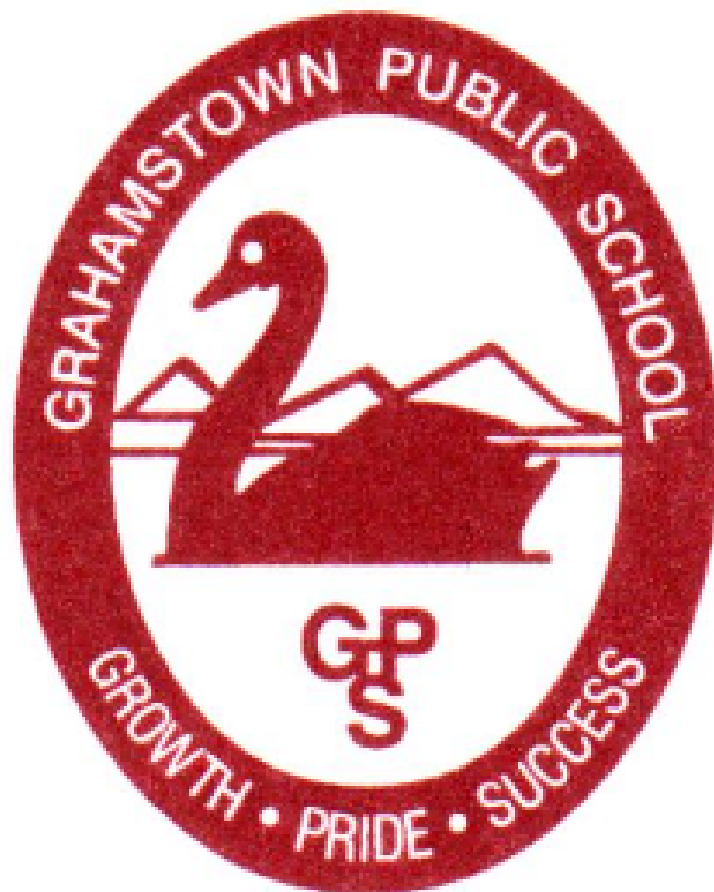


2023 Annual Report

Grahamstown Public School



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Introduction

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

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

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School vision

Grahamstown Public School - **where together we grow with pride, learn for life and strive to be the best that we can be!**

In this learning community we will:

- Acknowledge and develop the whole child in partnership with the wider school community.
- Develop respectful, responsible citizens who show pride in themselves and their community.
- Offer a supportive learning environment where education is valued and positive relationships are nurtured.
- Aspire to personal best through a community of high expectations in all dimensions of education.

School context

Grahamstown Public School is in the Port Stephens area and draws a majority of students from families with a low socio-economic background. There are currently 315 students from an increasingly diverse cultural heritage, including 61 Aboriginal students and 17 Defence Force family students. Grahamstown Public School currently operates 13 mainstream classes including one self funded boys class, and has 5 students enrolled in an MC class. We have a staff of over 45, including teaching, support and administrative staff, who are dedicated to achieving our vision. Our staff are well supported by a P&C committed to helping our school be the best it can be for their children. With a FOEI of 141, we need a strong focus on supporting students and their personal and academic development. Student well-being is endorsed through an active Learning Support Team, student leadership development, a staff dedicated to furthering wellbeing and strong communication between home and school. Our school works in partnership with community agencies such as The Smith Family, KU Steps To Starting School, Port Stephens Family Services and Wandiyali to provide ongoing wellbeing support to families and young children. In conjunction with our neighbouring Lakeside Learning Community Schools, we provide a quality education for the families of the Raymond Terrace community. Our school is situated on Worimi land and we have a strong partnership with the Yooyong Aboriginal Education Consultative Group who support us in developing our Aboriginal students, embedding Aboriginal perspectives into our practices and building knowledge of and respect for our Aboriginal heritage and culture. Educational engagement is supported through a well developed network of ICT equipment and quality practice embedded to supplement and support curriculum. Our School proudly offers a wide range of extra curricula activities to develop interest, skill and talent through sport, visual and performing arts and environmental projects. Grahamstown Public School works in collaboration with the entire community to support students to: grow with pride, learn for life and strive to be the best that they can be.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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	Working towards 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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy 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 teaching 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.

