

2023 Annual Report

Bogangar Public School



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Introduction

The Annual Report for 2023 is provided to the community of Bogangar 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 students

It has been an honour and a privilege to lead our school throughout this year. Being selected for this role has meant we were able to represent and showcase our school and what it means to be from Bogangar.

Our role has been varied and required teamwork, collaboration, commitment, hard work, respect, maturity and cooperation. We have contributed to projects such as the development of the playground equipment, hosted numerous assemblies, welcomed important dignitaries to our school, participated in the dawn & Anzac services and supported our peers throughout the year.

The expectation on us as leaders has been a challenge that we have taken on with enthusiasm, eagerness and passion. We love representing our school and demonstrating what it means to be a Bogangar student and leader. We hope we have made you proud and left our mark as strong, dedicated and hardworking leaders. Having the opportunity to speak on behalf of the students at our school is something that we will never forget or take for granted as we have worked hard to uphold the school values every day of 2023.

Sophie, Amelia, Olive and Mackenzie

School vision

Bogangar Public School believes in excellence, innovation, opportunity and success for all students. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

School context

Bogangar Public School is located on the beautiful Tweed Coast in the community of Bogangar/Cabarita Beach and is a member of the Coastal Learning Community. The average student population was 340 with 9% identifying as Aboriginal and/or Torres Strait Islander and 11% having a language background other than English (EALD). The school culture is one of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Bogangar Public School is committed to pursuing excellence and providing high quality educational opportunities for all students. The school community believe that every student should be motivated, nurtured and challenged, to learn and continually improve in a safe, inclusive, engaging, well resourced learning environment with high expectations, so that all students can become active and informed citizens of the future, living and working successfully in the 21st Century.

Our school employs a dynamic staff who deliver academic programs, with a focus on literacy and numeracy. These programs are underpinned by evidence-based research, supported by a strong learning and support programs and a proactive, positive approach to student wellbeing.

A comprehensive situational analysis has been conducted, in consultation with students, staff and parents, which led to the development of this 2021-2024 Strategic Improvement Plan.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
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 to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Data Informed Practices
- Personalised learning

Resources allocated to this strategic direction

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The proportion of Year 4 and Year 6 students demonstrate growth in reading, by correctly answering questions in the Check-In Assessment will increase from the average of 57.2% for year 3 and year 5, 2022 data.	In 2023, Check In Assessment results for reading indicate that the proportion of students correctly answering questions has increased by 4.3 percentage points. <ul style="list-style-type: none">• 61.7% - which is above the state average (61.2%) and only slightly lower than the SSSG (62.9%) average
The proportion of Year 4 and Year 6 students demonstrate growth in numeracy, by correctly answering questions in the Check-In Assessment will increase from the average of 57.05% for year 3 and year 5, 2022 data.	In 2023, Check In Assessment results for reading indicate that the proportion of students correctly answering questions has increased by 4.3 percentage points. <ul style="list-style-type: none">• 62.8% - which is lower than both the state (64.3%) and SSSG (65.7%) averages
The proportion of Aboriginal students in Years 1 - 6 demonstrating growth of at least 0.4 (effect size) in reading, as evidenced in PAT-R will increase from the average of 30% based on 2022 data.	In 2023, 60% of Aboriginal students made or exceeded expected growth in reading as evidenced in PAT-R.
The proportion of Aboriginal students in Years 1 - 6 demonstrating growth of at least 0.4 (effect size) in reading, as evidenced in PAT-N will increase from the average of 6% based on 2022 data.	In 2023, 55% of Aboriginal students made or exceeded expected growth in numeracy as evidenced in PAT-N.

