

2023 Annual Report

Jordan Springs Public School



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Introduction

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

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

School contact details

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School vision

THE VISION: *Children are always the only future the human race has; teach them well.*

- **Provide** them with love and belonging.
- **Enable** them to be powerful.
- **Create** freedom for them to choose.
- **Inspire** them to have fun.
- **Ensure** they have everything they need to survive.

School context

Jordan Springs Public School was established on July 20, 2020. The school is located in Western Sydney in a new housing estate known as Jordan Springs. The opening of the school was greatly anticipated and with the completion of Stage One, in 2022 the school had an enrolment of 920 students which will increase in 2023. In 2022, we have 7% of our student population identifying as Aboriginal and 49% of our population where the students have a language background other than English.

In 2022, the school had 37 mainstream learning spaces and four support classes for students living with a disability. The school incorporates an innovative and future focused educational model, including open and flexible teaching and learning areas alongside modern specialist teaching spaces. Boasting device access of 1:2, our students engage in a green learning platform with minimal impact on our environment and maximum impact on future focused pedagogies and practices.

As the school community evolves, the creation of leadership, sporting and creative arts programs will develop to reflect the students and the teachers working together in harmony. We are closely aligned with our neighbouring schools and networks which support our inclusion within the wider Cambridge Park network of schools.

In our foundation year we are collecting baseline data to develop our school community and culture focusing on all strategic directions to determine areas of improvement against the School Excellence Framework.

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	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and 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 and their wellbeing.

Our School Excellence Framework focus area is:

- Learning - Learning Culture - Attendance
- Learning - Assessment - Formative Assessment
- Learning - Student Performance Measures - Value-add

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.

- Transition programs
- Quality School

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Low level adjustment for disability
AP Curriculum & Instruction
Professional learning
Per capita
Refugee Student Support
Integration funding support

Summary of progress

2023 Initiatives this year included the following activities to support progress measure achievement:

- Transitions: Preschool to Kindergarten, Inclusive Education
- Quality School: Choice Theory, Reality Therapy and Lead Management (CT/RT/LM), Quality Wellbeing

Transitions:

- Implementing research-based play-based learning strategies was foundational in fostering a positive disposition towards learning, achieving diverse curriculum outcomes, and promoting inclusivity within our school community. Purposeful commitment to incorporating play-based learning philosophies into our school context enables students the opportunity to let us assess baseline knowledge of student understanding and application.
- Differentiated learning task cards proved instrumental in tailoring learning experiences, fostering engagement, and promoting critical thinking among students. They offer a blueprint for future educational strategies, ensuring personalised experiences for diverse learners.
- Analysis of assessment data from play-based learning experiences provided invaluable insights into student progress and engagement. Understanding activity effectiveness and alignment with curriculum outcomes informs future assessment strategies, ensuring meaningful evaluations of student learning.
- Promoting Inclusive Pedagogy: Positive feedback from teachers highlighted the inclusive nature of play-based learning. This approach opens avenues for exploring similar pedagogies in diverse educational contexts, aiming to enhance accessibility, engagement, and social interaction for all students.
- Progress towards inclusive education in transition programs includes STAR (IEP) plans moving through a change in platform, refinement of recording and following through with review dates for STAR (IEP) plans and IFS reviews using the Sentral system, increased collaboration with SLSOs in these plans, LST meetings with well-structured meeting minutes, Glasser/basic needs of power and freedom has begun to be embedded into programming for complete inclusion in programs.
- Increased teacher utilisation of internal PLAN2 data to inform teaching and learning cycles, with improved teacher-confidence in the mechanics of using ALAN student observations.

Quality School:

- We conducted Basic Intensive Training for all new staff and as a result at the end of the year, 100% of staff onsite had been trained in Choice Theory Reality Therapy and Lead Management.
- During our External Validation, we noted that our behaviour and discipline procedures did not exist in the

traditional sense as our school does not require one due to the quality relationships that exist within the school with all stakeholders.

- Our Principal became endorsed to teach Basic Intensive Training and Practicums as a faculty member of the Glasser Institute.
- Recruitment for 2024 was heightened as colleagues were attracted to our school with the commitment from the school that training in Choice Theory Reality Therapy and Lead Management occurs annually to ensure the Quality School continues to exist at Jordan Springs Public School.

