

2023 Annual Report

Ellison Public School



4568

Introduction

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

Ellison Public School

Ellison Rd

Springwood, 2777

<https://ellison-p.schools.nsw.gov.au>

ellison-p.school@det.nsw.edu.au

4751 5099

School vision

At Ellison Public School we strive to develop a positive educational culture that enables all students to become co-operative, achieving, responsible, engaged (CARE) and resilient learners.

This will be supported by strong community engagement, high expectations and data-driven, evidence-based practices.

School context

Ellison Public School is a P1 primary school of 298 students (3% Aboriginal & Torres Strait Islander students) situated between the villages of Springwood and Winmalee in the Blue Mountains of NSW. The school was opened in 1986 and quickly established its strong reputation within the community and beyond.

Ellison has a strong tradition of excellence in the performing arts and sport. The dedication, enthusiasm and talent of students and their teachers is evident throughout the school. Opportunities to develop skills across the stages are supported through band, violin, recorder, ukulele, dance, choir and public speaking. In sport, students have many opportunities to represent the school in a range of sports such as swimming, athletics, cross country, netball, soccer, touch football and cricket. Ellison Public School and nine other local public schools also combined to develop and host the third 'Film By The Eucalypts' short film festival in 2020 and this initiative has become part of the school culture.

Student welfare is central to all aspects of school activity at Ellison. Ellison is a (Positive Behaviour for Learning) PBL school and students learn and understand their rights and responsibilities, and are engaged in a variety of programs which aim to improve student welfare and wellbeing.

The school is well supported by an active Parents and Citizens Association, which meets monthly. Members of the P&C represent the parent body on committees and panels for advertised positions, working closely with staff in a range of activities.

The school is a proud member of the Mid Mountains Learning Community, working closely with neighbouring schools to enhance opportunity and outcomes for student bodies that are in many ways similar. This plan was developed collaboratively with the learning community, as have many other beneficial activities. The Community of six schools has developed and will participate in the Mid Mountains Mathematical Comprehension project to further enhance the quality of teaching and learning in numeracy with a focus on mathematical comprehension and vocabulary and to develop stronger partnerships and collaboration.

Through our situational analysis, we have identified a need to use data driven, quality teaching practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Additionally we seek to improve K-2 Growth from Working Towards Delivering to Sustaining and Growing. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. School services will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures are put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. The school will regularly solicit and address feedback on school performance from students, staff, parents and the broader school community and encourage higher parent expectations regarding academic achievement.

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>

Strategic Direction 1: Student growth and attainment

Purpose

At Ellison Public School, to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine quality teaching practices that are responsive to the learning needs of 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.

- Mathematics
- Literacy

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

QTSS release

Low level adjustment for disability

Summary of progress

All staff have engaged in high impact professional learning throughout 2023 focused on the new curriculum and supporting pedagogies to improve practice, in both literacy and numeracy. Staff have successfully implemented number talks to build student mathematical comprehension and capacity to think flexibly about numbers.

All K-2 teachers are trained in and are successfully implementing InitiaLit in their classrooms. Data is collected every 4 weeks and discussed at Data meetings and displayed on a Data wall in the staffroom. Student data continues to be tracked on the Data Wall and triangulated with internal and external assessment data. This is an embedded process that will continue to be a part of the teaching and learning cycle moving forward. Teachers have engaged with the Department Curriculum Advisor to continue to develop their understanding of how to contextualise department units of work to suit the learning needs of our students. Teachers are beginning to use the department mapping tools to map syllabus outcomes from InitiaLit and ensure that all elements of the syllabus are being taught.

In 2024, in this strategic direction, we will maintain a focus on the effective implementation of the new curriculum, fostered through explicit teaching and evidence informed practices to provide students with quality teaching and learning in literacy and numeracy. Data literacy of all staff will continue to be built and assist in differentiation of the curriculum to meet student needs.

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
There is 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.	The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in numeracy has increased by 11.2%. The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in numeracy has increased by 4.1%.
There is 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.	The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in reading has increased by 5.6%. The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in reading has decreased by 2%.

