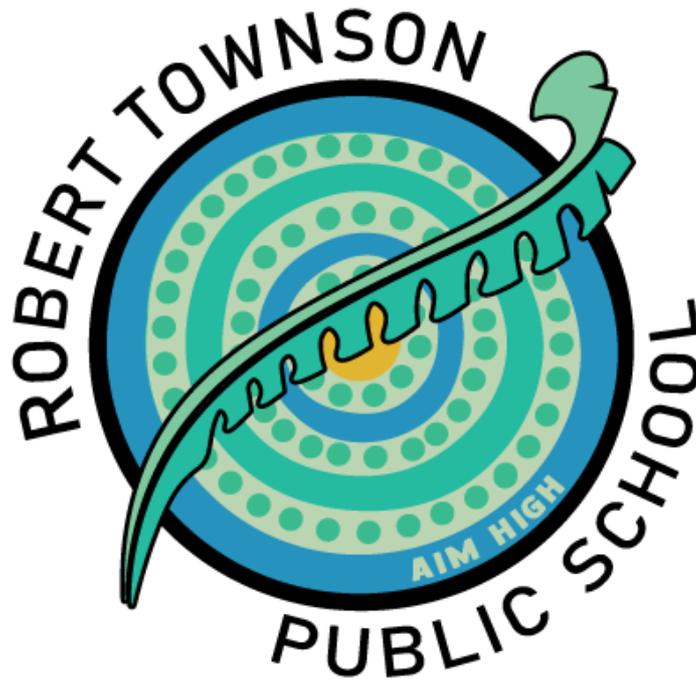


# 2023 Annual Report

## Robert Townson Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Robert Townson 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

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## Message from the principal

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### Principal's Report 2023

At Robert Townson Public School, we aim to nurture, guide, inspire and challenge students to develop a love of learning, while building the necessary skills to prepare them for the future. Our priority is to develop happy, confident and successful children. We aim to open up new possibilities by encouraging students to be thinkers, communicators, inquirers and risk takers, who are knowledgeable, balanced, reflective, open minded and caring. Teachers recognise that all children learn in different ways and ensure programs cater for individual intellectual, creative, social, emotional and physical wellbeing.

Our focus on literacy and numeracy provides students with strong foundational knowledge, skills and capabilities to support their future success. This year K-2 have fully implemented the requirements of the new English and Mathematics Curriculum. Years 3-6 will be in full implementation in 2024. All teachers have had the benefit of extensive professional learning and shoulder to shoulder support to provide quality teaching to meet the needs of all students. The school has invested in numerous resources to ensure our students are able to fully engage in the latest learning.

A strong creative arts program which included the K-6 On Stage production at Event Cinema provided every student with the opportunity to take part in a quality production. The Ukulele Group, Drumming Group and various singing groups made numerous appearances. The School Band went from strength to strength taking out third position in the Sydney Eisteddfod. The Southern Stars performers looked fabulous when they took to the stage at the WIN Entertainment Centre. Students and their families had a wonderful time coming together to share their culture and heritage at the Multicultural Festival. The STEM program has enabled students to experience 3D printing, coding and robotics and construction and engineering. Story Workshop has motivated students to engage with quality texts and expand their writing skills. Once again students have been successful in public speaking at a variety of levels. The children really enjoyed taking part in a variety of excursions and camps. The school values be safe, be respectful and aim high were actively taught and the playground initiatives program expanded. Student Parliament has played an active role in school decision-making and supporting their fellow students in a variety of initiatives. The 2023 Year Book is an excellent record of the diverse teaching and learning experiences of the students of Robert Townson Public School.

The school performed extremely well in the swimming, athletics and cross country carnivals. A number of students have represented the school at The Fields Zone and Sydney South West in a variety of team and individual sports.

The walking track has been redeveloped to incorporate an adventure play area, volley ball court and Yarning Circle. Michael Fardon, a local artist, completed a stunning mural on the wall of the administration building which depicts the landscapes and wildlife of Australia.

I would like to extend my thanks to the students for their commitment to learning and the respectful way they have maintained the high standards expected of them. The staff at Robert Townson PS are sensational, they are dedicated and committed to providing the best for students in all areas of school life. I would like to thank the outgoing P&C, the uniform shop and parents for the unwavering support they have provided to the school. Special thank you to our amazing

administration team led by Sally Turner; Kellie Swain ICT Senior Support Officer; Peter Smith, General Assistant; our School Learning Support Officers; Naomi DeLamotte and the canteen team as well as Elenise and the cleaning team.

Linda Green

Principal

## School vision

### Successful learners, bright futures

To be a world class school developing successful learners, in all aspects of school life, who are well prepared to become creative, active and informed citizens, able to connect locally and globally.

Students are at the heart of our pursuit of excellence where all are known, valued and cared for. Leadership is strategic, collaborative and future focused. Staff are professional, inspiring and knowledgeable. The community is informed and involved and we respect and value Aboriginal and Torres Strait Islander people as Australia's First Nation Peoples.

We will be a school community that embraces life-long learning, positive relationships, integrity and high expectations. We aim to be reflective, open minded, resilient, passionate and respectful as we focus on the development of the whole child and value student voice.

## School context

Robert Townson Public School, located in Raby, a suburb of South Western Sydney, has an enrolment of 461. Forty-six percent of the student population has English as an Additional Language or Dialect (EAL/D) and 7.8% are of Aboriginal or Torres Strait Islander background. The strongly supportive community has high expectations of the school.

The school is committed to the pursuit of excellence in all areas of school life and providing exceptional educational opportunities for each and every child. We aim to open up new possibilities by encouraging students to be thinkers, communicators, inquirers and risk takers, who are knowledgeable, balanced, reflective, open minded and caring.

