

2023 Annual Report

Brooke Avenue Public School



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Introduction

The Annual Report for 2023 is provided to the community of Brooke Avenue 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.

School contact details

Brooke Avenue Public School

Brooke Ave

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School vision

At Brooke Avenue Public School, we believe that a child's wellbeing is critical to their success. Our core values of quality feedback, student engagement and effective differentiation are the key factors in supporting student success. Our teachers work in an environment where a culture of improvement is valued and supported and where high expectations and inclusiveness are paramount. Our vision is that students will become confident, resilient, reflective and lifelong learners.

School context

Brooke Avenue Public School (BAPS) is situated on the NSW Central Coast. Our school has an enrolment of 504 students, 20% of whom are Aboriginal or Torres Strait Islander. The school also has three support classes, consisting of two Multi-categorical classes and one Emotional Disturbances class. The school is led by our Principal, two Deputy Principal/Instructional Leaders and five Assistant Principals.

The school attracts a Family Occupation and Education Index of 128, which allows for a significant amount of funding to be directed towards support for students. BAPS employs a School Chaplain, Community Partnerships Worker and Aboriginal Education Officer, who provide direct support in terms of student and family wellbeing.

BAPS will be in its 7th year of Early Action for Success in 2021, with two Instructional Leaders employed at 1.4, who provide instructional coaching around quality teaching and best practice. This model has seen significant gains in student performance, in particular in 2019 with 44% of students in Year 3 performing in the top two bands in writing. Our school's focus on differentiation, student engagement and effective feedback, informs teaching and learning, and point of need teaching is considered paramount.

Aboriginal Education has a strong focus at BAPS and the school attracts \$138,000 annually to support Aboriginal programs. This allows the school to employ Aboriginal staff as well as facilitate Aboriginal programs for all students. The school enjoys a strong partnership with the local Aboriginal Education Consultative Group and fully supports creating an environment where students feel culturally safe and staff, through understanding and effort, demonstrate a high level respect for culture, identity and Aboriginal heritage.

BAPS has an existing culture of inclusive and equitable education. This can be further enhanced through new wellbeing initiatives. The Situational Analysis and External validation process highlighted that we excel in this area. This analysis also demonstrated a need for continued improvement in Literacy and Numeracy.

Student Growth and Attainment in Literacy and Numeracy will be achieved through the development of teacher informed practices including consistent assessment, data collection and use, success criteria and learning intentions to deliver quality differentiated instruction. Naplan analysis, Check In Assessment results and internal data highlighted the need for improvement in Numeracy, Reading and Writing. Instructional leaders on each stage and professional learning around best practice in these domains will be used to upskill teachers and achieve system negotiated and school targets. The Literacy and Numeracy focus groups and External Validation collectively identified the need for consistent explicit teaching, collection and use of data and assessments across K-6.

BAPS receives \$448,449 in socio-economic funding and \$234,937 in low-level disability funding as well as Integration Funding Support, which all support students across the school for intervention programs and significant School Learning Support Officer support. The intervention program K-6 is extensive and complements the teaching and learning through strategic short, sharp activities that improve the skills of Tier 2 and 3 students in literacy and numeracy through Interventionists and School Learning Support Officers (SLSO) staff.

Students at BAPS have a wide variety of opportunities provided for extra-curricular activity. These include but are not limited to: Soccer, Netball, AFL, Rugby League, Tennis, Leadership Conferences, Jarjums on Country, Aboriginal Didjeridoo groups, Life Education, Choir, incursions, and excursions.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To engage every child and empower reflective teachers to provide a differentiated and challenging curriculum, focussed on measurable growth.

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.

- Evidence-Informed Teaching of Literacy and Numeracy
- School-wide Assessment and Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background
Integration funding support
AP Curriculum & Instruction
English language proficiency
Beginning teacher support
Per capita
Literacy and numeracy

Summary of progress

The focus for 2023 was to increase the use of evidence-based teaching practices with a focus on Explicit Instruction, particularly warm-ups.