Strategic Direction 2: Data-driven Teaching and Learning

Purpose

At Ellison Public school, to gather, use and analyse data to inform collective decisions about teaching and learning ,all teachers will have a sound understanding of student assessment and data concepts and collaboratively use this to inform planning, identify interventions and modify teaching practice. Student learning goals will be developed based on internal and external student progress and achievement data.

Initiatives

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

- Data to inform teaching and learning
- Data Skills and Use

Resources allocated to this strategic direction

AP Curriculum & Instruction
QTSS release

Summary of progress

Data to inform teaching and learning has been utilised effectively and efficiently at Ellison Public School in 2023. This has been achieved through strategically organised data meets with the APCI where by staff collaborate and unpack student data to ensure that it is informing the future teaching program. Data skills and use have improved school-wide, supported through the establishment of K-2 data wall and 3-6 data wall. Staff are actively using these resources to track and monitor student data and inform their teaching and learning cycles. This is evident through teaching and learning programs that are more responsive and dynamic, responding to student needs.

In 2024, in this strategic direction, staff will continue to develop their skills in data to provide responsive and dynamic teaching and learning programs. Staff will continue to triangulate internal and external data sources to ensure that valid data sources are being used to inform teaching and learning programs. Teacher collaboration and consistent teacher judgement in assessment will continue to be a school wide focus to ensure that assessments and reporting practices are consistent K-6.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The school promotes PL in data concepts, analysis and use of student assessment data. 90% or more of teachers use data effectively to evaluate student understanding of lesson content.	Professional learning time has been used in 2023 to allow for consistent teacher judgement when analysing student assessment results. This has occurred in stage meetings and has been supported through our APCI. Marking rubrics and the learning progressions are used to effectively analyse student assessment data in these sessions. The K-2 data wall, based on Initialit data, is updated collaboratively and collegial discussions take place during this time, evaluating teaching and learning programs.
100% of teaching staff use effective data analysis practices to inform teaching and learning programs, resulting in differentiated and targeted teaching to meet student needs in reading.	All staff use data to inform teaching and learning programs, leading to differentiated and targeted teaching to meet student needs in reading. Reading programs are based on assessment data collected from Essential Assessment, Check In, NAPLAN and Initialit. Reading programs are differentiated based on the data collected, allowing for students to access lessons at different depths of knowledge, and display their understanding in a variety of ways. Reading programs have specific comprehension focuses attached to lessons are adapted throughout the year to ensure student needs are always met.
80% or more of K-2 teachers effectively use numeracy data to inform teaching	Staff use data to inform teaching and learning programs, leading to differentiated and targeted teaching to meet student needs in numeracy.

<p>and learning programs. Resulting in differentiated and targeted teaching to meet student needs in numeracy.</p>	<p>Numeracy programs are based on assessment data collected from Essential Assessment, Check In, NAPLAN and summative assessments developed by teachers. Numeracy programs are differentiated based on the data collected, allowing for students to access lessons at different depths of knowledge, and display their understanding in a variety of ways. Careful analysis of data from pre and post assessments is carried out to ensure teaching and learning programs are meeting student needs and support is effectively provided to students who may need extending or additional support.</p>
<p>All staff collaboratively engage in reflecting on student progress and achievement data and develop plans and strategies for improvement in numeracy.</p>	<p>All staff collaboratively engage in reflecting on student progress and achievement data, and develop plans and strategies for student improvement in numeracy. This is carried out in stages when analysing student data sourced from the broad range of assessments carried out for students in numeracy. Through this reflection, teachers update their teaching and learning programs according to student need, ensuring their needs are being met effectively.</p>

Strategic Direction 3: Engagement and Wellbeing of Whole School Community

Purpose

At Ellison Public School we will develop within the whole school community, aspirational expectations of learning progress and achievement. Evidence-based practices will result in measurable improvements in wellbeing and engagement to support learning. Positive, respectful relationships among students, staff and parents will promote wellbeing to ensure optimum conditions for student learning across the school.

Initiatives

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

- Attendance
- Wellbeing and Engagement

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Summary of progress

In 2023 the school continued to make significant improvements to their attendance rates through the continuation of following school and departmental procedures, along with maintaining high expectations to the community related to school attendance. In 2024, there will continue to be a targeted and strategic approach to monitoring student attendance across the school to support the newly formulated attendance targets. Throughout 2023, both our percentage of students attending 90% or more and overall attendance rates sat above DoE State, SSSG and Network results.