Our focus on literacy and numeracy provides students with strong foundation knowledge, skills and capabilities for future success. Technology, which has undergone a considerable upgrade, underpins teaching across all curriculum areas. The K-12 Campus initiative with Robert Townson High School continues to thrive with the schools being involved in collaborative programs. Professional and highly qualified educational leaders and teachers are dedicated to providing learning opportunities that are challenging and inspiring, using teaching strategies that are evidence-based in a caring and supportive environment. Teachers recognise that all children learn in different ways and ensure programs cater for individual intellectual, physical, creative, social and emotional differences. Extra-curricular activities include band, vocal ensemble, choirs, public speaking and debating, a strong creative arts program and numerous sporting activities.

We recognise it is imperative that all students must learn in an environment that enables them to connect, succeed, thrive and learn. We currently implement the Positive Behaviour for Learning whole school program and intend to extend and refine this program to improve student wellbeing.

A situational analysis indicated the need to use data driven practices that ensure all students have access to stage appropriate learning which is closely monitored and modified as required. Consistency of teacher judgement will be a focus as teachers develop both formative and summative assessment strategies. Collaborative planning and professional learning will focus on quality differentiated instruction for all students including those who require high potential and gifted education. Teachers will be supported by instructional leaders to facilitate this process. Targeted support will be provided in literacy and numeracy by the learning and support team for students identified as needing intervention. An integrated scope and sequence has been developed to ensure quality delivery of all key learning areas and capabilities which fosters critical and creative thinking.

## 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	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy and ensure that students are challenged and engaged. We will develop and refine data driven teaching practices that are responsive to the learning needs of individual students and develop explicit teaching practices for school wide consistency.

### Initiatives

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

- Data Driven Teaching Practices
- Explicit Teaching for Mastery

### Resources allocated to this strategic direction

**AP Curriculum & Instruction**

**QTSS release**

**Socio-economic background**

**Integration funding support**

**Low level adjustment for disability**

**English language proficiency**

**Professional learning**

### Summary of progress

The focus for Strategic Direction 1 'Student Growth and Attainment' was to upskill teachers to improve data literacy, ensuring they were efficiently collecting, analysing and using data to inform teaching practice. All teachers have undertaken professional learning on Progressive Achievement Tests, NAPLAN, Check in Assessments and various assessments on the Assessment for Literacy and Numeracy (ALAN) platform. Staff have been taught to effectively navigate SCOUT to enable them to extract data from various sources for analysis. Pre and post results have been collected and reported to teachers in a timely manner to ensure they have time to reflect and use the data to plan future teaching and learning.

The aim in 2023 was to successfully implement the new English and Mathematics Curriculum K-2, ensuring explicit teaching for all students. Several modes were used to successfully implement the new curriculum including whole school professional learning, stage based Spirals of Inquiry, teaching trios and shoulder to shoulder support. K-2 teachers were supported to implement new Department of Education English and Mathematics units and staff made adjustments to cater for the students in their class. As a transitional year for Years 3-6, staff were supported with training in the theories and research on which the new curriculum and units were based. We also trialed some lessons from the new Year 3-6 units to familiarise teachers with content and layout in preparation for implementation in 2024.

The Curiosity and Powerful Learning Framework was used to facilitate collaboration focused on high expectations and data skills and use. All teaching staff collaboratively analysed student data, collaboratively planned lessons, taught these lessons and provided feedback as they discussed future teaching and learning.

Next year, we will continue with similar progression measures. Assistant Principals Curriculum and Instruction (APCIs) will continue to support teachers K-6 with curriculum reform.

### 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
<b>Reading Progressive Assessment Test (PAT)</b> A minimum of 95% of Years 2-6 students make growth in Reading Progressive Achievement Test (PAT).	Students in Years 2-6 sat a Progressive Achievement Test early in Term 1 and late in Term 3. This assessment was used to identify individual student needs and trends across grades, stages and the school. We also used these assessments to track growth over three terms. The growth results are below. Year 3 were closest to reach the target and Year 5 were the furthest from the target. Overall, <b>74.48%</b> of students made growth in the Reading

