

# 2023 Annual Report

## Bardwell Park Infants School



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# Introduction

The Annual Report for 2023 is provided to the community of Bardwell Park Infants 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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Bardwell Park Infants School

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## School vision

Bardwell Park Infants School caters specifically for the needs of students from Kindergarten to Year 2. Every student is cared for, known and valued, fostering a strong sense of belonging and inclusion. Our students are engaged and challenged to learn through differentiated literacy and numeracy programs. Our teachers provide quality learning environments and future focused learning strategies to inspire confident, creative and self-regulatory learners. We believe our students will 'Grow in Knowledge' together with the wider school community.

## School context

### Small school context

Bardwell Park Infants School is a small Infants school near Sydney airport. The school caters for the individualised needs of students from Kindergarten to Year 2, with a strong focus on differentiated literacy and numeracy programs. It is well resourced and set in an attractive and well-maintained environment. There are currently 28 families with an enrolment of 35 students at the beginning of 2023. There are two classes; a Kindergarten and a Stage One class of students in Years 1 and 2. Students come from a wide range of cultural backgrounds with 40% from a Language Background Other Than English (LBOTE). The school's Family Occupation and Education Index (FOEI) is 51%. There are currently no students who identify as Aboriginal within our school community.

Consultation with the community, students and staff has informed the situational analysis and in turn shaped the school's Strategic Improvement Plan 2021-2024. Through our situational analysis, we identified the need to enhance our data driven practices in literacy and numeracy, to maximise the individual growth of each and every student. A whole school approach to the regular collection and analysis of data informs evidence-based practices and responsive curriculum programming and delivery.

The engagement and wellbeing of our students and learning community remains a priority to promote a sense of belonging to, and connecting with our school. There is a whole school approach to ensure all members of our learning community have a sense of belonging and connectedness.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise the individual growth of each and every student in reading and numeracy. We will do this through a whole school approach in evidence-based, data driven practices, responsive to the individual needs of all 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 driven practices
- Individualised personal growth

### Resources allocated to this strategic direction

AP Curriculum & Instruction  
Professional learning  
English language proficiency  
Low level adjustment for disability  
Integration funding support  
New Arrivals Program

### Summary of progress

Staff continued whole school targeted professional learning for the implementation of the new K-2 English and mathematics curriculums. Curriculum reform release time was utilised weekly in semester one. In semester two, the relieving Principal chose a whole school planning day. In 2023, all staff benefitted from professional learning in class and off site, in the areas of numeracy and literacy, thereby supporting collaborative practice and the sharing of knowledge, in a community of learners. The professional learning was shared amongst staff to deepen their knowledge, build their capacity and afford leadership opportunities. Following on from our work with the Collaborative Support Unique Settings team, the school continues to track student growth in literacy and numeracy using PLAN2 V3. On demand check-in assessments via ALAN are also used. Student data is collected and analysed twice a term to inform teaching practice, set student learning goals, plan for future targets and areas of professional learning for teacher practice. Our next steps will be a greater focus on students articulating their learning goals and specific professional learning in numeracy via number talks and student reasoning.

### 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
Increase % from 2022 results of K-2 students meeting grade based PM benchmarks.	<p>In 2023:</p> <ul style="list-style-type: none"><li>• 28% of Kindergarten students met or exceeded the expected grade based PM benchmarks in reading.</li><li>• 86% of Stage One students met or exceeded the expected grade based PM benchmarks in reading.</li></ul> <p>Overall, 53% of K-2 students met or exceeded the expected grade based PM benchmarks in reading. This demonstrates a 30% decrease of K-2 students meeting grade based PM benchmarks in 2023, compared with the annual progress measure in 2022.</p> <p>The decline is reflective of the English K-2 curriculum reform implementation and explicit, evidenced based reading instruction, with a focus on phonics. Moving forward, students' progress will continue to be measured using PLAN2 v3 and the Syllabus.</p>
Increased % from 2022 results of students achieving individual consistent expected growth in reading.	<p>In 2023, a baseline for individual consistent expected growth in reading using grade based PM benchmarking was established at the beginning of the year. At the end of 2023, 68% of K-2 students met their individual consistent expected growth in reading.</p>

