022 collection. Notably, the 'Leadership' section, consisting of eight questions, surpassed the NSW Govt Norm of 7.1, with all sections scoring higher, particularly 'I collaborate with school leaders to establish a safe and organised school environment,' which achieved a score of 9.5.

The level of collaboration demonstrated was commendable, exceeding the Norm and reflecting the level of professional discourse among teachers concerning student learning and engagement strategies. Regarding 'Learning Culture,' the NSW Govt Norm was 8.0, while teachers' responses indicated an average score of 8.4 for this aspect. Additionally, 'Data Informs Practice' was also impressive demonstrating that teachers effectively utilise data from formal assessments to inform their lesson planning.

The input from teachers strongly suggests the implementation of various strategies to improve student learning and offer constructive feedback for progress. Teachers indicated that they are equipped with a range of skills to support students with special learning needs scoring the school mean at 8.7 compared to the NSW Govt Norm of 8.2.

Teachers' responses to the 'Parent Involvement' section resulted in a higher-than-average result. Teachers' responses to the questions posed for 'challenging goals', 'quality feedback' and 'planned learning opportunities' all surpassed the NSW Govt Norms.

All teachers responded that they believe the school leaders are leading improvement and change within the school. They all agree or strongly agree that the school leaders clearly communicate the strategic vision and values of the school. 90% of staff respond that staff morale is good.

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.