<p><b>Reading Progressive Assessment Test (PAT)</b></p> <p>A minimum of 95% of Years 2-6 students make growth in Reading Progressive Achievement Test (PAT).</p>	<p>Progressive Achievement Assessment.</p> <p><b>Year 2: 77.7% (35/45)</b> of students made growth from Term 1 PAT to end of Term 3 PAT.</p> <p><b>Year 3: 86.9% (60/69)</b> of students made growth from Term 1 PAT to end of Term 3 PAT.</p> <p><b>Year 4: 74.1% (46/62)</b> of students made growth from Term 1 PAT to end of Term 3 PAT.</p> <p><b>Year 5: 66.1% (43/65)</b> of students made growth from Term 1 PAT to end of Term 3 PAT.</p> <p><b>Year 6: 67.6% (46/68)</b> of students made growth from Term 1 PAT to end of Term 3 PAT.</p> <p><b>Overall: 74.48%</b> of students in Years 2-6 made growth in the PAT Reading Assessment.</p>
<p>A minimum of 95% of Years 2-6 students make growth in Maths Progressive Achievement Test (PAT) .</p>	<p>Students in Years 2-6 sat a Progressive Achievement Test early in Term 1 and late in Term 3. This assessment was used to identify individual student needs and trends across grades, stages and the school. We also used these assessments to track growth over three terms. We conducted the post assessment in late Term 3 to allow teachers time to see if they need to revisit concepts in Term 4 and they made adjustments accordingly. Year 3 were closest to reach the target and Year 6 were the furthest from the target. Overall, <b>75.8%</b> of students made growth in the Mathematics Progressive Achievement Assessment.</p> <p><b>Year 2: 75% (33/44)</b> of students made growth from Term 1 PAT to end of Term 3 PAT.</p> <p><b>Year 3: 90% (62/69)</b> of students made growth from Term 1 PAT to end of Term 3 PAT.</p> <p><b>Year 4: 82% (50/61)</b> of students made growth from Term 1 PAT to end of Term 3 PAT.</p> <p><b>Year 5: 67% (44/66)</b> of students made growth from Term 1 PAT to end of Term 3 PAT.</p> <p><b>Year 6: 66.2% (45/68)</b> of students made growth from Term 1 PAT to end of Term 3 PAT.</p> <p><b>Overall: 75.8%</b> of students in Years 2-6 made growth in the PAT Mathematics Assessment.</p>
<p><b>Aboriginal and Torres Strait Islander Student Growth - Reading</b></p> <p>95% of Aboriginal and Torres Strait Islander students K-6 meet reading growth and proficiency targets applicable to their grade.</p>	<p>When we collect and analyse all student data we also extract Aboriginal and Torres Strait Islander student data to enable the identification of student growth.</p> <p><b>PAT: 70% (19/28)</b> of Aboriginal and Torres Strait Islander students in Years 2-6 made growth in the PAT Reading Assessment.</p> <p>Overall, <b>54.28%</b> of Aboriginal and Torres Strait Islander students K-6 have demonstrated proficiency in the Understanding Texts sub-element of the Literacy Learning Progression and NSW English syllabus.</p> <p>Overall, <b>68.71%</b> of Aboriginal and Torres Strait Islander students K-6 have demonstrated proficiency in the Creating Texts Progression.</p>
<p><b>Aboriginal and Torres Strait Islander Student Growth - Numeracy</b></p>	<p><b>PAT: 53.8%</b> of Aboriginal and Torres Strait Islander students in Years 2-6 made growth in the PAT Mathematics Assessment.</p>

<p>95% of Aboriginal and Torres Strait Islander students K-6 meet numeracy growth and proficiency targets applicable to their grade.</p>	<p><b>Check in: 83%</b> of Aboriginal and Torres Strait Islander students in Years 4 and 6 made growth in the Mathematics Check In Assessment.</p>
<p>The implementation of Curiosity and Powerful Learning (CPL) will bring about an improvement in student and staff understanding of the importance of high expectations and the use of data to inform practice. This will be evidenced by the CPL High Expectations Audit and growth across the School Excellence Framework.</p>	<p>Whilst teachers felt that focusing on data to inform practice was helpful, they also expressed that they preferred the Spirals of Inquiry method of planning sessions over the Teaching Trios outlined in Curiosity and Powerful Learning.</p> <p>Based on a survey, teachers rated their overall experience out of 5 (5 being the most valuable), 1 - 0%, 2 - 30%, 3 - 30%, 4 - 40% and 5 - 10%.</p>
<p>A minimum of 95% of ES1 students make growth in the Phonological Awareness Diagnostic Assessment.</p>	<p><b>92.86%</b> of ES1 students demonstrated growth in the ALAN Phonological Awareness Diagnostic Assessment.</p>
<p>A minimum of 95% of students assessed make growth in the Phonics Diagnostic Assessment.</p>	<p><b>87.28%</b> of Year 1 students demonstrated growth in the ALAN Phonics Diagnostic Assessment.</p>
<p>70% of students will have achieved the learning indicators applicable to their grade in the Understanding Texts sub-element of the Literacy Learning Progression and NSW English syllabus</p>	<p><b>86.90%</b> of students K-6 achieved the learning indicators applicable to their year in the Understanding Texts sub-element of the Literacy Learning Progression and NSW English syllabus.</p> <p><b>Kindergarten:</b> 98.50%</p> <p><b>Year 1:</b> 85.72%</p> <p><b>Year 2:</b> 93.48%</p> <p><b>Year 3:</b> 85.71%</p> <p><b>Year 4:</b> 84.84%</p> <p><b>Year 5:</b> 78.87%</p> <p><b>Year 6:</b> 81.21%</p>
<p>70% of students are working at or above school targets in writing aligning with the Creating Texts sub-element of the Literacy Learning Progression and the NSW English Syllabus.</p>	<p><b>87.56%</b> of students K-6 achieved the learning indicators applicable to their Year in the Creating Texts sub-element of the Literacy Learning Progression and NSW English syllabus.</p> <p><b>Kindergarten:</b> 100%</p> <p><b>Year 1:</b> 96.29%</p> <p><b>Year 2:</b> 93.33%</p> <p><b>Year 3:</b> 91.42%</p> <p><b>Year 4:</b> 80.30%</p> <p><b>Year 5:</b> 77.46%</p> <p><b>Year 6:</b> 74.16%</p>
<p>70% of students will have achieved the learning indicators applicable to their grade in the Number Place Value sub-element of the Numeracy Learning Progression.</p>	<p>Assessments were co-created using the Spirals of Inquiry model for K-2 to align with progression markers. Most assessment questions needed to be asked individually and therefore required a lot of time to assess. It may be necessary to create better ways to assess students, which may include embedding assessment into the teaching and learning cycle.</p>
<p>A minimum of 95% of Year 4 and 6 students make growth in Reading Check In Assessment.</p>	<p><b>Year 4 and 6: 65.91%</b> of students made growth from their first to their second Reading Check In assessment.</p>