At the beginning of the year, Professional Learning focused on expectations, purpose and expected outcomes of implementing warm ups.

By the end of Term 3, every grade had embedded Numeracy, Spelling and Reading warm-ups.

In collaboration with the Deputy Principal and Assistant Principal Curriculum & Instruction, staff were supported and guided in looking closely at what student data was telling them, identifying areas of concern and developing plans for the refinement of teaching and learning opportunities to ensure gaps in student knowledge were being addressed.

The school explored evidence-based research on what works best and facilitated a team of teachers who visited other schools of excellence and observed teachers in action using the Explicit Teaching and Warm Up model. The school continued to refine processes, resulting in increased student engagement and improved student results.

Moving forward, whole school professional learning with Explicit Instruction will continue. Time will be provided for teachers to engage in 5 termly data talks, to ensure they are critically reflecting on their teaching and modifying practice to best suit the needs of the students. A focus on corrective teaching to improve student results will be led by the executive.

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 from the baseline of 51.6% to 56.3 % (STATE) of questions answered correctly in the numeracy element for year 6 on the check in assessment.	Year 6 Check-in indicated an increase from 51.6% to 57.0% of students answering questions correctly in the numeracy element.
An increase from the baseline of 46.6% to 47.5 % (SSG) of questions answered correctly in the reading element for year	Year 6 Check-in indicated an increase from 46.6% to 49.1% of students answering questions correctly in the reading element.

6 on the check in assessment.

Strategic Direction 2: Student Engagement and Wellbeing

Purpose

To engage every child in the curriculum through supporting wellbeing, with a focus on the whole child.

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.

- Student Engagement and Connectedness
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Low level adjustment for disability

Summary of progress

Throughout 2023 the school implemented proactive and responsive interventions in order to foster increased levels of student attendance and reviewed the effectiveness of whole school well-being programs.

A whole school attendance initiative was refined which involved daily analysis of attendance data. Results were communicated throughout the school and high levels of student and class attendance were recognised and celebrated. A whole school sport initiative continued, which involved all classes having a timetabled sport session on a Friday, in an attempt to address low attendance towards the end of the week. An attendance committee comprising teachers and executive staff continued to meet on a termly basis, to ensure the continuity, success and refinement of these initiatives.

Moving forward into 2024, we will continue to focus on improving our rates of student attendance by refining and evaluating our attendance procedures, practices and processes. The school will have a specific focus on student belonging and positive choices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the % of students attending 90% or more of the time.	The number of students attending greater than 90% of the time or more has increased by 22.4% to 51.3%.
The proportion of students reporting expectations for success, advocacy, and sense of belonging at school TTFM at or above the lower bound of 87.2% to 92.2%	Tell Them From Me data shows a decrease in reported positive well being, including advocacy at school, belonging and in expectations of success to 81%. It is reported that there was a significant increase in respondents.
Decrease negative classroom behaviour incidences by 20% based on 2019 data.	As a school we are continuing to work towards this target.

Strategic Direction 3: Quality Connections

Purpose

To build positive educational partnerships with families and support agencies so that the strength of the collective ensures the best learning opportunities for the whole child.

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.

- Partnerships in Learning
- Continuity of Learning

Resources allocated to this strategic direction

Aboriginal background

Summary of progress

During 2023, the school implemented practices which ensured two-way communication with parents, the learning community and wider community. High levels of parent participation were evident in community events including the Easter Hat Parade, Grandparent's Day , Mother's and Father's Day breakfasts.

The school connected and engaged with families through communication tools such as Facebook, SkoolBag and SeeSaw. As a result, the school developed stronger partnerships between home and school and parents were provided with the opportunity to become actively involved in their children's learning.

Aunty's Place continued to support our Aboriginal families and students in recognising the school as a welcoming and respectful place. Aboriginal families and community were well informed using the 'BAPS Aboriginal and Torres Strait Yarning' Facebook page.

