

2023 Annual Report

Northlakes Public School



4588

Introduction

The Annual Report for 2023 is provided to the community of Northlakes Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the school community

Northlakes Public School P&C had a busy and successful year supporting our school in various events such as the Mother's and Father's day stalls, Easter raffles and discos. We also held a colour run for the second year after a successful inaugural year. Our uniform shop was also an important part of our core activities. The uniform shop remained operational with the support of our volunteers.

During 2023 we achieved the goal of replacing our main playground equipment. With the success of the 2022 Community Building Partnership from the NSW Government we were able to completely replace the main playground equipment with some support from school funds. We were so lucky to have received the CBP grant which allowed us to focus on our community's biggest priority within a shorter time frame. We are currently in the midst of applying for further grants to replace other equipment within the school and continue to work closely with the school executive in ensuring we are supporting the school in the identified areas of concern.

We look forward to the opportunities 2024 may bring and are excited to continue supporting and engaging with our school and its community.

School vision

Northlakes Public School is committed to the provision of quality education in a nurturing, innovative and collaborative learning environment where high expectations are held in order to challenge students and encourage continuous improvement for all.

School context

Northlakes Public School serves students and families in the township of San Remo on the NSW Central Coast just over an hour north of Sydney. Our school's current enrolment is 330 with an Aboriginal and/or Torres Strait Islander population of 22%. Students from non-English speaking backgrounds account for 7% of enrolments.

There are 13 mainstream classes and a special education support unit comprising of three classes; two IO/IS catering for students with moderate and severe Intellectual and/or physical disabilities, and one multi-categorical class catering for students with moderate to high support needs with one or more disability type, predominantly autism.

Northlakes Public School has a Family Occupation and Education Index (FOEI) of 140 which ensures it receives significant funding to overcome any socio-economic disadvantage students may experience. The school is deeply committed to working with the community through authentic consultative processes. The two main consultative bodies the school connects with are the highly active Parents and Citizens Association (P&C) and the local Aboriginal Education Consultative Group (AECG) *Muru Bulbi*.

The continuation and strengthening of strategic learning alliances will both enable our school to learn from others and allow us to share our expertise across the NSW DoE system. Key partnerships will include the Wallarah Community of Schools and Tuggerah Lakes Principal Network. We will also seek to build new connections focused on the priorities within our Strategic Directions of Student Growth and Attainment, Intervention for Growth and Engagement and Attendance.

The school will seek feedback from community, students and staff as well as continuing to strengthen our community partnerships with Smith Family Australia, The Epicentre (San Remo neighbourhood centre), Samaritans and numerous other non-government organisations working in partnerships with our Jabiru Cottage facilitator as part of the Central Coast Schools as Community Centres Program.

We look forward to building genuine and authentic relationships with our community as we strive as a school to improve the outcomes for every student attending Northlakes Public School.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

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

- Effective Classroom Practice
- Data skills and use

Resources allocated to this strategic direction

Professional learning

QTSS release

AP Curriculum & Instruction

Beginning teacher support

Socio-economic background

Low level adjustment for disability

Summary of progress

Effective Classroom Practice

The focus for 2023 was in building teacher capacity to implement the K-2 English and Mathematics syllabi and familiarisation of the 3-6 English and Mathematics syllabi. Reading warm ups engaged students in evidence based strategies to introduce explicit instruction resulting in high engagement to start the session as reported by teachers. As part of this process, teachers participated in collaborative learning, peer observations and mentoring from APCIs and external providers in order to refine and reflect on their practice in delivering explicit and systematic reading strategies. Phonological awareness diagnostic assessment evidenced strong trends for growth across K-2. In 2024 the school will continue to implement high impact strategies to improve phonemic awareness K-6.

Data Skills and Use

In 2023 a whole school writing Consistent Teacher Judgement (CTJ) initiative was implemented K-6. Analysis of student writing samples informed teacher discussion around the writing process which led to consistency in writing expectations and judgements. The data, from these samples, was used to inform student goals and future teaching directions. This process has contributed to a culture of high expectations and developed teacher understanding of the writing process. In 2024 the school plans to continue and refine the process, embedding writing techniques throughout teaching and learning programs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates a decrease in reading cohort achievement for Year 3 by 4.9% and Year 5 by 3.1%.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with	The Check-in Assessment mean scale score indicates an increase in numeracy cohort achievement for Year 3 by 6.7% and Year 5 by 8.4%.

Year 3 and 5 in 2022.