<p>A minimum of 95% of Year 4 and 6 students make growth in Reading Check In Assessment.</p>	<p><b>Year 4: 66.12% (41/62)</b> of students made growth from Term 2 to Term 3 Check In assessment.</p> <p><b>Year 6: 65.7% (44/67)</b> of students made growth from Term 2 to Term 3 Check In assessment</p> <p><b>Overall: 65.91%</b> of students made growth from Term 2 to Term 3 Check In assessment.</p>
<p>A minimum of 95% of Year 4 and 6 students make growth in Numeracy Check In Assessment.</p>	<p><b>Year 4 and 6: 69.3%</b> of students made growth from their first to their second Check In assessment.</p> <p><b>Year 4: 75% (42/56)</b> of students made growth from Term 2 to Term 3 Check In assessment.</p> <p><b>Year 6: 63.6% (42/66)</b> of students made growth from Term 2 to Term 3 Check In assessment.</p> <p><b>Overall: 69.3%</b> of students made growth from Term 2 to Term 3 Check In assessment.</p>

## Strategic Direction 2: Wellbeing

### Purpose

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To ensure that all students feel a sense of belonging to a whole school community and actively be part of a positive and engaging environment.

### Initiatives

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

- Wellbeing and Inclusiveness
- Authentic Community Engagement

### Resources allocated to this strategic direction

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#### Per capita

#### Socio-economic background

#### Professional learning

### Summary of progress

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Connection, inclusion and innovation are the key drivers that support wellbeing at Robert Townson Public School. We are continually building connections between staff, students and the broader school community through daily interactions, structured programs and opportunities for genuine community engagement. We strive for authentic inclusion in school activities and events for all students, achieved through collaborative planning, relationships with families, monitoring of physical and human resources and purposeful planning. School staff aim to be innovative in their approach to engagement in learning to complement student wellbeing. The initiatives undertaken at our school actively involve students and families, fostering a holistic approach to health and wellbeing. Student engagement was high, with 100% of classes participating in initiatives including Vegetable Week, The Big Veggie Crunch and Water 4 Life lessons. Open Parachute was accessed through funding provided by the Guy Sebastian Foundation. Upon evaluating key priority areas, empathy and academic self-efficacy received positive ratings. However, areas such as the absence of sadness and worries, peer belonging, a supportive school environment and comfort discussing mental health were identified as crucial areas for improvement. These areas have been followed up through Open Parachute lessons in classrooms, with teachers reporting that students are actively engaging in the lessons, displaying increased comfort discussing mental health topics and contributing to a more positive classroom culture. Learning Links Cool Kids and Dinosaur Years programs were provided in 10 week cycles for groups of 8-10 students at a time, focused on managing anxiety and social skills. 84% of students felt they achieved their goals by the end of their program, and 100% reported an overall positive experience and satisfaction with the program. 22 students participated in the Wellbeing Program, facilitated by our Student Wellbeing Officer provided by the National Student Wellbeing Program (NSWP). The Wellbeing Officer conducted regular informal check-ins with these students, identifying areas of need and improvement, and implementing tailored small group intervention programs when necessary.

Two major community events were held in 2023, both exceptionally well attended by students and our school community. On Stage Extravaganza in Term 2 involved every student participating in a class performance, along with the Aboriginal Performance Group and a small band ensemble, over two sittings held at Event Cinema in Campbelltown. This event provides the opportunity to engage in a more professional style performance evening, showcasing student talent and involving all students K-6. Our first Multicultural Festival in Term 4 was held on site, with community invited to watch performances from our students and community that showcased the many cultures and nationalities that make up our school population. The evening event was preceded by a program of classes studying different cultural groups and displaying learning and artwork, sharing experiences, knowledge and cuisine and a day of activities and performances. Families were invited to come along in cultural dress to enjoy the evening's performances, view class displays, engage in different activities, join in a flag parade and sample cuisine from a variety of food trucks. Both events were highlights of the school calendar for students and their families, particularly working families for whom daytime events can be difficult to attend, with plans to continue both in the future. Annual school events also included Crazy Hat Parade, combined Education Week and Book Parade incorporating open classrooms, twice yearly Three-Way Conferences, Summer Fun Day and swimming, cross country/fun run and 3-6/K-2 athletics carnivals, all well attended by our school community. Feedback from all of these events indicate how welcomed families feel, especially with so many events available to our students and community to attend post-Covid.

Student Parliament and Sport Captains are democratically elected by students 3-6 and supported by staff to carry out a number of leadership opportunities across the school throughout the year. These include running assemblies and assisting with school events throughout the year. Additional opportunities include school and zone sport, Todd Woodbridge Cup (tennis) and NSW Schools Cup (netball), the Robert Townson Public School School Band, Pasifika and

Southern Stars dance groups and various lunch initiatives. These structures provide additional learning and social opportunities that build connection and a sense of belonging.

Attendance is consistently monitored by school executive staff and supported by the Home School Liaison Officer (HSLO). Contact is made by class teachers, school executive and the HSLO when poor attendance is continuing and many structures, both formal and informal, are put in place to support families where anxiety and school refusal impact student attendance. Where necessary, goals around engagement and attendance are included in Personalised Learning and Support Plans and Personalised Learning Pathways, collaborating with parents and carers to best support students engaging in school.

