

2023 Annual Report

Willans Hill School



5550

Introduction

The Annual Report for 2023 is provided to the community of Willans Hill 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

Willans Hill School

Lord Baden Powell Drive

Wagga Wagga, 2650

<https://willanshil-s.schools.nsw.gov.au>

willanshil-s.school@det.nsw.edu.au

6925 1076

School vision

Willans Hill School is a community of learners. Students are challenged to learn through personalised and inclusive programs to become valued members of society. Our focus on wellbeing, student growth and community connections empowers our students to become confident, resilient and independent learners. Success is underpinned by strong relationships, engaging and explicit instruction, delivered by committed and passionate staff.

School context

Willans Hill School is located in Wagga Wagga and caters for 71 students from age 4 to 18 with moderate or severe intellectual disabilities. Some students also have a physical disability, language or sensory impairment and/or neuro-developmental disorder. We run 10 classes of mixed ability, each class has a maximum of 8 students, with 10% of students identifying as Aboriginal and 20% of students having English as an Additional Language or Dialect. In addition to the teacher, a school learning and support officer works in each classroom to support the teacher to deliver high quality, individualised learning programs.

A Personalised Learning and Support Plan is developed in consultation with parents and carers, and reviewed throughout the year. This plan incorporates individual goals for each student as well as Australian Curriculum and NSW NESA outcomes. All programs in our school are planned with the priority of providing every opportunity for active student engagement in an environment focused on learning.

Through our consultation process with parents and carers, students, staff and aboriginal community, our high level areas for improvement were identified to be the measurement of student growth and attainment to inform practice and to support wellbeing through practices that promote engagement.

Teachers continually strive to create and maintain safe and challenging learning environments. The school demonstrates a strong commitment to supporting all students to develop their numeracy and literacy skills, in particular providing students with a way to communicate with the world around them. The school is committed to and provides an excellent work experience program and post school transition program for our high school students.

Willans Hill School is an inclusive environment that supports learning, teaching and connection. We value relationships and strong partnerships, including those with external agencies and therapeutic providers.

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	Excelling
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Purpose

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

Initiatives

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

- Data skills and use to inform teaching
- Evidence-Based Teaching Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction
SSP supplementary funding
Professional learning
QTSS release

Summary of progress

The 2023 focus was to engage with Collaborative Support Unique Settings (CSUS) team to improve student learning outcomes in literacy. This was to be achieved by developing and sustaining whole school processes for collecting and analysing data with a focus on building staff capacity in Phonological Awareness and Phonic Word Knowledge through a PL cycle. This model was to ensure the implementation of appropriate curriculum provisions for every student was underpinned by evidence-informed strategies and embedded evaluative practice through data skills used to inform teaching. Due to changes in staffing and tricky enrolments, the leadership team were unable to engage fully with the CSUS team. A decision was made for the school to pause the CSUS collaboration for 2023.

The pause in the CSUS project, resulted in the school leadership team developing a plan to continue with the 2023 focus of improving student outcomes in literacy. This included embedding the practices and processes in the school that supported strong data literacy and using data to inform teaching and teaching strategies. Teacher and leaders developed an assessment schedule across the whole school that involved systematic and targeted collection and analysis of internal data to monitor and assess student progress and plan future learning on a class, group and individual levels. The focus incorporated revisiting the phonological awareness and phonic knowledge assessments, the continued implementation of the Willan's Hill School numeracy progressions using an augmented version of the Interview for Student Reasoning. Data was also collected from the communication matrix, sight word knowledge, letter/sound correspondence and reading levels. Ongoing instructional leadership was provided to staff around the Science of Reading and the explicit teaching of phonics. A key enabler in this plan was that staff were given regular time to work collaboratively in staff meetings to collate and analyse data..

In terms of progress measures, school circumstances meant a pared down initiative focus demonstrated less progress than had been anticipated in Term 1. However, progress was still achieved in PLSP goal attainment, seven points of growth in the numeracy progressions and achieved growth in the communication matrix as set out in school improvement measures.