- Numeracy
- Reading

Resources allocated to this strategic direction

AP Curriculum & Instruction
Professional learning
QTSS release
Integration funding support
Socio-economic background
Beginning teacher support

Summary of progress

Numeracy:

During Term 1, an analysis of NAPLAN data revealed the working mathematically strand as an area for improvement. Pre-tests were administered to pinpoint students' specific needs. Consequently, a five-week series of learning sprints was introduced, with teachers undergoing professional learning (PL) to enhance their execution of these sprints. Resources were developed and procured to ensure effectiveness. Post-testing data, entered into Plan 2, guided teachers in utilizing the Visible Learning Effect size calculator to analyze results and plan future instruction.

A school-wide version of Newman's Analysis, including a picture version for K-2, was collaboratively created. Differentiated problem-solving resources tied to current events were distributed weekly to staff, offering strategies for implementation and methods for analyzing student achievement.

Reading:

In 2023 our participation in Strategic School Support (SSS), placed an emphasis on literal comprehension, text type and authors purpose. Teachers deepened their understanding of research-based reading components and their interconnections through formal professional learning sessions and collaborative team structures.

System-based assessments were implemented to identify Reading learning needs, though this practice requires broader integration. School-based tracking systems for collecting and analyzing assessment data were a continued focus, especially in Semester 2, to inform differentiated teaching and learning at the student's point of need. Increased attention to phonemic awareness and phonics is evident in K-2 teaching and learning programs, supported by observed classroom practices. Intervention programs are systematically based on phonics and phonemic awareness, providing support for both classroom practice and student achievement.

Next year's initiative will involve collaborating with staff to further enhance understanding of evidence-based teaching and learning strategies in comprehension, fluency, phonemic awareness, phonics, and a broader range of assessment practices. This approach aims to identify and address student learning needs based on data.

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
85% of students achieve appropriate	This progress measure was achieved as part of our strategic support in

<p>growth in the area of focus - Literal Comprehension. In progression strand of Understanding Texts.</p>	<p>reading. This was evident in school and check-in data.</p>
<p>85% of students will achieve appropriate growth in learning progressions in the area of Number and Place Value in ES1 and Stg 1 and Additive Strategies in Stg 2 and Stg 3.</p>	<p>This progress measure was not achieved, however, number talks were introduced and embedded across the school.</p>

Strategic Direction 2: Wellbeing

Purpose

Improving positive attendance patterns, strong wellbeing processes and classroom environments that support social and emotional wellbeing, connectedness and continuous progress for all, will ensure students and teachers meet their learning and personal potential and develop positive partnerships with each other, families and the community .

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.

- Social and Emotional Wellbeing
- Classroom Management
- Attendance

Resources allocated to this strategic direction

Aboriginal background

Socio-economic background

Integration funding support

AP Curriculum & Instruction

Low level adjustment for disability

Summary of progress

Social and Emotional Wellbeing:

Throughout 2023, the school employed various strategies to enhance relationships, including the hiring of an Aboriginal Student Learning Support Officer (SLSO), finishing the Yarning Circle to foster cultural safety, and ongoing training for staff and students in cultural understanding. The sense of belonging and overall well-being experienced by all students was evident in increased engagement in cultural activities, highlighting the positive impact of community connection.

Consistent language derived from Positive Behavior Support (PBL) and Professional Learning equipped teachers with clear scripts, ensuring uniform expectations across the school. The Little Grahams transition program in Semester 2 supported Kindergarten students and their families, nurturing a deeper connection with the school for a strong start to 2024.

Classroom Management:

A significant focus in professional development during the year was building teachers' capacity to effectively manage student behavior. Professional learning and support around classroom management and Trauma-Informed Practice were provided to staff, with a commitment to maintaining consistent PBL expectations and language school-wide.

All staff engaged in professional learning on Trauma-Informed Practice in Term 1, receiving ongoing support for strategies to assist children with a trauma background. The school regularly reviewed and discussed the implementation of consistent practices and language tied to PBL expectations every five weeks in meetings, making adjustments based on Sentral data.

Continued focus on high expectations and consistent language will be emphasised moving forward. Staff will revisit PBL expectations, reinforce positive language and develop a common language of learning in the coming year.

Attendance:

In 2023, the school placed a spotlight on attendance, recognizing and rewarding positive attendance patterns. An intensive campaign, emphasizing "Every Student, Every Day, All Day, All the Way," aimed to underscore the importance of regular attendance within the community. A committee was formed to develop an attendance plan and collaborate with the Port Stephens Principal Network schools to enhance attendance across the entire area.

The committee spearheaded the implementation of strategies such as the random attendance draw at Monday morning assemblies. Regular messaging to parents emphasized the significance of students being present at school all day, every day.