### Progress towards achieving improvement measures

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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
<p>Increase percentage of overall student attendance to 93%, with 78% of students attending 90% of the time.</p>	<p>Overall student attendance in 2023 was <b>88.3%</b>. This is an uplift of 3.6% from 2022 (84.7%), 1.6% above state and 2.5% above network.</p> <p><b>53.6%</b> of students have an attendance rate of 90% or more. This is an uplift of 18.6% from 2022 (35.0%), 1.4% above state and 5.6% above network.</p> <p>Term 1 had the greatest rate of attendance, with 60.7% of students with an attendance rate of 90% or more.</p>
<p>Increase the percentage of students with a positive approach to learning (high sense of belonging and advocacy) to 91.2%.</p>	<p>Tell Them From Me data for 2023 shows 84% of students with positive feelings of advocacy at school and 92% of students with positive expectations for success, both slightly above state. 62% of students described positive feelings of belonging at school, equal with state.</p> <p>Tell Them From Me data is collected anonymously from students in Years 4-6. In a follow up to this data, our Wellbeing Team conducted a survey of students K-6 to determine the feelings of wellbeing of all students. Across K-6 results indicate that 64.8% of students feel positively about being at school and 27.2% have neutral feelings. 62.4% believe they are good or excellent at their schoolwork, 27.8% feel ok about their work. 80.5% have a good group of friends at school, a further 16.7% have one or two good friends at school. While this data is largely positive, its collection provided a breakdown, by year, of student voice around positive approaches to learning and specific information allowing additional support for individual students who do not feel as positively about school.</p>

## Strategic Direction 3: Connected Learning

### Purpose

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To implement integrated learning that promotes connectedness between key learning areas, students' lives and the world in which they live. We will embed authentic use of ICT and Digital Technologies to enhance learning through creation, presentation and problem solving. Robert Townson is a learning community where commitment to growth and achievement is demonstrated by students, staff and the wider community through collaboration, professional learning and engagement.

### Initiatives

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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.

- Future Focused Learning and Capacity Building including the use of Technology
- Integrated Learning Across the Curriculum

### Resources allocated to this strategic direction

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#### Per capita

#### Aboriginal background

#### 6101 Consolidated Fund Carry Forward

### Summary of progress

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Stage teams have collaborated throughout the year, developing learning sequences and experiences both in and out of the classroom to fully engage students across key learning areas. This involves the integration of history, geography, science and technology, with thought put into planning excursions, hands-on experiences and assessment of learning. The purpose of this integration is twofold; the combining of learning in a very busy curriculum as well as making learning meaningful for our students by clearly demonstrating the links across key learning areas and with the real-world. Literacy and numeracy links are vital in these learning sequences as students get to see the importance of using these skills across different areas of life and learning. Collaborative days, including STEM and Maths Days are highly engaging for students, along with opportunities to showcase their learning through various means, incorporating presentations, public speaking, digital and traditional projects.

All classes have outstanding access to technology through our Computer Lab, Chromebook trolleys, class based devices and our specialist STEM Space. All students K-6 engage in STEM through relief from face to face teaching (RFF), with programs incorporating science and geography topics (living things, shelters, weather), ICT and numeracy (using Excel spreadsheets and collecting and presenting data), along with design thinking, working collaboratively and problem solving through robotics and coding (BeeBots, LEGO Spike Prime and spheros) and construction (LEGO, Keva Blocks and 3D printing). Students are engaged in meaningful introduction to technology in Kindergarten and purposeful use of technology from Stage 1 through to Stage 3. Links have been made with our feeder high school, Robert Townson High School, to ensure our Year Six students are prepared with the skills and knowledge required for Year Seven Technology Mandatory subjects involving coding, 3D modelling and the use of CAD software.

Priorities in Aboriginal Education span the embedding of Aboriginal and Torres Strait Islander perspectives, histories and cultures in learning K-6 for all students and the inclusion of meaningful experiences, both internal and external, for Aboriginal and Torres Strait Islander students to foster cultural learning and pride. Staff engaged in professional learning both in person and online with a focus on building cultural safety, culturally responsive teaching, positive relationships and personalised learning (Strong Strides Together, CESE, 2022). A variety of events were attended throughout the year, with students K-6 involved in building cultural knowledge through excursions, traditional and contemporary dance, and learning to play didgeridoo. A number of students were nominated for Aboriginal Student Achievement Awards, with one successful award recipient in the Creative and Performing Arts category. School leaders also attended Sorry Day Commemorations with senior Aboriginal students at The Australian Botanic Garden. All students K-6 engage in Aboriginal Education programs and have access to a wide variety of quality literature purchased through our library. Key events include NAIDOC Week and incorporate in class programs and activities, whole school events and opportunities for Aboriginal and Torres Strait Islander students to perform and engage in leadership opportunities.