Addressing student well being has been a significant focus during 2023. The Resilience Project was implemented as a whole school well being program. Staff took part in a number of Professional learning sessions and workshops surrounding the program and its implementation. Teachers timetabled the program into their weekly plan and teach one lesson each week. A student survey 3-6 was conducted to gain data regarding student well being and resilience. All staff participated in the analysis of the data and as a result, a number of interventions being implemented to address areas of concern highlighted in the survey data.

In 2024, in this strategic direction, The Resilience Project program will continue to be a school wide program to support student well being. Student voice and sense of belonging will be targeted through strategically planned initiatives and supported through the overall Resilience Project framework. In 2024, student attendance will continue to be a focus area of improvement. School-developed attendance improvement measures will be developed and will be formulated based on attendance rate, to enable a more targeted and individualised attendance target.

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 minimum of 87.2% of students attending school >90% of the time to meet or exceed the system negotiated lower bound target.	The number of students attending greater than 90% of the time or more has increased by 21.6% from 2022 to 70.31% in 2023.
A minimum of 55% of students have at least one parent attending Parent / Teacher Interviews.	In 2023, 70% of students had one or more parent attending Parent/Teacher Interviews. This exceeded our target of 55%. Moving forward, we will be aiming for a minimum of 90% of parents attending.
A minimum of 50% of teaching staff report an improved understanding of wellbeing and their role in supporting mentally healthy communities.	The introduction of The Resilience Project and the high quality PL that staff have engaged in throughout 2023, has mean that staff and the wider school community have an improved understanding of the school and departments commitment and associated roles in supporting mentally healthy communities. 85% of staff surveyed stated that they have an improved

<p>A minimum of 50% of teaching staff report an improved understanding of wellbeing and their role in supporting mentally healthy communities.</p>	<p>understanding of the role well being has on student outcomes and feel and have improved confidence in having the strategies to build this into the school culture through the implementation of The Resilience Project.</p>
<p>The proportion of students reporting a positive sense of belonging at Ellison Public School (Tell Them From Me surveys) increase by a minimum of 5%</p>	<p>Based on the recent TTFM data in regards to sense of belonging (Social-Emotional outcomes)- our data from 2022 showed that 64% of students showed a sense of belonging and in our most recent data we have 66% of students identifying a sense of belonging which is a 3% increase. Other data collected from the Resilience Project (TRP) program displayed similar data- particularly in our Stage 3 female cohort which showed that in the area of being connected/positive relationships- Our Year 6 girls showed that only 63% of students felt there was a teacher at school who cares and only 68% of students felt that there were teachers at the school who encourage.</p>
<p>A minimum of 90% or more of students reporting positive Expectations for success, Advocacy, and Sense of Belonging at School to meet the upper bound target.</p>	<p>80% of students reporting positive wellbeing outcomes has decreased by 0.85% across the positive wellbeing measures.</p>
<p>A minimum of 53% of parents and community report increased satisfaction with the school and an understanding that family / school partnerships are essential to wellbeing and improved student outcomes. (School-negotiated target)</p>	<p>A school generated survey of 15 questions was sent out to the community in 2023. 54 responses were collected (an increase of 14 from 2022) and were incredibly positive. The top three highest rated statements were in relation to parents being encouraged to contact the school, the school being friendly and tolerant of all students and parents being proud of their child's school. An average of 68% parents rated these three areas in strongly agree, followed by 29.5% sitting in the agree column. A combined total of 97.5% of parents either strongly agree or agree. The lowest rating received was regarding the offering of a wide range Extra Curricular activities. 7% voted this as disagree. No votes fell into strongly disagree for this area. Moving forward this will be an area of focus.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$243,941.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ellison Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The allocation of IFS funding has enabled direct SLSO support for students to access individualised and differentiated learning who have additional and diverse needs. The funds have supported the implementation of specific programs for students which take the form of social, academic, emotional and behavioural programs. It has enabled the establishment of a HUB space which is utilised for students requiring a space for emotional regulation and the development of social skills support. Funding was allocated to enable the development of effective IEP's and release teachers to meet with student parent / carers and also liaise with external support providers. Funding was allocated to SLSO's to attend and support students on school camps and excursions. Ellison PS will continue to deliver high quality support for students with diverse and additional needs through a strategic approach to ensure that all students have access to the curriculum and experience success in the educational setting.</p> <p>After evaluation, the next steps to support our students will be: To continue to deliver high quality support for students with diverse and additional needs through a strategic approach to ensure that all stud nets have access to the curriculum and experience success in the educational setting.</p>
<p>Socio-economic background</p> <p>\$24,965.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ellison Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Wellbeing and Engagement <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 Minilit program implementation. • professional development of staff through The Resilience project to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The sustained focus and high expectations regarding student attendance has seen significant achievements and increased percentages relating to student attendance. This will continually remain a focus for the school.</p>