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
<p>Achievement of System Negotiated Targets:</p> <p>To achieve an uplift of 3.57% of students attending $\geq 90\%$</p> <p>To achieve an attendance rate of 95%</p>	<p>We achieved an uplift of students attending $>90\%$ of 6.76%. This number almost doubled our system negotiated target.</p>
<p>As evidenced by the Tell Them From Me Survey</p> <p>To achieve an uplift of 10.05% of students reporting positive wellbeing.</p> <p>To achieve an uplift of 5% of students reporting a positive Learning Culture in their classrooms.</p> <p>To achieve an uplift of 5% of students reporting Effective Learning time.</p> <p>To achieve an uplift of 5% of Students reporting Positive Teacher-Student Relationships.</p>	<p>Comparing data from 2022 to 2023 is difficult as 2022 data wasn't collected.</p>

Strategic Direction 3: Whole School Processes and Practices

Purpose

To define and implement agreed processes, practices and partnerships based on effective communication and collaboration that embed a culture of accountability, high expectations and continuous improvement for all.

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.

- Collaboration
- Communication

Resources allocated to this strategic direction

Socio-economic background

Low level adjustment for disability

Summary of progress

Collaboration:

Aligning with staff Performance Development Plans (PDPs), strategic directions, and school targets, a Meeting Agenda Plan and Professional Learning Plan were crafted. These plans centered on delivering research-based professional learning to enhance literacy and numeracy outcomes. The Learning Support Team collaborated with class teachers and families to create Personalised Learning and Support Plans (PLSP) for students with additional learning needs.

Whole-staff Professional Learning (PL) sessions occurred through weekly one-hour meetings and working shoulder to shoulder with the APCI and Stage AP's in Stage groups. During these sessions, staff collectively analysed data from diverse areas of literacy and numeracy, incorporating student work samples and assessments. They identified areas for improvement, collaborating to develop teaching and learning programs and assessment strategies for tracking progress. These sessions were well-received by staff, and data indicated a positive impact on the consistency of pedagogy and curriculum delivery across stages.

In 2024, the focus will persist in refining systems and processes that facilitate collaboration across all school areas.

Communication:

In 2023, we streamlined communication methods for both staff and the parent community. Internally, the use of Microsoft Teams for staff information, resources, and organization was reinforced. Externally, our school Facebook page and using Sentral Parent Portal facilitated communication with the school community.

The Grahamstown Public School Teams page continued to support staff, ensuring access to information from any location. With 96% of parents connected to the Parent Portal, feedback indicated its value as an effective communication tool for both class-specific and school-wide messages. Regular communication through the Facebook page and Sentral ensured timely updates on upcoming events, with data indicating high parent satisfaction with our communication 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
Improvement as measured by the School Excellence Framework: Learning Domain 1. Learning Culture to Excelling 2. Wellbeing to Excelling 3. Assessment to Excelling	All domains in the SEF were marked as delivering. However, Student Growth and Achievement has still been assessed at Working Towards.

<p>4. Student Performance Measures to Sustaining and Growing</p> <p>Teaching Domain</p> <ul style="list-style-type: none"> • Effective Classroom Practice to Excelling • Data Skills and Use to Excelling • Learning and Development to Excelling <p>1.</p> <p>Leading Domain</p> <ul style="list-style-type: none"> • Management Practices and Processes to Excelling 	
<p>Achieve improvements in People Matter Survey in areas of:</p> <p>Communication and Change management - uptake of 18%</p> <p>Teamwork and Collaboration - uplift of 15%</p> <p>Wellbeing, Health and Safety - uplift of 11%</p>	<p>People Matter Survey indicates</p> <p>Communication and Change management - result 19% favourable</p> <p>Teamwork and Collaboration - uplift of 15% - result 21% favourable</p> <p>Wellbeing, Health and Safety - uplift of 11% - result 15% favourable</p>
<p>Achieve improvements in data from Tell Them From Me Survey:</p> <p>Teachers:</p> <ol style="list-style-type: none"> 1. Collaboration - uplift of 8% 2. Data informs Practice - uplift of 5% <p>Parents:</p> <ul style="list-style-type: none"> • Parents are Informed - uplift of 8% 	<p>Due to significant staffing changes the Tell Them From Me survey wasn't completed this year and therefore comparative data was not available.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$751.60</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Students feel supported in their learning</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate time for transition and support in the classroom.</p>
<p>Integration funding support</p> <p>\$388,138.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Grahamstown 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"> • Numeracy • Social and Emotional Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students were effectively supported to engage with curriculum to empower learning progress.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students to access curriculum.</p>
<p>Socio-economic background</p> <p>\$479,418.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Grahamstown 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"> • Numeracy • Social and Emotional Wellbeing • Collaboration • Communication • 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 Strategic School Support to support student learning in reading • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Staff were provided with professional learning and resources to support</p>