### Progress towards achieving improvement measures

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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
<p>Odd year integrated scope and sequence that includes history, geography, science, literacy, numeracy and ICT is developed collaboratively by stage teams overseen by stage leaders and senior school leaders.</p> <p>Student achievement across key learning areas is measured using a variety of assessment tools.</p>	<p>Stage teams collaboratively planned engaging learning sequences that included history, geography, science and technology addressing skills and content described in NSW syllabus documents. History content areas included family history, community celebration and commemoration and Australian democracy. In geography, units explored geographical tools, the Earth's environment and how places are cared for by people. Earth and space and the living world were investigated in Science. Technology is addressed through access to an extensive range of hardware and the development of skills in effectively using technology to research, create and communicate for learning. Literacy links are supported through the acquisition of a large range of quality texts related to units of learning and the implementation of rich, hands on tasks support the linking of numeracy to its real-world application.</p>
<p>Aboriginal and Torres Strait Islander perspectives, histories and cultures are included in K-6 integrated scope and sequence.</p>	<p>Aboriginal and Torres Strait Islander perspectives, histories and an understanding of culture are included in teaching and learning programs K-6 through access to quality literature and resources endorsed by Community through the Local AECG. All staff attended a combined school development day in Term 2 2023, facilitated by Aboriginal and non-Aboriginal staff from Robert Townson Public School, addressing Aboriginal Education protocols, community consultation and building of cultural competency. Staff engaged in the development and sharing of quality resources covering Aboriginal culture, perspectives and history, including discussion of sensitive content. This professional learning was very well received, building the confidence of staff to engage with delivering quality Aboriginal Education K-6.</p> <p>NAIDOC Week was celebrated as a whole school with a number of events. Our K-6 assembly was hosted by Stage 2 Aboriginal students and attended by Uncle Phil Dotti, Melinda Brown (Dharawal Regional AECG President), Lisa Smith (ACLO) and Kylie Captain (teacher and author). Aboriginal students performed and all students listened respectfully to our presenters. All grades engaged in Traditional Indigenous Games, supported by senior Aboriginal students and Sport Leaders. Floral Friday was celebrated, acknowledging the culture of Torres Strait Islander Peoples.</p>
<p>All Aboriginal and Torres Strait Islander students have a formal PLP document that has been developed in consultation with their family and builds on previous plans.</p> <p>PLPs are supported by a learning folio that includes work samples that support PLP goals and showcase cultural learning and experiences.</p>	<p>All Aboriginal and Torres Strait Islander students K-6 have a Personalised Learning Pathway (PLP). PLP family meetings were held in early 2023 with 21 out of 35 student meetings attended face to face by a family member and a number of others held over the phone or during three-way conferences later in the term. These very successful meetings support the building of positive relationships between school and Community, allowing for the development of quality consultation and goal setting. All PLP documents were created and stored digitally in Sentral, with evaluation and review of goals completed by class teachers each term. A PLP family celebration was held in Term 4, with a number of families attending an afternoon tea where PLP celebration certificates were presented, along with PLP folios to outgoing Year 6 students. PLP folios are developed throughout a student's years at Robert Townson Public School, and include photos and reflections on cultural and group opportunities attended, as well as finalised PLP documentation. New PLP guidelines released in 2023 have been consulted, with many aspects already in place at Robert Townson Public School.</p> <p>Aboriginal and Torres Strait Islander students had the opportunity to attend a number of events during the year, including NAIDOC Community of Schools Day at James Meehan High School, Opportunity Hub Culture Day and Sorry Day Commemorations at The Australian Botanic Garden, Mt Annan and The Arts Unit Dance Workshop at Camden South Public School. Boys had the opportunity to learn to play didgeridoo (yidaki) with local knowledge holder Peter Jensen and senior girls learned traditional dance with local Aboriginal dance teacher Tori Duckett. All students K-6 attended stage based groups throughout the year, participating in lessons focused on quality Aboriginal literature and history. All students had the opportunity to join the Aboriginal Performance Group, performing 'Waterhole' at On Stage and our NAIDOC assembly; a combination of didgeridoo, clapsticks and contemporary dance.</p>

<p>85% of students are achieving <b>basic proficiency</b> at grade expectation according to the school determined ICT skills sequence.</p> <p>Elements of ICT are present in the odd year K-6 integrated scope and sequence.</p> <p>Teachers are upskilled in ICT through differentiated PL.</p>	<p><b>91%</b> of students overall are achieving basic proficiency at grade expectation, as determined by class teachers. (Kindergarten 86%, Year 1 84%, Year 2 92%, Year 3 83%, Year 4 94%, Year 5 95%, Year 6 98%). These skills range from logging on, accessing and using Microsoft Word (typing and formatting), saving and retrieving own work and printing, with some level of troubleshooting knowledge appropriate to grade expectation.</p> <p>Elements of ICT are present in the K-6 Integrated Scope and Sequence through the creation and communication of learning using PowerPoint (from Stage 1) and Google Docs, Microsoft Office 365 and Canva (from Stage 2). Digital Technologies are also present in STEM programs delivered K-6 and include design thinking, coding and robotics, construction and working collaboratively with peers. ICT skills beyond those listed form core skills and processes, which will be formalised and assessed as part of the ongoing development of our ICT scope and sequence and linked with units of learning each year.</p> <p>Throughout 2023, teachers have been informally upskilled through collaborative team planning and the support of our ICT Senior Support Officer as required. If it is deemed necessary, more formal PL can be implemented in 2024 in line with the various needs of students in different grades and the learning needs this reflects for class teachers and support staff.</p>
<p>Support and monitor the continued implementation of the policy through student identification, program implementation and classroom practice.</p> <p>Train new staff members on school implementation.</p>	<p>Two staff members attended the High Potential and Gifted Education Leaders course, looking deeply into the HPGE Policy, HPGE Evaluation and Planning Tool, explored the HPGE DEL/PSL package and Universal Resources Hub, examined effective practices for HPGE students and produced a survey to gauge staff expertise in this area.</p> <p>From this survey, professional learning was delivered to staff. This included unpacking the HPGE policy and the domains of learning in our context. Staff viewed illustrations of practice, including early adopter school journeys. A school database was created identifying opportunities in the domains identified in the policy.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$149,656.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Robert Townson Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching for Mastery</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around for challenging behaviours, learning difficulties and disabilities</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs)</li> <li>• staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments</li> <li>• consultation with external providers for the implementation of behaviour strategies, speech therapy and occupational therapy</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Individually funded students being supported in the classroom and playground.</p> <p>Additional support for the LIFT Reading Program, resulting in increased reading achievement across Stages 2 &amp; 3.</p> <p>PLaSPs being updated or created for all integrated students.</p> <p>The implementation of targeted and supplementary programs catering for individual learning needs.</p> <p>The implementation of quality differentiated teaching and learning programs. Ongoing meetings with parents/carers, class teachers, external services and the school learning and support team.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to support individually funded students in the classroom and playground.</p> <p>Continue to implement quality differentiated teaching and learning programs.</p> <p>Continue to update and create PLaSPs for all integrated students.</p> <p>The implementation of targeted and supplementary programs catering for individual learning needs.</p> <p>Continue to facilitate quality communication between all stakeholders.</p>
<p>Socio-economic background</p> <p>\$254,678.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Robert Townson Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching for Mastery</li> <li>• Wellbeing and Inclusiveness</li> <li>• Authentic Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through instructional leadership in relation to curriculum reform to support student learning</li> <li>• employment of additional staff to support LIFT, MiniLit, MultiLit and MacqLit program implementation</li> <li>• resourcing to increase equitable delivery of resources and services</li> </ul>