Strategic Direction 2: Connect Succeed Thrive and Learn

Purpose

To ensure every student maximises their learning potential and improves every year, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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
- Wellbeing
- Cultural

Resources allocated to this strategic direction

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
TTFM Wellbeing data (advocacy, belonging, expectations) improves by at least 4.5% to be at or above the lower bound system-negotiated target of 89.3%.	Tell Them From Me Semester 2 student data shows an overall improvement with 92% of respondents showing positive advocacy. belonging and expectation at school. This exceeds the lower bound system negotiated target by 2.7%.
Increase the proportion of Year 1 to 6 students attending school at least 90% of the of the time to be at the lower bound system-negotiated target of 84.3%.	The number of students attending at least 90% of the time has increased to 54.7%. This is an increase of 4.1% from 2022 but remains below the lower bound system-negotiated target. We remain 2.5% above the state average.
School self-assessment of the element 'Wellbeing' indicates maintenance at the 'Sustaining and Growing' level.	Self assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of wellbeing.

Strategic Direction 3: Collaborative Practices

Purpose

To develop a school-wide culture of high expectations, that promotes and values effective collaboration, leading to a shared sense of responsibility for engagement, learning, development and success.

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

Resources allocated to this strategic direction

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
School self assessment indicates maintenance at 'Sustaining and Growing' in the elements of 'Learning and Development' and 'Educational Leadership'.	Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of learning and development as well as educational leadership..
TTFM Student Engagement data in the areas of 'Social Engagement', 'Institutional Engagement' and 'Intellectual Engagement' improves to be at or above the NSW Government Norms.	Tell Them From Me data shows an overall improvement across positive social engagement, institutional engagement and intellectual engagement.
TTFM 'Focus on Learning' Teacher Survey data improves in the dimensions 'Planned Learning Opportunities' and 'Quality Feedback' around colleague and leader feedback on lessons.	Tell Them From Me data shows we maintained the same overall rating in area of planned learning opportunities and a decrease in the area of quality feedback.
Corwin's School Capability Assessment Report evidences improvement in 'Visible Teaching and Leading' and 'Effective Feedback' around formal observation and feedback processes across the school	Corwin's SCA was not engaged with in 2023 as the company has amalgamated with Growth Ed. Investigate how we can engage with the SCA in 2024.

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Bogangar 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for targeted professional learning around SLSOs working with students with needs in the classroom. • staffing release for targeted professional learning around PDA (Pathological Demand Avoidance) and links with ADHD and ASD. • staffing release for targeted professional learning around Diabetes Type 1 and automated pumps. • consultation with external providers for the implementation of goals from individual student learning plans. • implementation of targeted programs to differentiate teaching and learning programs. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all eligible students demonstrating progress towards their personalised learning goals. • all PLSPs were regularly updated and responsive to student learning needs and progress and were inclusive of key stakeholders at meetings. • school staff and families/carers having regular contact with trans-disciplinary stakeholders to ensure students were being supported around their goals, transition meetings were arranged at the end of 2023 for handover of information to 2024 staff. • students showing growth across their individualised goals. • learning and support needs of students updated and communicated at learning and support meetings and staff communication meetings each fortnight. • professional learning for staff who work with students with type 1 diabetes, autism spectrum disorder, pathological demand avoidance and behavioural needs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to formally incorporate SLSO allocation and effectiveness, including permanently appointed SLSO hours for 2024, into the learning and support team meeting agenda to ensure funding used is regularly reviewed. • to adjust the use of integration funding throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs and staff are well supported and up-to-date with current training.
<p>Socio-economic background</p> <p>\$28,507.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bogangar 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for the school's strategic directions in addressing educational disadvantage associated with socio-economic background. • resourcing to increase equitability of resources and services.