The school continued to run successful transition programs such as CUBS and Kindystart and worked with feeder high schools to implement a smooth transition for Year 6 students.

The school continued to engage as part of the Tuggerah Lakes Learning Community and the Primary Learning Community, as we work towards engaging with the Explicit Instruction pedagogy.

Moving into 2024, the focus will be on coordinating opportunities for our families to connect and engage through on-site activities and Facebook, SeeSaw and the Skoolbag app. The school will continue to refine our communication processes and procedures to ensure that the school and parents are working together to achieve the best outcomes for students. Our involvement in learning alliances which focus on transition and best education practices, will continue. Employment of the school Community Liaison Officer will have a more student-focused approach.

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
Continue school mean to exceed NSW Govt Norm in the data set 'School Supports Learning' from the Tell Them From Me survey Parent survey -School Supports positive behaviour	The data set "School Supports Learning" from the Tell Them From Me Parent Survey indicated a school mean of 7.6.
70% or greater of our families will access and find useful social media communication to share samples of their children's work including SeeSaw	85% of families access and find social media useful as a communication method to share samples of their children's work including SeeSaw and Facebook.

and Facebook. (Baseline data TTFM
2021 70 % Social Media- useful
communication types at school)

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$288,781.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Brooke Avenue 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"> Evidence-Informed Teaching of Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> additional staffing to assist students with additional learning needs employment of staff to provide additional support for students who have high-level learning needs intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Engagement in teaching and learning for students with learning needs.</p> <p>Academic growth in Reading, assessed using Words per minute. Students achieving at or above expected levels-</p> <p>YR 1 - 72% YR 2 - 55% YR 3 - 48% YR 4 - 40% YR 5 - 35% YR 6 - 43%</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> Continuing to employ additional staff to support the learning needs of identified students Providing Professional Learning to up-skill staff to better meet the needs of the student
<p>Socio-economic background</p> <p>\$460,000.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Brooke Avenue 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"> Evidence-Informed Teaching of Literacy and Numeracy Student Engagement and Connectedness Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> providing students without economic support for educational materials, uniform, equipment and other items professional development of staff through EI to support student learning <p>The allocation of this funding has resulted in the following impact: 100% of classrooms using Reading and Numeracy warmups Stage Data Talks termly to reflect, evaluate and devise next steps. The purchase of resources including Essential Assessment, Sound Waves The employment of Interventionists and SLSO's to run small targeted groups of Literacy and Numeracy</p> <p>After evaluation, the next steps to support our students will be: Modify and adapt groupings, time on task and teaching techniques</p>
<p>Aboriginal background</p> <p>\$150,217.89</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Brooke Avenue Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$150,217.89</p>	<p>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"> • Partnerships in Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: 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"> * Partnerships in Learning * Digital PLP's * Cultural Groups <p>After evaluation, the next steps to support our students will be: Continuing the current measures with a focus on improving attendance.</p>
<p>English language proficiency</p> <p>\$14,343.42</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Brooke Avenue 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"> • Evidence-Informed Teaching of Literacy and Numeracy <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 • provide EAL/D Progression levelling PL to staff • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing intensive support for students identified in beginning and emerging phases • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Evidence-Informed Teaching of Literacy and Numeracy Employment of additional staff to support delivery of targeted initiatives. Individual Educational Plans for EAL/D students. Engagement of students with withdrawal lessons for small group (developing) and individual (emerging) support. Upskilled staff in EAL/D Progression levelling</p> <p>After evaluation, the next steps to support our students will be: Individualised support related to EALD. Continue with current practices</p>
<p>Low level adjustment for disability</p> <p>\$296,472.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Brooke Avenue 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</p>