<p>Socio-economic background</p> <p>\$24,965.50</p>	<p>After evaluation, the next steps to support our students will be: A continued strategic approach and high expectations of students attending school each day. The Resilience Program will be consolidated in 2024 and further refined to ensure that the whole school is committed to the delivery of the whole program. A set hour per week will be TRP time in the school.</p>
<p>Aboriginal background</p> <p>\$7,537.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ellison 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"> • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Cultural dance workshop for Aboriginal and Torres Strait Islander students. • Story poles completed by Aboriginal and Torres Strait Islander students - working with a local Aboriginal artist. • Mural install across the school and open learning areas. <p>The allocation of this funding has resulted in the following impact: Cultural awareness and the significance of Aboriginal Education and the role that everyone has in closing the gap has been increased due to the number of intentional and strategically planned initiatives and activities across 2023 that has highlighted Aboriginal Education and started to build the foundations to create a culturally safe and inclusive school environment. Students data has demonstrated significant growth in Aboriginal and Torres Strait Islander sense of belonging, advocacy and expectations for success.</p> <p>After evaluation, the next steps to support our students will be: To ensure that the initiatives are maintained and strengthened in 2024, along with ensuring that all teaching and learning programs K-6 authentically embed Aboriginal and Torres Strait Islander perspectives across all curriculum areas.</p>
<p>Low level adjustment for disability</p> <p>\$106,228.63</p>	<p>Low level adjustment for disability equity loading provides support for students at Ellison 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"> • Mathematics • Literacy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • targeted students are provided with an evidence-based intervention Initialit and MiniLit to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact:</p>

<p>Low level adjustment for disability</p> <p>\$106,228.63</p>	<p>The allocation of low level adjustment for disability has resulted in a high support environment for identified students. The classroom teacher, Assistant Principal Curriculum & Implementation (APC&I) and Learning and Support teacher (LaST) work together with Student Learning & support officers' to provide additional interventions and to identify differentiation points within the teaching and learning programs being delivered.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the implementation of evidence-informed programs that have demonstrated growth in student progress. The additional allocation of the LaST will continue to ensure that strong LST processes are built upon to ensure that all students requiring support are catered for at point of need.</p>
<p>Professional learning</p> <p>\$21,825.98</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 Ellison 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"> • Mathematics • Literacy <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 - Mid Mountains Mathematics Project. • course costs for staff undertaking recognised courses (Initialit training / The Writing Revolution / Sound Waves) • Attending professional learning workshops facilitated by Dr Catherine Attard to build teacher knowledge in the shift of pedagogy in the new curriculum. • APCI led professional learning for staff to support the implementation of the new English and Mathematics Curriculum. <p>The allocation of this funding has resulted in the following impact: Staff capacity has been built in high impact literacy and numeracy teaching practices, along with a deeper understanding of the pedagogies that underpin the new curriculum in English and Mathematics. Staff have been provided with release time to collaborate with the APCI and Learning Support Teacher to work on refining teaching and learning programs to be more responsive to students diverse needs.</p> <p>After evaluation, the next steps to support our students will be: In 2024, there will continue to be a strategic focus on building teacher capacity in evidence-informed teaching practices and professional growth to ensure that the diverse needs of students are continually being met. The collaboration between staff will continue to support the development of dynamic and inclusive teaching and learning programs. Staff will continue to be up skilled through HIPL to support the implementation of the new curriculum.</p>
<p>QTSS release</p> <p>\$57,645.22</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ellison 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"> • Mathematics • Literacy • Data to inform teaching and 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