<p>Socio-economic background</p> <p>\$28,507.39</p>	<ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items. • acknowledging and rewarding student success in academic, sport, cultural experiences and attendance. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • increased access to resources, curriculum and extracurricula experiences. • improved community engagement with growing attendance at Morning Mingle and school events. • increased student participation in transition to school and high school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continuation of student recognition programs in academic, sporting, cultural and attendance programs. • subsidising learning resources, equipment, transition, curricula and extracurricula opportunities. • maintenance of the Morning Mingle and expansion to continue to increase community engagement.
<p>Aboriginal background</p> <p>\$19,520.63</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bogangar 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • contributed to the employment of an additional SLSO to work as a mentor with Aboriginal students performing below the expected stage level in numeracy and wellbeing. • community consultation and engagement to support the development of cultural competency of staff and students. • staffing release to support whole school development and implementation of Personalised Learning Pathways (PLPs). • engagement in Yuli - a cultural transition to high school, Coastal Learning Community initiative. • employment of additional staff to support teacher engagement in local culture and language programs. • engagement of local community to develop the Jarun Jahla educational resource. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • stronger cultural connections with local feeder high school. • improved staff and student cultural competencies. • engagement in development of local culture and language programs. • ongoing maintenance of student personalised learning pathways. • Aboriginal student engagement in the Quicksmart program leading to improved learning outcomes in numeracy. • whole school engagement in Aboriginal celebrations and significant events, including Sorry Day, Reconciliation Week and NAIDOC Week. • ongoing monitoring of the Aboriginal Education Strategic Plan. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continue to analyse the data and use it to drive teaching practice and develop students' personalised learning pathways. • strengthen Aboriginal student engagement at key transition points including maintaining engagement in Yuli and Kindy Orientation. • continue to build staff cultural competency through engagement in professional learning and connection with community. • maintain best teaching practice to support Aboriginal students to continuing making expected growth and identify students not meeting targets and develop targeted interventions. • strengthening student identity and cultural pride through student leadership

<p>Aboriginal background</p> <p>\$19,520.63</p>	<p>roles, cultural activities and connection with community.</p> <ul style="list-style-type: none"> • broaden all students' cultural knowledge and understanding through embedding Aboriginal perspectives within the curriculum, providing access to culturally appropriate resources and their engagement in whole school celebrations and activities, connecting them to community. • review and respond to feedback to strengthen communication with and engagement of our Aboriginal families. • maintain engagement in school celebrations and significant events on the Aboriginal calendar. • develop strategies to strengthen cultural pride and increase cultural competencies of non Aboriginal students through the sharing of Yuli experiences and engagement of local community members. • maintain partnerships with AECG and local language group.
<p>English language proficiency</p> <p>\$13,182.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bogangar 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives. • additional staffing intensive support for students identified in beginning and emerging phases. • withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • student progress showing growth on the EAL/D learning progressions. • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Early Stage 1, Stage 1 and Stage 2 EAL/D students participated in Literacy intervention programs with the LaST teacher and SLSOs. Teachers analysed student data, including student English language proficiency using the EAL/D learning progressions, PM Benchmarking and PAT-R to form focus groups. • growth in student data across reading, speaking & listening and MiniLit. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to capitalise on teacher confidence and their capacity to complete EAL/D progressions with the support of the LaST. • to ensure the LaST and SLSOs continue to support classroom teachers across all key learning areas (KLAs) and be co-teaching with them and taking small groups of students. • to provide personalised and targeted professional development for the LaST via the EAL/D Statewide Staff Room.
<p>Low level adjustment for disability</p> <p>\$125,094.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Bogangar 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • targeted students are provided with an evidence-based intervention: MiniLit, MultiLit and QuickSmart to increase learning outcomes.