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>Increase 20% or more of Transition to School Reports from feeder preschools.</p> <p>60% Yr1 students make expected growth in reading (understanding texts) and numeracy (quantifying numbers) via the check in assessment.</p>	<ul style="list-style-type: none"> • Connections with local feeder preschools were established and maintained with regular communication throughout the year. Preschool visits were conducted in Term 4 to all local early childhood centres with significant numbers of enrolment. Request for Transition to School reports were incorporated into the preschool visits and orientation sessions with prospective families. This lead to an increase by almost 100% from 50 to 98 with 54% of students entering school with a Transition to School report. • 95% teachers entered some PLAN2 data across different areas in Literacy and Numeracy, demonstrating growth in teacher knowledge and understanding of the importance of formative assessment.
<p>CT/RT/LM professional training cycle involves all staff</p> <p>Aspiring personnel identify desire for continued training</p> <p>80% of students attending above 90%</p>	<ul style="list-style-type: none"> • Staff continuously engage in Choice Theory, Reality Therapy & Lead Management training. Principal completed endorsement in 2023 which will enable her to continue staff training at Basic Intensive Travel level in future years. 83% of teachers have expressed interest in completing further training. • Student attendance measures in 2023 are 65.1% compared to the state average of 60.6%. An outlier to this data is extended leave applications which was 18% for family circumstances. Collectively this means we have knowledge of the attendance of 83.1% students which shows that the impact of our wellbeing processes are adopted by the community.

Purpose

To support a vision of future focused educational delivery that promotes the conceptual understanding that every person in our school is a learner that is committed to knowing and understanding how to grow each year, every year. The purpose of this strategic direction is to build teaching and learning environments that can be sustainable as the school grows with people, spaces and innovation.

Our School Excellence Framework area is:

- Teaching - Effective Classroom Practice - Lesson Planning
- Leading - School Planning, Implementation and Reporting - Continuous Improvement
- Leading - Educational Leadership - Community 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.

- Collaborative co teaching practices
- School learning environments and change

Resources allocated to this strategic direction

Aboriginal background
Per capita
Low level adjustment for disability
Professional learning

Summary of progress

2023 Initiatives this year included the following activities to support progress measure achievement:

- **Collaborative Co-Teaching Practices:** Curriculum Reform, Co-Teaching Learning Culture
- **School Learning Environments and Change:** Community and Partnerships, Organisational Management

Collaborative Co Teaching Practices:

- All pods created co-teaching agreement.
- All pods utilised inquiry-based learning in different ways leading to co-teaching.
- Collaborative support from APCIs resulted in differentiated literacy sessions through the use of Literacy progression markers.

School Learning Environments and Change:

- Organisational Management - Providing opportunities for gifted and talented through sports and CAPA.
- Organisational Management - Sustain and refine the trial process for extracurricular groups and inform parents of the sports and creative arts opportunities for students in 2024.

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
80% of 2024 Kindergarten students are enrolled and engaging in our Transition to School processes. Baseline data for families attending all Transition to School sessions and Coming to School interviews collected.	<ul style="list-style-type: none">• 75% of prospective 2024 Kindergarten families attended interviews with executive teachers to support their transition to school.• 84% of 2024 Kindergarten students and their families attended and actively engaged in the Kindergarten orientation program, which incorporated a play-based learning philosophy allowing for a smooth transition process from the early years learning framework into formal schooling.• 60% of Transition to School Reports were received by the start of the

<p>80% of 2024 Kindergarten students are enrolled and engaging in our Transition to School processes.</p> <p>Baseline data for families attending all Transition to School sessions and Coming to School interviews collected.</p>	<p>2024 school year. We are working towards further increasing this number to strengthen transition to school systems.</p>
<p>All staff will lift in their engagement and application of collaborative teaching practices and create and utilise a co teaching agreement within their POD.</p>	<ul style="list-style-type: none"> • Teaching staff implement inquiry-based learning practices in their collaborative co-teaching learning environments; however, their ability to recognise pedagogical practices such as play based learning, Lane Clark inquiries and rich tasks as forms of inquiry based is still evolving. • Provided a variety of creative arts and sports opportunities for high performance and gifted students. We are working towards becoming more equitable and sustainable in our extracurricular opportunities to turn students' potential into talent. • 80% of K-2 teachers effectively utilised literacy progression markers to support student differentiation. • All 3-6 collaborative teaching programs utilised literacy progression markers to support student differentiation.

Strategic Direction 3: Collaborative communities

Purpose

To create a school whose operation and educational delivery reflects future focused pedagogies and organisational systems that enable communication, clarity and transparency. Sharing our expertise, performance development and innovative technology skills to create our student centred, immersive and inclusive experiences. It is anticipated that this will inspire lifelong learning, stimulating future ready skills so students are empowered to achieve more.

Our School Excellence Framework focus area is:

- Teaching - Learning and Development - Expertise and Innovation
- Teaching - Professional Standards - Professional Practice
- Leading - Educational Leadership - Performance Management and Development
- Leading - School Resources - Technology

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.