<p>Socio-economic background</p> <p>\$479,418.76</p>	<p>curriculum implementation for students of need.</p> <p>After evaluation, the next steps to support our students will be: Ongoing implementation of programs and collaborative support through professional learning.</p>
<p>Aboriginal background</p> <p>\$97,767.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Grahamstown 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"> • Social and Emotional Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: All Aboriginal and Torres Strait Islander students had their learning pathways developed in consultation with their families. They regularly met with their teacher to report on the progress of their goals and to spend time working towards achieving their goals. The Junior AECG has an increased voice, linking with Junior AECG and Clontarf from Irrawang High School and Hunter River High School.</p> <p>After evaluation, the next steps to support our students will be: We have made good gains for our students of Aboriginal Background, especially in the area of raising awareness of their culture across the school. We will continue to build upon the programs we have already implemented in 2023. Raising the academic growth of our Aboriginal and Torres Strait Islander students will continue to be a focus in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$204,521.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Grahamstown Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Classroom Management • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support 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: Increased collaboration across stages to facilitate consistent classroom practice around mathematical problem solving. Whole school reading focus that has positive impact on student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Increased engagement within mathematical problem solving and an increase in student understanding of mathematical language. Continue to build on reading fluency and literacy strategies.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$31,222.03</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Grahamstown 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Shoulder-to-shoulder support for staff and mentoring to increase the effectiveness of reading strategies within the classroom environment.</p> <p>After evaluation, the next steps to support our students will be: Continue to facilitate Professional Learning around literacy strategies focused on responding to student data.</p>
<p>QTSS release</p> <p>\$65,930.98</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Grahamstown 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"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Empowered open communication with families and allowed the Assistant Principal Curriculum and Instruction to collaborate with staff.</p> <p>After evaluation, the next steps to support our students will be: Increased collaboration among staff to improve cohesion of teaching practices.</p>
<p>COVID ILSP</p> <p>\$164,739.01</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 <p>The allocation of this funding has resulted in the following impact: Increased skills and engagement of students in targeted lessons to empower their engagement when transitioning back to mainstream lessons.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students who are at risk of learning deficits.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	159	164	166	156
Girls	158	164	152	144

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.1	90.9	86.4	90.4
1	94.3	90.8	85.2	87.1
2	94.3	90.1	84.7	87.3
3	94.1	90.6	84.4	88.2
4	93.0	90.3	86.1	86.8
5	93.6	90.6	85.2	89.3
6	93.0	90.4	84.7	84.2
All Years	93.5	90.5	85.3	87.5
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)	4.2
Classroom Teacher(s)	12.29
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	2
School Administration and Support Staff	4.92

*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	440,489.27
Revenue	5,129,503.30
Appropriation	4,950,435.38
Sale of Goods and Services	68,887.47
Grants and contributions	107,358.03
Investment income	2,822.42
Expenses	-5,002,991.61
Employee related	-4,301,278.15
Operating expenses	-701,713.46
Surplus / deficit for the year	126,511.69
Closing Balance	567,000.96

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	234,935
Equity Total	781,707
Equity - Aboriginal	97,767
Equity - Socio-economic	479,419
Equity - Language	0
Equity - Disability	204,521
Base Total	2,679,298
Base - Per Capita	85,672
Base - Location	0
Base - Other	2,593,626
Other Total	594,401
Grand Total	4,290,341

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

The school, in the absence of the Tell Them From Me (TTFM) survey, developed an internal survey designed in accordance with the TTFM framework of questions for parents, students, and teachers.

Parent satisfaction

According to the results from Internal survey.

We have however, had some positive feedback in other areas of the Survey.

- The majority of our parents prefer face to face meetings, either informal or formal, with the school, or phone calls, to discuss their children.
- Most parents believe that emails or the newsletter is the best way for the school to communicate information about school events. However, 95% of parents surveyed indicated interaction with the schools social media.

Student Satisfaction

- 75% of students have a positive sense of belonging - this presents a significant increase from 2021 and 2022
- 91% of students have positive relationships at school - a slight increase from previous years.
- 81% of students have positive behaviour at school.
- 78% of students believe they put in maximum effort at school.

Teacher Satisfaction

- They set high expectations for student learning and establish clear expectations for classroom behaviour.
- They monitor the progress of student learning.
- They use data from assessments to inform their lesson planning.
- They would like to be able to provide more opportunities for students to use technology in their learning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.