<p>Increased % from 2022 results of students achieving individual consistent expected growth in reading.</p>	<p>This is a 19% decrease of K-2 students meeting grade based PM benchmarks, compared with 2022.</p>
<p>Increase % from 2022 results of <i>Stage One</i> students meeting benchmarks in phonics.</p>	<p>In 2023:</p> <ul style="list-style-type: none"> <li>• 88% of Kindergarten students met expected end of year benchmark in phonics.</li> <li>• 93% of Stage One students met the expected end of year benchmark in phonics.</li> </ul> <p>Overall, 90% of K-2 students met the expected end of year benchmark in phonics.</p> <p>This demonstrates a 14 % increase from the annual progress measure in 2022.</p>
<p>Increase % of K-2 students from 2022 achieving expected end of year benchmarks in additive strategies in numeracy.</p>	<p>In 2023:</p> <ul style="list-style-type: none"> <li>• 64% of Kindergarten students met the expected end of year benchmarks in additive strategies in numeracy.</li> <li>• 100% of Stage One students met or exceeded the expected end of year benchmarks in additive strategies in numeracy.</li> </ul> <p>Overall, 83% of K-2 students met the expected end of year benchmarks in additive strategies in numeracy.</p> <p>This demonstrates an 8% decrease from the annual progress measure in 2022. The next steps will be to continue to monitor numeracy on PLAN2v3. Moving forward, professional learning will have a specific focus on number talks and student reasoning.</p>



decodable apps Kindergarten

## Strategic Direction 2: Engaging our learning community

### Purpose

To ensure all members of our learning community have an increased sense of belonging and connectedness. We will do this through a whole school approach to increase community engagement and wellbeing.

### 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.

- Belonging
- Connecting

### Resources allocated to this strategic direction

#### Socio-economic background

#### Professional learning

### Summary of progress

In mid 2023, the school migrated from the department's EBS4 to the School Bytes platform for financial management, parent payments and roll marking for attendance. In semester two the wellbeing function of the platform was adopted to monitor student behaviour: both positive and negative and track recognition in assemblies. In 2024, wellbeing notifications will be analysed mid term in the whole school weekly Learning Support Team meetings, to place students at the centre of decision making and planning.

The school continued with the skool loop communication app for parents to submit absences, which flowed directly to the school email. The parent survey of school communication affirmed the app as the most popular and instant method of communication between the school and community. The adoption of a school facebook page was well received on the whole. The feedback from the community has been noted and will be acted upon 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
Increase the percentage of students attending >90% of the time to be at or above the lower bound system negotiated target of 93.50%.	In 2023: <ul style="list-style-type: none"><li>• 66.7% of students attended &gt;90% of the time, indicating a 7.4% percentage decrease from 2022, indicating the school did not achieve the lower bound system negotiated target of 93.50%.</li></ul> There was a 9.5% decrease in the percentage of students attending school > 90% of the time from 2022, indicating that the school did not achieve the lower bound system negotiated target.
To maintain high levels of community connection to the school.	In 2023 <ul style="list-style-type: none"><li>• 15 out of 28 families or 54% of the school community responded to a google form survey, representing a 4% increase in community engagement. 100% of the respondents reported they felt welcome at the school. 85.7% strongly agreeing and 14.3% agreeing: indicating high levels of community engagement.</li></ul>



end of year fun day



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$18,848.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Bardwell Park Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Individualised personal growth</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> afforded the student to be supported intensively one-to-one and in small groups within the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To support continued growth and students' oral language development, the school will continue to support new arrival students both in the classroom and via small group tuition by plotting students' progress on PLAN2v3, implementing evidence based programs in Literacy, visuals, decodables, apps and resources from the Henry Parkes Resource Centre.</p>
<p>Integration funding support</p> <p>\$38,576.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bardwell Park Infants School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Individualised personal growth</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional needs.</li> <li>• consultation with external providers for the implementation of co-constructed strategies, specific to the students' personalised needs.</li> <li>• employment of staff to provide support for students who have high-level needs, within a mainstream classroom.</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> eligible students being supported with reasonable accommodations and adjustments via SMART goals in Personalised Learning and Support Plans (PLaSPs). The students' progress was closely monitored and used as evidence for review. All PLaSPs are co-constructed and responsive to students' evolving needs. Meetings throughout the year and annual integration review meetings are held with all stakeholders. Integration funding ensures students' needs are addressed, promotes students' sense of wellbeing, as they are supported in their personal learning goals or health needs in the classroom and playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to monitor the personal growth of students receiving Integration funding by employing additional staff to support students with high-level, personalised needs. Doing so, ensures funding is targeted and specific to the students' needs and fosters an increased sense of wellbeing in the</p>