- Microsoft Showcase School
- Contemporary Educational Leaders

Resources allocated to this strategic direction

Socio-economic background

Per capita

QTSS release

Professional learning

Summary of progress

2023 Initiatives this year included the following activities to support progress measure achievement:

Microsoft Showcase School: Educational transformation.

Contemporary Educational Leaders: Performance and Development Processes

Microsoft Showcase School

- Strong mentoring partnerships between our 17 current Microsoft Innovative Educator Experts (MIEEs) and aspiring MIEEs to continue to increase the number of MIEEs in 2023. These MIEEs supported the implementation of technology initiatives across the school. Mentoring supported the identification of MIEEs to become Microsoft Certified Educators in 2024 to support our school's application for Showcase School status.
- Evaluate our school's progress towards achieving Microsoft Showcase School status against the Showcase School Rubric to identify evidence to support our application to be recognised by Microsoft in 2024.

Contemporary Educational Leaders

- 86% of staff have engaged in the Q+ portal
- PDP process and structures outlined clearly with the evolution of all executive levels to have a key part of the process (T1= CRT&AP, T2= CRT&DP, T3= Coteaching team& P, T4= CRT&AP)

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>Increase the number of staff members recognised as Microsoft Innovative Educator Experts (MIEE) to 15.</p> <p>Maintain current MIEEs to retain status.</p> <p>Support the accreditation of a Microsoft Certified Educator.</p>	<ul style="list-style-type: none"> • In 2023, 17 staff were recognised as Microsoft Innovative Educator Experts (MIEE) • Jordan Springs Public School was accepted to the Microsoft Showcase School Program.
<p>Increase the participation rate of staff completing the People Matter Survey.</p> <p>Identify a piece of the survey to celebrate.</p>	<ul style="list-style-type: none"> • 100% of fulltime staff utilised Q+Portal with 86% of all staff engaging with Q+Portal for their PDPs. • Updated Policy and School Procedures to reflect the utilisation of the digital PDP in line with Department recommendations. • APC&I above establishment employment to lead an improvement in an area where teachers need support (Jade Camilleri Position) • 46.71% of staff participated in the People Matter Survey (2022)

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,084.96</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"> • Transition programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support. <p>The allocation of this funding has resulted in the following impact: Employment of an additional SLSO to help the student connect to school and participate with confidence which enabled the student to flourish.</p> <p>After evaluation, the next steps to support our students will be: Monitor and encourage the student to continue to flourish and support them with learning and support funds as required.</p>
<p>Integration funding support</p> <p>\$328,216.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jordan Springs 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"> • Transition programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Student Learning Support Officers were employed to support the delivery of educational outcomes to students. <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrated progress towards their personalised learning goals. All plans were regularly updated and based on evaluation and review of milestones goals were set for each student. All students receiving the funding were able to access support within their classroom.</p> <p>After evaluation, the next steps to support our students will be: To formally review and plan for students who's funding is continuing and to also engage the Learning and Support Team to ensure the future funding allocation is adjusted to meet the specific needs of the targeted students.</p>
<p>Socio-economic background</p> <p>\$96,756.90</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jordan Springs 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"> • Transition programs • Microsoft Showcase School • Contemporary Educational Leaders <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional executive staff to support curriculum implementation. <p>The allocation of this funding has resulted in the following impact: Equitable access for students to be lead and managed within a smaller</p>

<p>Socio-economic background</p> <p>\$96,756.90</p>	<p>cohort to support the development of reading and numeracy outcomes. Having an additional Assistant Principal ensured student data tracking and consistent teacher judgement was evident.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage the additional leadership to mentor and focus teachers on the school determined targets in reading and numeracy.</p>
<p>Aboriginal background</p> <p>\$80,738.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jordan Springs 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"> • School learning environments and change <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: Personalised Learning Pathways were able to be produced in a three way conferencing model which allowed all stakeholders to authentically partake in the process. Engagement of the cultural experiences saw the implementation of Aboriginal perspectives in education to flourish and gain authentic sustainability in the school community.</p> <p>After evaluation, the next steps to support our students will be: Develop the next phase of creating a RAP - Reconciliation Action Plan.</p>
<p>English language proficiency</p> <p>\$194,918.16</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Jordan Springs 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"> • Transition programs <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. <p>The allocation of this funding has resulted in the following impact: The additional time allocated to the Assistant Principal Curriculum & Instruction role ensured that the delivery of syllabus outcomes was clear and sustainable. It allowed the staff to target instruction to our diverse student population effectively.</p> <p>After evaluation, the next steps to support our students will be: Continue this process through to support the 3-6 Curriculum Reform implementation and maintain mentoring support for K-2 Curriculum Reform.</p>
<p>Low level adjustment for disability</p> <p>\$306,144.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Jordan Springs 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</p>