<p>Low level adjustment for disability</p> <p>\$125,094.40</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an increase of students achieving at or above expected growth in NAPLAN results. • the school's value-add results improved and continues on an upward trend. • the school having a more consistent approach to student learning support and interventions with an increased number of learning support activities in transition points, reading programs, MiniLit, MultiLit, QuickSmart and PLSP goals being achieved. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to expand the impact of the learning support team in supporting students. • to continue to provide additional support for identified students through the implementation of intervention programs run by the LaST and trained SLSOs.
<p>Professional learning</p> <p>\$30,154.38</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 Bogangar 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> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • providing the mandatory 30 minutes additional RFF supplemented to 60 minutes per week to engage in high impact professional learning to engage and enact of the new K-2 and 3-6 syllabus, identify and plan for changes required for successful curriculum implementation. • participation in stage based planning days. • undertaking professional learning in effective data analysis and translation into classroom practice. • participation of Numeracy PLC members in the Multiplicative Thinking professional learning. • facilitating Literacy PLC members to engage in Vocabulary professional learning. • supporting the participation of Literacy PLC members to engage with Curriculum Implementation Professional Learning: Effective Feedback (CIPL). • participation in PDP related self paced professional learning - eg. Canva. • engaging staff members in Peer Support Australia professional learning for 2024 implementation. • engaging appropriate staff with the Connecting for Change teacher network hosted onsite. • facilitating staff participation in Aboriginal Languages professional learning. • providing proactive professional learning addressing the complexities of building positive relationships online and the challenges of cyberbullying and consent. • undertaking professional learning in effective data analysis and translation into classroom practice. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • increased teacher capacity in evidence based teaching practices. • improved collaborative practices and teacher efficacy. • developed teacher capacity to engage with the new curriculum. • increased teacher capacity in cultural acknowledgement and understanding. • proactive strategies implemented to support and manage online relationships between students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • continuation of the provision of additional new curriculum release to engage in HIPL with the AP C&I. • to continue to implement stage based planning days incorporating data

Professional learning \$30,154.38	conversations and consistent teacher judgement tasks. <ul style="list-style-type: none"> • to embed the new K-2 curriculum and enact the new 3-6 curriculum. • to embed learning intentions and success criteria across the curriculum. • deliver HIPL - Effective Feedback and embed in daily teaching practice. • to continue to facilitate data conversations to effectively analyse and utilise data sets in daily teaching practice. • to extend the use of PLAN2. • to engage with walkthroughs/learning walks as a whole staff.
QTSS release \$69,482.02	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bogangar Public School. <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to release assistant principals to implement quality teaching initiatives aligned with the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • a schoolwide spelling pedagogy remains embedded across classrooms. • a schoolwide numeracy pedagogy continues to be developed in all classrooms. • learning dispositions remain embedded in classroom practice. • engagement in the Guided Numeracy Support Package to build teacher capacity in effective numeracy pedagogy. • clear processes being embedded, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. • school processes and policies being reviewed and evaluated, including mandatory policy requirements. • school community (parent and student) satisfaction being measured, analysed and actioned in response to the findings. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to retain additional staffing to release executive team to extend schoolwide practices and pedagogies. • to evaluate and reinvigorate the school's positive behaviour for learning initiative with a focus on the long and strong recognition and moving towards tier 2 in the classroom matrix. • to continue to review and evaluate school community satisfaction and be flexible and responsive to the findings. • to aim to increase parent engagement through information sessions.
COVID ILSP \$36,154.83	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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in Numeracy - QuickSmart program • providing intensive small group tuition for identified students who were capable of achieving 'bump it up' success in Numeracy • employing/releasing staff to coordinate the program

<p>COVID ILSP</p> <p>\$36,154.83</p>	<ul style="list-style-type: none"> • employing/releasing teaching staff to support the administration of the program. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the majority of the students in the program achieving significant progress towards their personal learning goals • students involved in the QuickSmart program all increased their automaticity both in accuracy and speed of operations • staff involved in the QuickSmart program were released to monitor and analyse student data to extend student achievements and re-evaluate student groupings. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue the implementation of numeracy small group tuition using data sources to identify specific student need • to revise student data sources-PAT M, NAPLAN and Check-In Assessment will involve regular monitoring of students to engage target students for intervention programs • to refine intervention programs to ensure the best evidence based programs are being used to support student learning needs.
<p>AP Curriculum & Instruction</p> <p>\$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school. • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum. • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy. • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum. • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers. • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms. • developing and strengthening own and other's expertise in evidence-informed literacy and numeracy practice by actively leading and engaging in high-quality targeted professional learning to ensure AP C&I is skilled in their role. • engage with colleagues across the network to share practice. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • increased teacher confidence to implement effective teaching strategies within classrooms across literacy and numeracy. • teachers are familiar with the changes and understand the evidence that underpins the new syllabus. • greater consistency across the school of best practice teaching strategies for improved student learning outcomes. • greater delivery of high impact professional learning across literacy and numeracy. • improved assessment and reporting processes and structures are in place. • increased connections between schools across the network with more sharing of practice.