<p>Socio-economic background</p> <p>\$254,678.82</p>	<p>including the purchase of digital technology and STEM materials</p> <ul style="list-style-type: none"> <li>• employment of external providers to support students with additional learning needs - speech therapy</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• facilitation of wellbeing activities, the Multicultural Festival, Student Parliament, PBL and the STEM program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Effective reading programs focused on explicit teaching which have brought about improvement in student outcomes.  Teachers were supported by instructional leaders to further develop class writing programs, including participation in the LittleScribe program.  Additional learning and support as well as the speech therapy program supported student learning.  The wellbeing team built student engagement and supported positive behaviour through the implementation of Positive Behaviour for Learning (PBL), numerous playground initiatives, a whole school performance, the Multicultural Festival, peer mediation and Student Parliament, boys education strategies and the STEM program.  The school camping program successfully supported students to build social skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to support literacy, numeracy, wellbeing and technology program implementation through the employment of specialised staff, resourcing and staff release as required in the initiatives and activities outlined in the school directions.</p>
<p>Aboriginal background</p> <p>\$36,024.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Robert Townson 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Integrated Learning Across the Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• purchasing of resources to support Aboriginal student programs, cultural engagement and performance opportunities</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All Aboriginal and Torres Strait Islander students K-6 have had the opportunity to engage in a weekly program of literature based learning related to culture and history through the employment of a teacher one day per week. This weekly time has also helped to build relationships and community within our school for our Aboriginal students. Resources have been purchased to support this program, along with casual days to cover attending external events and workshops with students and payment of providers on site, including dance teachers. Casual teacher time was also supplied to relieve class teachers to attend Personalised Learning Pathway (PLP) family meetings early in the year and provide some relief to allow teachers time to collaborate with students and families throughout the year, building and monitoring quality PLPs. The impact of this program is the building of cultural safety in our school and cultural pride in our Aboriginal and Torres Strait Islander students. 100% of students have a completed PLP for 2023 with all students able to articulate and celebrate the</p>

<p>Aboriginal background</p> <p>\$36,024.87</p>	<p>achievement they were most proud of for the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The program will continue utilising the same model with staff supporting Aboriginal and Torres Strait Islander students and families to engage in a variety of grade, stage and needs based personalised learning that will focus on building cultural knowledge and pride, alongside academic and social goals.</p>
<p>English language proficiency</p> <p>\$169,054.63</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Robert Townson Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching for Mastery</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are making appropriate progress in relation to EAL/D progressions. Students are achieving appropriate growth in terms of the acquisition of the English language. Individual student needs are identified and appropriate programs/supports are implemented.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To build staff capacity through professional learning in relation to the EAL/D Progressions and adjustments to learning in order to support EAL/D learners. Continuing EAL/D support sessions for targeted students particularly those students in the Beginning and Emerging phases. Continue to support and closely monitor EAL/D students to ensure each student is progressing and reaching grade/stage appropriate goals and outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$223,880.22</p>	<p>Low level adjustment for disability equity loading provides support for students at Robert Townson Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching for Mastery</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MiniLit, MaqLit and LIFT to increase learning outcomes</li> <li>• 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</li> </ul>

<p>Low level adjustment for disability</p> <p>\$223,880.22</p>	<ul style="list-style-type: none"> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Successful completion of MiniLit, MacqLit and Reading Tutor programs for students across Stages 1, 2 and 3.  Effective implementation of speech programs and assessment of targeted students by speech pathologist.  Phonics assessment and monitoring across K-2.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continuation of any incomplete MiniLit and MacqLit programs into 2024.  Continue to identify, monitor and assess students at risk. Engage those students in school and evidence-based Literacy and Numeracy programs.  Learning and Support database to be accessible to stage leaders and school psychologists to ensure continuity of support.</p>
<p>Professional learning</p> <p>\$31,228.83</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 Robert Townson Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Teaching Practices</li> <li>• Wellbeing and Inclusiveness</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• other methods of learning designed to improve student outcomes</li> <li>• Curiosity and Powerful Learning undertaken by the executive, with the St Andrews network schools, focused on high expectations and data literacy, using Trios as to tool to improve teaching practice</li> <li>• Creative and Critical Thinking skills professional learning was undertaken by all staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Professional learning delivered to all staff on wellbeing, including the introduction of the Real Schools Program.  K-6 teachers were supported by the APC&amp;I's to undertake professional learning in regards to the new curriculum in English and Mathematics. Along with all schools in the St Andrews Network, the Executive Team participated in the Curiosity and Powerful Learning Program which resulted in support for teachers through the Trios program.  All staff undertook professional learning in regards to Aboriginal Education on the Term 2 School Development Day.  All staff undertook mandatory training as required.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To embed and use professional learning models including collaborative planning, instructional leadership, demonstrations and observations to build teacher capability and knowledge of evidence-based best practice.  To present professional learning to build data literacy skills aimed at improving data collection and analysis.  Evaluate school procedures, programs, practices and analyse student growth and achievement data to inform school planning and policy implementation.  To undertake professional learning in curriculum reform to ensure the delivery of high quality literacy and numeracy programs which result in</p>