<p>Low level adjustment for disability</p> <p>\$306,144.87</p>	<p>including:</p> <ul style="list-style-type: none"> • Transition programs • Collaborative co teaching practices <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. <p>The allocation of this funding has resulted in the following impact: The additional time allocated to the Assistant Principal Curriculum & Instruction role ensured that the delivery of syllabus outcomes was clear and sustainable. It allowed the staff to target instruction to our diverse student population effectively.</p> <p>After evaluation, the next steps to support our students will be: Continue this process through to support the 3-6 Curriculum Reform implementation and maintain mentoring support for K-2 Curriculum Reform.</p>
<p>Professional learning</p> <p>\$62,829.61</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 Jordan Springs 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"> • Transition programs • Quality School • Collaborative co teaching practices • Contemporary Educational Leaders <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher relief for staff engaging in professional learning • Course costs for staff undertaking recognised courses • Presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in explicit teaching and learning, as well as compliance training, resulting in safe students who have made educational progress with improved internal results.</p> <p>After evaluation, the next steps to support our students will be: Continue to improve through evaluative practices via targeted professional learning measured against the employees Performance and Development Plan and school's strategic directions.</p>
<p>QTSS release</p> <p>\$183,943.87</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Jordan Springs 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"> • Contemporary Educational Leaders <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: Assistant Principals and their teams building strong collegial relationships that enabled quality teaching and learning to be consistent across teams.</p>

<p>QTSS release</p> <p>\$183,943.87</p>	<p>After evaluation, the next steps to support our students will be: Continuation of this process to ensure the stability of the teaching workforce at the school.</p>
<p>COVID ILSP</p> <p>\$99,032.58</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> <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: Significant learning gains for targeted students involved in the program.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Student progress will continue to be monitored through the Learning and Support Team, with suitable adjustments made to ensure student progress and growth.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	150	366	458	509
Girls	162	376	462	524

Student attendance profile

School				
Year	2020	2021	2022	2023
K		92.4	88.7	91.9
1		93.7	86.1	90.9
2		93.4	88.1	89.2
3		93.5	88.0	90.8
4		93.1	86.5	89.6
5		93.2	86.5	89.2
6		92.4	86.8	89.0
All Years		93.0	87.2	90.2
State DoE				
Year	2020	2021	2022	2023
K		92.8	87.9	91.1
1		92.7	87.4	90.5
2		92.6	87.8	90.8
3		92.7	87.6	90.9
4		92.5	87.4	90.6
5		92.1	87.2	90.3
6		91.5	86.3	89.8
All Years		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
Deputy Principal(s)	2
Assistant Principal(s)	6.4
Classroom Teacher(s)	44.44
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.6
Teacher EAL/D	1.2
School Counsellor	1
School Administration and Support Staff	10.22

*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	538,768.56
Revenue	10,578,765.48
Appropriation	10,308,530.54
Sale of Goods and Services	25,054.29
Grants and contributions	236,282.58
Investment income	7,023.07
Other revenue	1,875.00
Expenses	-10,421,927.74
Employee related	-9,261,035.02
Operating expenses	-1,160,892.72
Surplus / deficit for the year	156,837.74
Closing Balance	695,606.30

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	242,384
Equity Total	678,558
Equity - Aboriginal	80,738
Equity - Socio-economic	96,757
Equity - Language	194,918
Equity - Disability	306,145
Base Total	8,021,583
Base - Per Capita	244,140
Base - Location	0
Base - Other	7,777,443
Other Total	736,175
Grand Total	9,678,699

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

Student Satisfaction - Tell Them From me

- 32% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge in their learning.
- 30% of students were confident in the challenge they received in class and embedded skills needed to achieve it.
- 84% of students felt they had advocacy at school.

Teacher Satisfaction - Survey and People Matter Survey

- 67% of staff felt confident to support students through the Positive Outcome Process as a result of the professional learning in Choice Theory Reality Therapy Lead Management.
- 57% of staff believe the school has high communication and change management systems.
- 65% of staff believe they have job satisfaction at work.

Parent Satisfaction - Tell Them From Me and direct feedback

- 68% of parents had talked with their teacher regularly.
- The preferred methods of communication for families is formal and informal interviews and progress reports.
- We wanted to formally express our gratitude for the enjoyable experiences our children have had at Jordan Springs Public School. It is with mixed feelings that we embark on this transition, as we have truly appreciated the care and positive environment provided by Jordan Springs Public School.
Thank you for taking good care of our children during their time at School.
- It gives me tears in my eyes of the respect given when I see the post of Diwali celebration. Thanks to the management, principal and teachers for the this! I have no expression to say, you all are so considerate! Amazing Big salute to u all and happy Diwali to you all.

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.