AP Curriculum & Instruction

\$124,070.40

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

- continue to collaborate effectively with school leaders to evaluate and refine our practice, developing structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum .
- develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy.
- coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum.
- lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms.
- strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	181	205	198	192
Girls	163	164	139	146

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.1	93.2	91.4	92.3
1	94.9	93.5	89.9	89.5
2	93.8	94.2	87.5	88.7
3	93.7	93.5	85.8	90.0
4	94.8	92.5	87.8	86.1
5	92.6	94.2	89.0	86.7
6	92.5	91.4	88.1	86.7
All Years	93.8	93.3	88.4	88.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	13.43
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	113,730.80
Revenue	4,353,395.36
Appropriation	4,001,507.53
Sale of Goods and Services	12,230.16
Grants and contributions	336,242.45
Investment income	3,315.22
Other revenue	100.00
Expenses	-4,494,233.15
Employee related	-3,635,298.87
Operating expenses	-858,934.28
Surplus / deficit for the year	-140,837.79
Closing Balance	-27,106.99

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	351,240
Equity Total	186,305
Equity - Aboriginal	19,521
Equity - Socio-economic	28,507
Equity - Language	13,183
Equity - Disability	125,094
Base Total	2,551,522
Base - Per Capita	87,708
Base - Location	0
Base - Other	2,463,814
Other Total	515,928
Grand Total	3,604,995

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.

Parents' Satisfaction

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Despite our best efforts less than 5% of our parent body responded to the survey and therefore we are unable to report on the results.

Students' Satisfaction

Student Satisfaction was measured on The Tell Them From Me Primary Schools Survey, which includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school." Their scores were scaled on a 10-point scale, and students with scores of 6.0 or above (i.e., a mild to moderately favourable view) were considered engaged. Similar criteria were established for participation in sports and clubs and positive school behaviour.

Social Engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Students who reported having positive relationships at school was comparable to the 85% NSW Government School's norm. Similarly, 89% of respondents participated in school sports and clubs which is equal to the NSW Government School's norm.

Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. The percentage of students reporting they valued schooling outcomes increased to 85% compared to 96% NSW Government School's norm. Positive behaviours displayed at school increased to 91% compared to 83% NSW Government School's norm. However, only 9% of students felt they had positive homework behaviours compared to 63% NSW Government School's norm.

Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. 46% of students said that they were interested and motivated compared to 78% NSW Government School's norm. The number of respondents who apply effort to their schooling increased to 80% compared to the NSW Government School's norm of 88%. Similarly, the percentage of students who felt they benefited from quality instruction increased to 82% compared to the NSW Government School's norm of 86%.

Teacher Satisfaction

During 2023, a major focus has been to continue developing and enhancing our professional learning community, maintaining a shared vision and developing consistent schoolwide language to increase teacher efficacy. There was a deliberate strategy in school organisation and the professional learning calendar to raise teacher capacity based on the research of what makes the greatest difference to student learning. Data from the Focus on Learning Teacher Survey measures eight drivers of student learning on a 10-point Likert scale. The report indicates that teachers continue to rate collaboration across the school highly. They strive to provide challenging learning opportunities and support students to overcome obstacles in an inclusive learning environment. We will continue to strive for teaching excellence whilst maintaining and extending the high levels of relational trust that currently exist. Parent involvement will remain a priority in 2023 as well as developing teacher capacity in effective differentiation and descriptive feedback in the classroom to enhance student learning opportunities.

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.