In 2024, the school will focus on working alongside the CSUS team in the area of phonics and using data skills to inform teaching and teaching practices.

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 number of students achieving individual learning goals in literacy to 65%.	The number of students achieving individual learning goals in literacy has increased to 65%.

Increase the average student growth to 7 growth points or more on Willans Hill Numeracy Progressions.	Average student growth has increased to 7 growth points or more on Willans Hill Numeracy Progressions. (8.1)
To improve students phonological awareness and phonic knowledge by 10%.	Students' phonological awareness and phonic knowledge has improved by 10%.
An increase from an average of 5% student growth to 8% student growth as measured on the Communication Matrix.	Student growth , as measured on the Communication Matrix, has increased to an average of 9%.

Strategic Direction 2: Quality teaching

Purpose

To create a culture of continuous improvement where staff are committed to identifying, understanding and implementing the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies.

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.

- High Impact Professional Learning
- Building Collective Efficacy

Resources allocated to this strategic direction

AP Curriculum & Instruction
SSP supplementary funding
Aboriginal background
Beginning teacher support
Location

Summary of progress

The focus for 2023 was to engage with Collaborative Support Unique Settings (CSUS) team to deliver high impact professional learning by developing and sustaining whole school processes on building staff capacity in Phonological Awareness and Phonic Word Knowledge through a PL cycle. This ensured the implementation of appropriate curriculum provision for every student was underpinned by evidence-informed strategies and embedded evaluative practice through consistent professional learning. Due to changes in staffing and tricky enrolments the leadership team were unable to engage fully with the CSUS team. A decision was made for the school to pause the CSUS collaboration for 2023..

As a result of pausing the CSUS team and the withdrawal of Visible Learning- Corwin Australia support, the school leadership team redeveloped the focus for this strategic direction to build collective efficacy around teaching the values and expectations from the Positive Behaviour for Learning (PBL) framework. In 2023, staff delivered the first value - Be Safe - with resources supplied and signage in place. Enablers to the success of this initiative were the consistency of delivery of 'Be safe' over an extended period of time and the suite of extensive augmented resources used to teach the values and expectations framework by staff. The impact of this program was extremely high. A large proportion of students were able to articulate or demonstrate what being safe meant and were able to transfer this knowledge to different settings. Staff surveys indicated there was a common use of language across the school: staff and students.

In 2024, the school will reengage with the high impact PL delivered via CSUS team and continue delivering the second two PBL values - Be Respectful and Be Responsible.

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
To implement Passport for Learning and track student progress in communication.	The Passport for Learning has been implemented and student progress in communication has been tracked.
To measure at excelling in the 'Feedback Theme' of Effective Classroom Practice in the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.
Teachers engage in PL related to data literacy and use data effectively to evaluate student understanding of lesson content, measured by achieving	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.

'sustaining and growing' in Data
Literacy against the school excellence
framework.,

Strategic Direction 3: Wellbeing and Connections

Purpose

A strategic and planned approach to ongoing improvement that is focused on individualised student learning and wellbeing through strong collaborative relationships and improved systems and processes.

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.

- Student Wellbeing
- Community Connections

Resources allocated to this strategic direction

Socio-economic background
SSP supplementary funding
Refugee Student Support
English language proficiency
Location
Per capita

Summary of progress

Student Wellbeing

Within this initiative in 2023, the school continued to employ externally funded providers to deliver health, disability and wellbeing services to students and collect data to include in reports for external professionals. This ensured students and their families were supported to access medical support and be advocated for. The school added a breakfast program which has high use by more than half the students and data shows a decrease in negative incidents since its formation. An enabler to this process was the sourcing of external agents (Food Bank Australia) by a staff member and then the engagement of staff in the implementation of the program. Internal school data has shown a significant increase in wellbeing in a large proportion of students.

In 2024, the focus will be on extending the breakfast program to additional days. The school will continue to employ external providers in behaviour and occupational therapy to support teachers and students in the classroom and also through collating data to write medical reports.