Professional learning \$31,228.83	improved student achievement.
QTSS release \$94,576.03	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Robert Townson Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching for Mastery</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Built the capacity of teachers to develop quality literacy and numeracy learning sequences using the new English and mathematics syllabuses. Monitored student performance data across the school and ensured teachers were focused on areas of need. Teachers have had shoulder to shoulder support in their classrooms, including collaboration through Trios.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To continue to identify areas of need across the school, analyse student performance data and ensure teachers are supported to target the areas of need.</p>
COVID ILSP \$189,950.77	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - phonic knowledge, understanding texts, additive strategies and quantifying numbers</li> <li>• development of resources and planning of small group tuition</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  COVID ILSP has enabled us to provide intensive, small group instruction targeted to specific student needs in literacy and numeracy. We have successfully supported over 33% of our student population (161 students) with this funding alone, through daily small group withdrawal programs focusing on a range of reading skills and strategies, as well as supporting key mathematical concepts.</p> <p>Minilit: In 2023, 33 students completed the Minilit program as part of COVID ILSP support. A further 17 students were still on the program at time of evaluation, to continue into 2024.</p> <p>Year 2: Students receiving COVID ILSP support had an average uplift of</p>

COVID ILSP

\$189,950.77

33% from their Term 1 raw score to Term 3 raw score (PAT reading). Students making growth (63%) was closer to grade average (77%), but still indicates that students require additional support in 2024.

Year 3 (32 students): Students receiving COVID ILSP support had an average uplift of 15% from their Term 1 raw score to Term 3 raw score (PAT reading). Students making growth (75%) was significantly closer to grade average (86%). Students sat NAPLAN in Term 1. Check-in data from Term 4 indicated that 11 students (32) achieved a score higher than school average. 9 of these students achieved a score above stage average.

Year 4 (27 students): 90% of students working as part of COVID ILSP groups made growth in Check in Assessment from Term 1 to Term 4. Of these 19 students who made growth, 8 students made individual growth above 23%. In PAT R assessment, 75% of students made growth from Term 1 to Term 3, 1% above the cohort average of 74%.

Year 5 (25 students): Term 4 Check In Data indicated that 61% of students were working above stage average in numeracy. Similarly, PAT growth (from Term 1 to Term 3) indicated that 88% of students made growth (21% the cohort average of 67%).

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

We will continue to identify students using internal and external school data to participate in the small group tuition program. We will continue to use student achievement data to set learning goals and monitor student growth. Progress will be tracked at five and ten week intervals and adjustments made as necessary. An analysis of student growth indicated that our Year 3 student cohort will require continued support in 2024.

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	274	275	236	223
Girls	286	284	242	237

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.6	90.2	85.8	90.5
1	91.2	89.9	83.7	89.7
2	92.4	90.9	86.6	89.8
3	92.9	91.1	85.0	90.5
4	93.5	90.3	84.2	90.0
5	92.9	90.4	81.7	88.2
6	92.1	89.1	82.8	87.5
All Years	92.7	90.3	84.2	89.4
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

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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
Deputy Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	15.36
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher EAL/D	1
School Counsellor	1
School Administration and Support Staff	3.62

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	812,161.38
<b>Revenue</b>	5,914,508.99
Appropriation	5,615,832.72
Sale of Goods and Services	47,942.63
Grants and contributions	226,571.20
Investment income	24,062.44
Other revenue	100.00
<b>Expenses</b>	-5,683,435.60
Employee related	-4,852,913.53
Operating expenses	-830,522.07
<b>Surplus / deficit for the year</b>	231,073.39
<b>Closing Balance</b>	1,043,234.77

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	140,251
<b>Equity Total</b>	683,639
Equity - Aboriginal	36,025
Equity - Socio-economic	254,679
Equity - Language	169,055
Equity - Disability	223,880
<b>Base Total</b>	3,475,349
Base - Per Capita	124,404
Base - Location	0
Base - Other	3,350,944
<b>Other Total</b>	529,577
<b>Grand Total</b>	4,828,815

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Students, teachers and parents were asked to respond to the Tell Them from Me survey. Their responses are presented below.

Satisfaction among students, teachers and parents remains high. Parents feel welcome when they visit the school, can easily speak with their child's teachers and are listened to and feel the school is inclusive. Parents of students with additional needs receive regular contact and support from the school and the classroom teacher. Parents feel that school staff create opportunities for students who are learning at a slower pace, show an interest in their child's learning and take an active role in making sure all students are included in school activities. Parents indicate that school staff have high expectations of students and encourage them to do their best work. They feel they support learning at home.

Teachers indicated that they worked collaboratively, developing cross-curricular or common learning opportunities and discuss strategies that increase student engagement. They feel the school is inclusive. The learning culture is high with teachers monitoring the progress of individual students, making lessons relevant and building on the student's experiences when presenting new concepts. Teachers reported setting high expectations for student learning and discussing learning goals for each lesson. They indicated that assessments helped them to understand where students were having difficulty. Teachers indicated that there was strength in their teaching strategies with clear expectations of learning intent and linking new learning to previously mastered skills and knowledge.

Areas of strength identified in the student survey included:

80% have positive relationships at school, characterised by having friends who they can trust and who encourage them to make positive choices.

90% of students valued school outcomes.

79% of students reported that they always display positive behaviour.

92% of students participate in and value school sports.

79% of students experience positive teacher-student relations, feeling teachers are responsive to their needs and encourage independence with a democratic approach.

80% of students believe school staff emphasise academic skills and hold high expectations for all students to succeed.

95% of students feel they are treated with respect and fairness by other students in regards to their cultural background.

Future directions include building our students' sense of belonging at school; what this means, looks like and how it can be increased. Increasing our students' capacity to develop and maintain positive relationships with their peers at school. Continuing to foster a challenging and engaging environment that supports student interest and motivation.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.