Strategic Direction 2: Intervention for Growth

Purpose

Increase the number of students achieving expected growth in NAPLAN Numeracy and Reading through effective teaching practice, tiered intervention support, personalised learning and effective feedback.

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.

- Personalised learning
- Effective Feedback

Resources allocated to this strategic direction

Integration funding support
English language proficiency
Professional learning
Low level adjustment for disability
Beginning teacher support
QTSS release
AP Curriculum & Instruction

Summary of progress

Personalised Learning

The focus for 2023 was in building teacher capacity to ensure every student can engage and access the curriculum. The network Assistant Principal Learning and Support worked alongside the Learning Support team and classroom teachers to implement a range of strategies embed differentiation in teaching and learning programs and to increase student engagement. The impact of this was that teachers were upskilled to plan differentiated teaching and learning activities which targeted individual student point of need. A case management approach was taken with a group of students across the school. Due to this support, these students have experienced success within in the classroom as evidence by teacher observation and incident tracking. In 2024 the Learning Support Team will identify students for inclusion in the caseload to ensure universal support.

Effective Feedback

Consistent quality programs and lessons plans was the focus for 2023. Stage teams worked collaboratively to streamline the teaching process to align with the teaching and learning cycle. Ongoing monitoring by executive ensured consistency with program expectations and lesson delivery. Consistent content delivery is now evident across each stage. In 2024 the school will focus on feedback from formative assessment to guide student learning.

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
Evidence supports the school's assessment on the elements of explicit teaching and curriculum as measured by the School Excellence Framework at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.
Evidence supports the school's assessment of Sustaining and Growing in the elements of data skills and use and learning and development as measured against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.

Strategic Direction 3: Engagement and Attendance

Purpose

Increase student engagement, sense of belonging and attendance by developing positive learning environments and partnerships with parents, students and staff.

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.

- Engagement
- Attendance

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Professional learning

Summary of progress

Engagement

This year the school has introduced a range of events for students and the community, opportunities for students to engage with structured play during break times and targeted social programs to support resilience. Cultural mentoring and the provision of cultural programs has supported student confidence and sense of belonging. As a direct result of these opportunities Aboriginal students developed the confidence to initiate peer mentoring for younger students and created authentic opportunities to celebrate. In 2024 the school will focus on opportunities to enhance a sense of belonging and connectedness for all students.

Attendance

Streamlined attendance monitoring and processes supported a 5% increase in the average attendance rate. The attendance team considered the data and published an attendance data wall to track and monitor attendance. Attendance certificates were awarded to the class with the highest attendance rate each week. Attendance is now viewed as a shared responsibility across the school. The school will continue to refine the monitoring process and introduce greater proactive strategies.