Community Connections

The focus in this initiative was engaging local Aboriginal knowledge holders to develop teachers knowledge of Aboriginal Cultures and histories, through Country, song lines, stories and symbols. The school also developed a culturally appropriate Personalised Learning Pathway document to record the goals Aboriginal families and students negotiated. An enabler to the process was establishing an Aboriginal Education Team which supported the development of strong relationships with Aboriginal community members.

In 2024, the school will provide the template to Aboriginal families for feedback and use this to implement authentic and supportive cultural PLPs.

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 proportion of student attending more than 90% of the time.	The number of students attending school 90% of the time or more has stayed the same..
Decrease the proportion of students attending school less than 80%.	The number of students attending school less than 80% of the time has stayed the same.

<p>Increase the proportion of students successfully transitioning into community based activities.</p>	<p>The proportion of students successfully transitioning into community based activities has increased.</p>
<ul style="list-style-type: none"> • An increased proportion of staff will actively engage in and increase their knowledge and understanding of community and cultural perspectives within the structures of the school and the current programs provided. 	<p>An increased proportion of staff have actively engaged in and increased their knowledge and understanding of community and cultural perspectives within the structures of the school and the current programs provided.</p>
<ul style="list-style-type: none"> • 70% students refer to their individualised 'Zones of Regulation' tool to assist with independent self-regulation. 	<p>More than 70% students refer to their individualised 'Zones of Regulation' tool to assist with independent self-regulation.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$909.19</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"> • Student Wellbeing <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: the funding enabled us to release to work with EAL/D families to design personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: to use funding to release our bilingual teacher to support EAL/D families.</p>
<p>Socio-economic background</p> <p>\$128,158.51</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Willans Hill 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"> • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The employment of behaviour support specialist and occupational therapist to assist teachers in providing reports and strategies to write targeted programs. All teachers were confident of best practice in de-escalation of behaviours and therapeutic OT behaviours. Reports for paediatricians and psychologists were professionally written with their support.</p> <p>After evaluation, the next steps to support our students will be: Continuing the funding for these external providers. to work closely with educators and administrators.</p>
<p>Aboriginal background</p> <p>\$11,003.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Willans Hill 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (Wiradjuri artist, Wiradjuri man) to support Aboriginal cultural histories and perspectives. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Aboriginal background</p> <p>\$11,003.31</p>	<p>Staff learned about the significant aspects of Aboriginal cultures and histories in the Wagga Wagga area. Aboriginal artist shared the stories of Wiradjuri and Aboriginal symbolism for staff to share with students.</p> <p>After evaluation, the next steps to support our students will be: Using our Wiradjuri support person to develop cultures and histories into school units. Aboriginal to work directly with students.</p>
<p>English language proficiency</p> <p>\$8,746.35</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Willans Hill 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"> • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of casuals to release bilingual staff to support communication with families. <p>The allocation of this funding has resulted in the following impact: having a bilingual teacher working with classroom teachers and families, learning goals and educational priorities developed were authentically translated and understood ensuring goals were achievable.</p> <p>After evaluation, the next steps to support our students will be: continuing to use funding to release bilingual teacher when needed.</p>
<p>Location</p> <p>\$2,046.00</p>	<p>The location funding allocation is provided to Willans Hill School to address school needs associated with remoteness and/or isolation.</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"> • High Impact Professional Learning • Student Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: School state bowling team had tournament and travel costs subsidised and uniforms purchased. Support staff were able to attend training to support these students.</p> <p>After evaluation, the next steps to support our students will be: Continuing to support this successful state bowling side to attend competition events.</p>
<p>Professional learning</p> <p>\$24,785.10</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 Willans Hill 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"> • Data skills and use to inform teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing

Professional learning \$24,785.10	<p>The allocation of this funding has resulted in the following impact: topped up APCI funding to employ an APCI fulltime which enabled direct support to teachers. Staff engaged in data conversations, team teaching processes which led to increased attainment of student outcomes.</p> <p>After evaluation, the next steps to support our students will be: to support school assistant principals attend middle leadership professional learning throughout the year. As well as staff attendance at SEPLA course fees and accommodation.</p>
Beginning teacher support \$15,673.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Willans Hill School during their induction period.</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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • mentoring structures and collaborative practices within the school or across a cluster of schools <p>The allocation of this funding has resulted in the following impact: Beginning teacher was supported by APCI through team teaching, extra release to develop teaching and learning programs and plan using data.</p> <p>After evaluation, the next steps to support our students will be: Continue to release beginning teacher for planning and team teaching with mentor.</p>
QTSS release \$22,963.39	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Willans Hill 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"> • Data skills and use to inform teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional APCI EFT to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Teachers are involved in co-planning processes and work with APCI to improve planning and practice. As a result staff programs are reflecting the confidence teachers have in understanding the use of data in planning for improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue to supplement APCI funding to fulltime to support quality teaching activities.</p>
COVID ILSP \$37,466.87	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>COVID ILSP</p> <p>\$37,466.87</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: All targeted students achieved the learning goals developed for them in phonics and number.</p> <p>After evaluation, the next steps to support our students will be: to use the small group tuition funds to supplement other funding to employ the SLSO/tutor from 2023.</p>
<p>Per capita</p> <p>\$34,822.80</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Willans Hill 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"> • Student Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Funding was used to employ a casual teacher to facilitate meetings between class teachers and allied health professionals. <p>The allocation of this funding has resulted in the following impact: All teachers were supported to develop accurate and achievable PLSP goals with input from speech pathologist, OTs and behaviour therapists.</p> <p>After evaluation, the next steps to support our students will be: Continue to use the funding to support student PLSP goal achievement.</p>
<p>SSP supplementary funding</p> <p>\$291,986.01</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Willans Hill 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"> • Data skills and use to inform teaching • High Impact Professional Learning • Student Wellbeing <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs <p>The allocation of this funding has resulted in the following impact: The employment of an additional curriculum expert resulted in the development of specific and targeted individual programs to support students' literacy goal attainment.</p> <p>After evaluation, the next steps to support our students will be: Continue to use the funding to employ additional staff with expertise in curriculum implementation and program development.</p>
<p>AP Curriculum & Instruction</p> <p>\$31,017.60</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> <ul style="list-style-type: none"> • Data skills and use to inform teaching • High Impact Professional Learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p>

AP Curriculum & Instruction

\$31,017.60

- lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school
- 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

The allocation of this funding has resulted in the following impact:

By supplementing this funding with extra funding, the school built the position into 1.0EFT. This resulted in consistent daily support for all staff which led to school improvement.

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

Continue to support this 1.0 EFT position but shared across school leaders.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	39	39	43	46
Girls	21	19	23	21

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)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	8.03
Teacher Librarian	0.4
School Administration and Support Staff	12.52
Other Positions	0.65

*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	642,886.32
Revenue	3,998,639.60
Appropriation	3,905,430.43
Sale of Goods and Services	529.98
Grants and contributions	80,982.42
Investment income	11,696.77
Expenses	-4,105,637.15
Employee related	-3,335,675.59
Operating expenses	-769,961.56
Surplus / deficit for the year	-106,997.55
Closing Balance	535,888.77

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	909
Equity Total	147,908
Equity - Aboriginal	11,003
Equity - Socio-economic	128,159
Equity - Language	8,746
Equity - Disability	0
Base Total	2,883,708
Base - Per Capita	34,823
Base - Location	2,046
Base - Other	2,846,839
Other Total	631,146
Grand Total	3,663,671

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

The school collected data from the staff in the form of surveys throughout the year. Data showed that staff felt that the professional learning provided was clearly linked to the Strategic Improvement Plan, staff indicated improved confidence and ability to collect and analyse data, the explicit teaching of phonics and student self-regulation strategies.

Parent survey feedback indicated that student transitions were well supported and planned. Community attendance at beginning of year functions was low, however participation at school events increased throughout the year. Parents indicated a high satisfaction rate in relation to communication from the school, staff contact termly to give feedback on student learning goals was identified as a positive change.

Students behaviors indicated they they felt happy and safe at school, this was reflected through the decrease in negative incidents and increased student participation in community based activities.

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.