<p>Integration funding support</p> <p>\$38,576.00</p>	<p>classroom.</p>
<p>Socio-economic background</p> <p>\$1,528.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bardwell Park Infants School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Belonging</li> <li>• Connecting</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> affording students and their families equal opportunity and access to a range of learning opportunities, excursions and incursions, irrespective of socioeconomic background, with a view to foster a greater sense of belonging and connection to the school community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to absorb the cost of schooling for families in need, to increase equity and access to the full range of learning experiences, so no student is disadvantaged.</p>
<p>English language proficiency</p> <p>\$25,206.57</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bardwell Park Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> <li>• Individualised personal growth</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the delivery of small group tuition and in-class support to develop students' oral language proficiency and literacy and numeracy skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to build staff knowledge of the resources and strategies to support students' English Language Proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$28,557.84</p>	<p>Low level adjustment for disability equity loading provides support for students at Bardwell Park Infants School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Low level adjustment for disability</p> <p>\$28,557.84</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> <li>• Individualised personal growth</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> additional staff supported the implementation and monitoring of PLaSPs for students with additional needs in a mainstream classroom. Students' SMART goals were tracked and data was analysed to monitor progress and make adjustments. Staff collaborated to ensure all students' learning was tracked using PLAN2v3 to inform future learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to assess, plan, implement and reflect on teaching and learning programs and plans to ensure every student's personal growth is maximised using data driven practices.</p>
<p>Professional learning</p> <p>\$5,784.21</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 Bardwell Park Infants School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> <li>• Individualised personal growth</li> <li>• Belonging</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• presentations by suitable and qualified facilitators, such as epilepsy, diabetes or first aid workshops.</li> <li>• course costs for staff undertaking recognised courses</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> building all teachers' capabilities via the Collaborative Support Unique Settings Team (CSUS) in the targeted use of PLAN2v3 and other on-demand assessment tools via ALAN (Assessing Literacy and Numeracy). The purpose being to analyse data to drive student growth through explicit instruction. Professional learning funds were used for the Numeracy Guides, the K-2 English Contextualising Component A and Component B workshops, the Big Ideas in Number and a two day workshops in additive strategies. External providers were also funded to deliver professional learning to all staff in epilepsy and first aid. For continual improvement and personal growth, staff shared their knowledge and expertise with others in staff meetings, to build teacher capacity and develop their leadership skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to enhance teacher practice and ongoing improvement in evidenced based practices in K-2 English and mathematics through professional learning for improved student outcomes.</p>
<p>QTSS release</p> <p>\$4,971.46</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bardwell Park Infants School.</p>

<p>QTSS release</p> <p>\$4,971.46</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a temporary teacher was employed to implement high quality instruction and data driven practices in the first year of the implementation of the NSW K-2 English and mathematics curriculums.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to build a culture of collaboration and collective efficacy in the delivery of data driven practices and high quality teaching practice and to reflect on strategies in literacy and numeracy for improved student learning outcomes.</p>
<p>COVID ILSP</p> <p>\$9,735.96</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy, specifically phonics in 2023.</li> <li>• employing staff to supervise and monitor progress of student groups engaging in online tuition</li> <li>• development of resources and planning of small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> supported the school's overall result of 90% of K-2 students meeting the expected end of year benchmark in phonics, which demonstrated a 14% increase from the previous year. The COVID ILSP funding affirmed evidenced based practice in improved student outcomes, through close monitoring within the Learning Support Team .</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to plot and analyse data to provide small group tuition for students identified as most in need of support. The small group tuition teacher will continue to plot on PLAN2v3 and implement five weekly teaching sprints to plan, implement and assess the effectiveness of interventions, to meet the literacy and/or numeracy needs of students.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	23	16	12	16
Girls	9	8	10	15

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.8	96.1	94.3	92.2
1	94.6	90.8	93.8	92.5
2	92.9	91.4	89.6	92.8
All Years	93.7	93.0	93.0	92.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
All Years	92.1	92.7	87.7	90.8

## Attendance

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

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

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

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

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

\* Families evacuating and relocating due to NSW floods

\* Sick students staying at home until a negative COVID-19 test was returned

\* Household members testing positive to COVID-19

\* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

# Financial information

## Financial summary

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

	2023 Actual (\$)
<b>Opening Balance</b>	76,840.71
<b>Revenue</b>	734,261.72
Appropriation	712,076.71
Sale of Goods and Services	2,456.29
Grants and contributions	17,060.78
Investment income	2,667.94
<b>Expenses</b>	-736,445.50
Employee related	-664,225.76
Operating expenses	-72,219.74
<b>Surplus / deficit for the year</b>	-2,183.78
<b>Closing Balance</b>	74,656.93

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	55,293
Equity - Aboriginal	0
Equity - Socio-economic	1,528
Equity - Language	25,207
Equity - Disability	28,558
<b>Base Total</b>	488,720
Base - Per Capita	5,726
Base - Location	0
Base - Other	482,994
<b>Other Total</b>	49,810
<b>Grand Total</b>	593,823

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.