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
• Uplift of 3.9% to 70.6% of students achieving above 90% attendance (system negotiated target lower bound).	60% of students are achieving above 90% attendance.
• Uplift of 4.8% to 77.2% of students reporting expectations for success, advocacy and sense of belonging at school (system negotiated target lower bound).	Tell Them From Me data indicates 58% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$10,013.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Northlakes Public School.</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing an SLSO to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: Students can successfully participate in reciprocal conversation, can read and identify basic texts and can construct simple sentences using punctuation. Students can recognise and identify numbers up to two digits and can perform basic mathematical operations.</p> <p>After evaluation, the next steps to support our students will be: Ongoing monitoring of language development and allocation of supports based on need. Professional learning for classroom teachers to enhance teaching and learning programs to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$397,326.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northlakes 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"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: *All identified students requiring classroom support received personalised learning and support within own classrooms *All identified students requiring playground support received support and monitoring within the playground</p> <p>After evaluation, the next steps to support our students will be: The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$526,099.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northlakes 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"> • Data skills and use • Engagement • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through writing CTJ to support student learning • employment of additional staff to support students in the classroom and playground. • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$526,099.47</p>	<p>uniform, equipment and other items</p> <p>The allocation of this funding has resulted in the following impact: Look at NAPLAN data *Students were able to engage with the curriculum due to the provision of resources and breakfast club</p> <p>After evaluation, the next steps to support our students will be: *continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. *Monitor the wellbeing and resourcing needs of students due to socio-economic means</p>
<p>Aboriginal background</p> <p>\$96,413.82</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northlakes 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"> • 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 deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Tell Them From Me data indicated a 20% increase in Aboriginal student's positive sense of belonging which is above State and similar school groups.</p> <p>After evaluation, the next steps to support our students will be: *Continue cultural programs, groups and community engagement opportunities. *Increase the sense of belonging for all students through a range of initiatives and activities</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northlakes 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"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: Identify the needs of the 2023 students through the development of targeted, individualised lessons to explicitly teach language skills.</p>
<p>Low level adjustment for disability</p> <p>\$211,259.63</p>	<p>Low level adjustment for disability equity loading provides support for students at Northlakes Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$211,259.63</p>	<p>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"> • Data skills and use • Personalised learning <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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <p>*Resources and classroom activities are utilised consistently across classes to support students with additional learning needs</p> <p>*95% of teachers agree or strongly agree they have the skills and confidence to meet the needs of students with a disability as evidenced in Tell Them From Me Teacher Survey 2023.</p> <p>*All identified students have a personalised learning and support plans which was developed in consultation with parents, carers and external providers</p> <p>*77% of students demonstrated growth in their writing between term 2 2023 and term 4 2023 as evidenced in writing CTJ data.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>*Continued collaboration with parents, carers and external agencies in the development, review and adjustments of personalised learning and support plans</p>
<p>Professional learning</p> <p>\$33,366.48</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 Northlakes Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Personalised learning • Engagement • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for explicit instruction, behaviour support and differentiation <p>The allocation of this funding has resulted in the following impact:</p> <p>*increased capacity of all teachers to embed effective practices in the explicit teaching of reading and writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$75,282.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Northlakes Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$75,282.05</p>	<p>including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Effective Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: Providing additional release time to teaching staff to work collaboratively with APCI to build staff capacity in the delivery of quality literacy and numeracy programs</p>
<p>COVID ILSP</p> <p>\$201,984.96</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] <p>The allocation of this funding has resulted in the following impact: enhanced learning progress of students who received COVID ILSP tuition.</p> <ul style="list-style-type: none"> - 38% of students achieved literacy learning progression target areas within a term. - 92% of students achieved literacy learning progression target areas during 2023. - 72% of students achieved numeracy learning progression target areas within a term. - 86% of students achieved numeracy learning progression target areas during 2023. <p>After evaluation, the next steps to support our students will be: continue implementing small group tuition to students identified through assessment and data collection as requiring additional support in literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	210	198	183	173
Girls	167	158	159	159

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.7	90.5	84.2	87.7
1	92.3	88.6	77.6	87.5
2	92.1	88.4	78.4	87.1
3	92.9	88.5	78.1	88.0
4	92.9	87.8	80.3	86.0
5	90.8	90.2	78.1	86.9
6	93.6	88.7	83.1	85.8
All Years	92.4	88.9	80.1	87.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	16.72
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2023 Actual (\$)
Opening Balance	423,854.05
Revenue	6,315,579.72
Appropriation	6,175,528.62
Sale of Goods and Services	4,011.80
Grants and contributions	126,423.42
Investment income	8,829.63
Other revenue	786.25
Expenses	-6,541,791.32
Employee related	-5,736,163.61
Operating expenses	-805,627.71
Surplus / deficit for the year	-226,211.60
Closing Balance	197,642.45

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	308,859
Equity Total	836,173
Equity - Aboriginal	96,414
Equity - Socio-economic	526,099
Equity - Language	2,400
Equity - Disability	211,260
Base Total	3,383,018
Base - Per Capita	94,605
Base - Location	0
Base - Other	3,288,413
Other Total	790,392
Grand Total	5,318,441

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

Students provided feedback to the school through the Tell Them From Me Survey. The feedback include:

1. 85% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future
2. There was an uplift of students reporting teachers set clear goals for learning, establish expectations, check for understanding and provide feedback to their learning
3. There was an uplift of students reporting that they feel they have someone at school who consistently provides encouragement and can be turned to for advice

An area for improvement was:

1. 60% of students feel accepted by their peers and by others at the school

Parent voice has been sought during P&C meetings and school events. Feedback includes:

1. Parents reported appreciation of the playground upgrades and improved aesthetics of the school
2. Parents reported appreciating increased opportunities for whole school events and celebrations
3. Parents reported appreciation with increased opportunities for students to participate in extra curricular activities and cultural activities

An area for improvement was:

1. Improving opportunities for communication between school and home

Staff provided feedback through the People Matters and the staff Tell Them From Me Survey. The feedback included.

1. 90% of staff reported that they have received the training and development needed to do the job well
2. 95% of staff reported they have a strong understanding of the government's commitments to the NSW Curriculum Reform
3. 100% of staff reported the school is a welcoming place for all students

An area for improvement was:

1. 29% of staff reported that they have the time to do the job well

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.