<p>Low level adjustment for disability</p> <p>\$296,472.74</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement and Connectedness <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: Improvement in attendance with an increase from 85.9% T4 2022 to 88.2% Term 4 2023.</p> <p>After evaluation, the next steps to support our students will be: Refine and adapt LAST program to include more proactive strategies. Continuation of current practices with the trial of Interventionists working with an identified group of students in years 1-6.</p>
<p>Professional learning</p> <p>\$34,576.57</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 Brooke Avenue Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Engagement and Connectedness • Wellbeing <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 • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: All staff were provided with 22 face to face sessions of HIPL totalling over 30 hours as well as time to complete online PL through NESA and MyPL PL on evidence based teaching and learning practices and the implementation of the practices</p> <p>After evaluation, the next steps to support our students will be: Continuing current practices where Professional Learning is targeted toward Professional Development Goals and School Direction</p>
<p>Literacy and numeracy</p> <p>\$78,780.76</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Brooke Avenue Public School from Kindergarten to Year 6.</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"> • Evidence-Informed Teaching of Literacy and Numeracy • School-wide Assessment and Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in data talks and EI PL <p>The allocation of this funding has resulted in the following impact: Small group tuition for identified students</p>

<p>Literacy and numeracy</p> <p>\$78,780.76</p>	<p>Use of Essential Assessment Teachers upskilled in spelling and phonics</p> <p>After evaluation, the next steps to support our students will be: Continuing current practices with Interventionists focusing on student ability across years 1-6 Continued school focus on spelling and phonics</p>
<p>QTSS release</p> <p>\$95,049.50</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Brooke Avenue 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Executive staff have supported curriculum implementation with a focus on 'mastery' using the teaching and learning cycle across their stages</p> <p>After evaluation, the next steps to support our students will be: Continuation of current practices</p>
<p>COVID ILSP</p> <p>\$230,265.21</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 - Reading and Whole Number <p>The allocation of this funding has resulted in the following impact: Identified students receiving point of need small group instruction-</p> <ul style="list-style-type: none"> YR 1 - 38% -Numeracy YR 2 - 22% - Literacy YR 3- 21%- Literacy YR 3- 15%- Numeracy YR4- 18%- Literacy YR 4-16%- Numeracy YR 5- 14%- Literacy YR 5- 24%- Numeracy YR 6- 11%- Literacy YR 6-28%- Numeracy <p>After evaluation, the next steps to support our students will be: Continuing current practices with Interventionists focusing 1-6 Reading and Whole number</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	243	254	227	228
Girls	234	234	215	209

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.3	93.6	86.2	89.5
1	88.9	90.2	89.4	89.5
2	90.1	87.7	84.7	92.0
3	91.9	88.8	83.6	86.9
4	89.9	89.6	84.4	84.6
5	89.8	86.8	79.1	87.2
6	92.4	86.8	79.1	86.0
All Years	90.7	89.2	83.9	88.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6.2
Classroom Teacher(s)	17.47
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
School Administration and Support Staff	6.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	472,851.58
Revenue	6,411,451.14
Appropriation	6,309,716.63
Sale of Goods and Services	2,708.00
Grants and contributions	94,335.79
Investment income	4,590.72
Other revenue	100.00
Expenses	-6,390,555.35
Employee related	-5,864,111.96
Operating expenses	-526,443.39
Surplus / deficit for the year	20,895.79
Closing Balance	493,747.37

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	171,222
Equity Total	921,035
Equity - Aboriginal	150,218
Equity - Socio-economic	460,001
Equity - Language	14,343
Equity - Disability	296,473
Base Total	3,839,973
Base - Per Capita	119,735
Base - Location	0
Base - Other	3,720,238
Other Total	545,344
Grand Total	5,477,574

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents reported they feel welcome when they visit the school with an average score of 7.2, an increase from last year. Parents/caregivers identified that their child feels safe at school with an average score of 6.5, with 63% of parents stating they would recommend our school to other parents. 94% of parents/caregivers indicated that their child was enrolled at their first choice of public school. Staff are regularly provided with opportunities to feedback through surveys, communication and forums/meetings and termly meetings on school directions. Student feedback is sought and collected through the Student Representative Council/ School Leadership Team and the TTFM surveys.

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.