<p>QTSS release</p> <p>\$57,645.22</p>	<ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The allocation of QTSS funding has enabled Executive staff, through the funding of additional release time to work in classrooms with their stage teams and collaborate with the APCI in data analysis practices. This has focused on building teacher capacity in data literacy, effective assessment practices (summative and formative) to support greater consistency in teacher judgement and reporting. Further, teachers have had opportunities to work side by side the APCI to implement high impact teaching strategies that underpin the new curriculum in English and Mathematics.</p> <p>After evaluation, the next steps to support our students will be: In 2024, this robust approach to collaboration and building teacher capacity will continue to be a focus through engagement in high impact professional learning and a whole school culture of high expectations for staff, students and community.</p>
<p>COVID ILSP</p> <p>\$36,874.87</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were identified as achieving below grade expectations and raised in Learning Support. <p>The allocation of this funding has resulted in the following impact: The allocation of the COVID ILSP funding has resulted in the majority of students achieving significant progress towards their personal learning goals. Check-in data for Year 4 reading in Semester 1 56.6% correct responses, lifted to 69.1% in Semester 2. Check-in data for Year 3 reading semester 2 was 66.9% correct responses, above SSSG and State percentages. Numeracy - 98% of students achieved stage appropriate targets evidenced by internal assessments.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue the implementation of literacy and numeracy small group tuition, using data sources to identify specific student need. The school earning 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 be a priority in 2024.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	142	139	142	146
Girls	166	167	154	153

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.9	92.7	89.7	94.0
1	93.6	93.5	87.3	91.9
2	94.5	94.4	88.8	87.9
3	95.8	94.1	88.1	93.2
4	95.2	94.9	90.2	90.2
5	93.4	92.6	88.5	92.2
6	92.8	91.7	87.0	93.0
All Years	94.2	93.4	88.5	91.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	11.49
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	351,689.19
Revenue	3,486,999.52
Appropriation	3,309,291.68
Sale of Goods and Services	11,109.91
Grants and contributions	152,826.02
Investment income	13,771.91
Expenses	-3,424,461.07
Employee related	-2,978,565.03
Operating expenses	-445,896.04
Surplus / deficit for the year	62,538.45
Closing Balance	414,227.64

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	191,666
Equity Total	138,731
Equity - Aboriginal	7,537
Equity - Socio-economic	24,966
Equity - Language	0
Equity - Disability	106,229
Base Total	2,340,724
Base - Per Capita	77,037
Base - Location	0
Base - Other	2,263,687
Other Total	382,848
Grand Total	3,053,969

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

In 2023, parents and carers were asked to complete the Tell Them From Me Survey - Partners in Learning. There were 12 respondents who completed the survey in October 2023. This is a decline in comparison to the number of respondents in 2022. The school received the highest School Mean rating in 'School Supports learning: School Supports Positive Behaviour'. The School Mean was 7.1 The lowest rated aspect in the survey was 'Parents Support Learning at Home, with a School Mean of 5.5.

In June 2023, 108 students completed the Tell Them From Me Survey, which included nine measures of student engagement alongside drivers of student outcomes. Five out of nine Social-Emotional Outcomes saw positive growth compared to 2022 TTFM data, showing significant growth of 26% in the aspect of 'Participation of Extra Curricular Activities'. Four measures saw a decline. The highest decline was in the aspect of 'Interest and Motivation' dropping 7% from 2022 TTFM data. In 2024, there will be a sustained focus on lifting student engagement levels to improve interest and motivation results.

Between October and November of 2023, there were 7 respondents who completed the Teacher Survey. The school Mean was above the NSW Govt Norm in 7 out of 8 aspects of 'Eight Drivers of Student learning'. The lowest School Mean score that scored under the NSW Govt Mean was in the aspect of 'Parental involvement: I ask parents to review and comment on students work'. Within the 'Four Dimensions of Classroom and School Practices' the School Mean was above the NSW Govt Mean across all four areas. The highest rating was 'Overcoming Obstacles to Learning'.

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.