# Parent/caregiver, student, teacher satisfaction

In 2023, 15 out of 28 families from our school responded to an internal survey, which represented 54% of our school community. This demonstrates a 4% increase in the number of respondents from the 2022, Tell Them From Me Survey. It should be noted not all parents responded to every question.

- Parents and carers reported they felt welcome in the school.
- Able to discuss my child's learning needs with the classroom teacher.
- Know where my child is at with their learning.
- Confident in supporting my child's learning with reading and maths at home.
- Satisfaction with communication tools

As a result of the parent survey, the school will address areas for improvement such as engaging parents as partners in learning through initiatives in the School Implementation Plan 2024

I feel welcome in the school.

14 responses

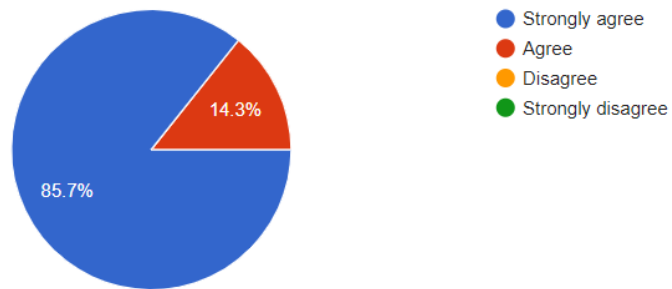


Image 1: feel welcome in the school.

I can discuss my child's learning needs with the classroom teacher.

14 responses

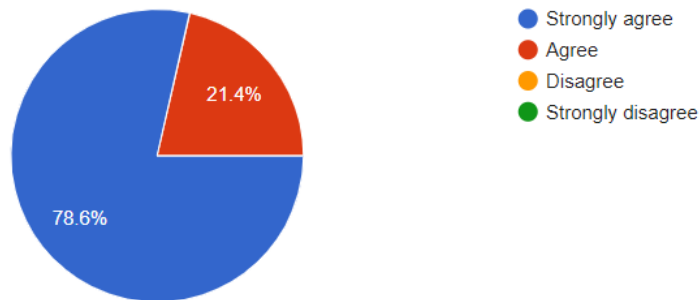


Image 2: can discuss my child's learning with a classroom teacher.

I know where my child is at with their learning.

15 responses

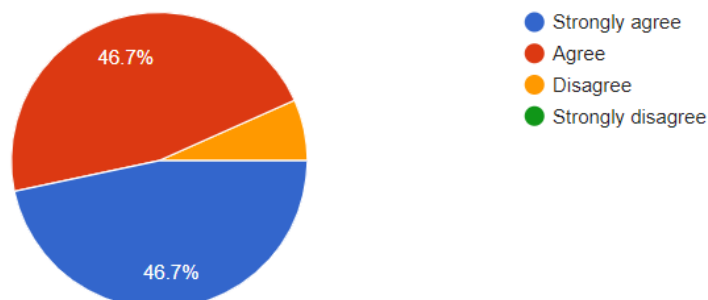


Image 3: know where my child is at with their learning.

How confident do you feel with supporting your child at home with their reading and math skills?

15 responses

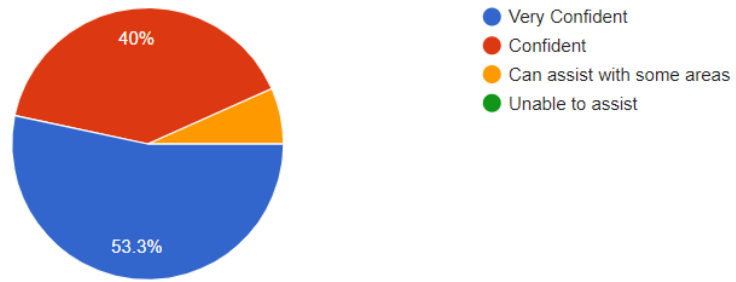


Image 4: confidence in supporting my child at home with reading and maths.

We currently use Skool Loop app, Schoolbytes, website and social media as our communication tools. How would you rate the school's communication with the community?

15 responses

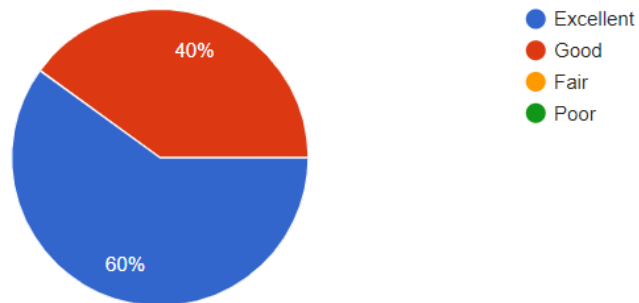


Image 5: Communication tools

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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