

2023 Annual Report

Les Powell School



5712

Introduction

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

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

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School vision

By creating trusting partnerships, the Les Powell School community collaborates to provide every student a quality individual, high impact learning and support program that enables them to connect, thrive, and succeed.

School context

Les Powell School is located in Mount Pritchard within the South Western Metropolitan area of Sydney and caters educationally for students with a diverse range of complex learning and support needs. Students attending Les Powell School present with moderate to severe intellectual disability, and may have additional needs such as Autism, sensory impairment, challenging behaviour, mental health, physical and language disability.

The school is divided into twelve specialist support classes that range from Kindergarten to Year 12. Each class is staffed with a teacher and a school learning support officer. Students are referred to Les Powell School through a Regional Placement Panel.

The 2023 FOEI was 169. In 2023, 96% of students had a language background other than English, with 1% identifying as Aboriginal. The 2 most common language backgrounds are Vietnamese, inclusive of 15 students and Arabic represented by 19 students.

To provide every student with a quality individual, high impact learning and support program that enables students to thrive, grow and succeed, our plan for growth is focused on the introduction of consistent assessment methods. This will include a review of our existing planning and reporting documents, including all current wellbeing programs and Positive Behaviour for Learning (PBL). In particular, the 2021-25 Strategic Improvement Plan will ensure a greater understanding of student plans and key transition points.

We are committed to ensuring that parents value their role in the educational planning process for their child. To achieve this, we will establish plans that are rigorous, clear, meaningful, informative and reflective of each student's needs so that they are valued by all stakeholders.

Our driving focus in our Strategic Improvement Plan is to grow collective teacher efficacy by building trusted, reflective, collaborative practices. As the *next step* in our school's journey of improvement, we believe that this focus will ensure we meet our success measures for student growth in their learning and wellbeing.

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

Strategic Direction 1: Student growth and attainment

Purpose

Building collective efficacy for student growth and attainment in order to ensure consistent formative and summative assessment drives measurable improvement in student learning outcomes..

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.

- Excellence in Accountable Teaching, Learning and Reporting

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
SSP supplementary funding
AP Curriculum & Instruction

Summary of progress

The first initiative focused on providing targeted teacher support through instructional leadership to:

- grow teacher knowledge and confidence in the use of the SWANs tool.
- grow teacher capacity in the use of data to inform their practice.
- grow teacher knowledge of the school scope and sequence.
- mentor teachers to adapt their practice to meet the learning needs of all their students.
- mentor teachers to grow their skills in explicit teaching.
- coach teachers to grow their capacity to monitor, plan and report on student learning and growth across the curriculum.
- model and mentor staff to efficiently and effectively use the school tools of accountability.

At the conclusion of 2023, it was envisaged that instructional leadership support through team teaching would be higher but due to staffing shortages, opportunities to release the assistant principals as instructional leaders, dropped across the school due to staffing difficulties. However, to support teachers with the aforementioned areas, the weekly professional development sessions delivered in semester 2 addressed use of the SWANs assessment tool; data to inform practice; and knowledge of the scope and sequences.

The second initiative focused on developing a communication program across the school and building teacher knowledge and capacity to support student communication in the classroom. A speech therapist from psychCentral, was engaged to provide specialist professional learning to staff and input to student programs, with a focus on 'Morning Circle' and the 'Mini Woolies' programs. Further in Semester 2, teachers engaged in professional learning to develop robust communication goals for every student based on SWANs communication assessment data. A whole-school goal wall was created to monitor and track student progress and encourage collegial discussions about supporting students to develop their communication. Additionally, each classroom was provided with recordable buttons, and each teacher a Boardmaker subscription, to support communication goals. Staff participated in a Key Word Sign session to build their knowledge around supporting students using KWS.

The third initiative focused on creating new scope and sequences that incorporated curriculum reform changes and are compliant with NESA requirements for each stage. A group of five aspiring leaders played an integral role in the planning, development and implementation of the changes to scope and sequences and preparing professional development to be delivered to other staff. The new robust scope & sequences include the new syllabus outcomes; span the K-12 curriculum and allow for integration of multiple Key Learning Areas wherever possible.

In 2024, we will work towards our identified progress measures by:

- Collaboratively developing engaging Units of Learning that allow for integration of Key Learning Areas where possible. These Units of Learning will cover syllabus outcomes that are determined by the scope and sequences.
- Updating semester reports to reflect the new curriculum reform and ensure that parents receive information about their child's progress in each Key Learning Area.
- Developing a whole school assessment schedule for the entire year. It will provide teachers with a complete overview of which assessments need to be conducted and when. This will ensure teachers effectively monitor student progress by having frequent opportunities to analyse data to inform their practice. Teachers will be supported to develop their knowledge of different forms of assessment and use assessments such as SWANs, AfCL, and the NSW Literacy and Numeracy Precursors.

- Monitor student progress on whole school data walls that foster rich discussions and collective responsibility for the progress of every student

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>All students have a plan containing literacy, numeracy and communication goals measured against the SWANs / AfCL assessment procedure.</p> <p>Updated scope and sequence in place.</p> <p>All teaching and learning templates are fully implemented.</p>	<p>Personalised Learning and Support Plans included literacy and numeracy goals. Every student was assessed against the SWANs communication markers and had a communication goal created. New scope and sequences were created to reflect new curriculum reforms. Teaching and learning templates will be revised in 2024, to match the new scope and sequences.</p>
<p>On track to move to sustaining and growing in the Learning and Teaching Domains.</p> <p>On track to move to excelling in the Leading Domain.</p>	<p>The elements 'Learning Culture' and 'Wellbeing' in the Learning Domain and 'Professional Standards' in the Teaching Domain have been assessed as sustaining and growing. Several changes to school leadership during 2023, have stalled movement to excelling in the leading Domain.</p>

Strategic Direction 2: Student wellbeing

Purpose

Building collective staff efficacy for the consistent use of systems, expectations and practices, in order to improve student learning and wellbeing outcomes.

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.

- Excellence in Student Wellbeing and Engagement

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
QTSS release
SSP supplementary funding
AP Curriculum & Instruction
Per capita
Refugee Student Support
Aboriginal background

Summary of progress

The first initiative focused on providing targeted teacher support through instructional leadership to:

- grow teacher capacity to build teaching and learning environments that are safe, respectful, positive.
- grow teacher capacity to build teaching and learning environments that demonstrate they know and value every student.
- grow teacher confidence to be positive contributors to the school's culture that is strongly focused on student wellbeing and self-regulation.
- build teacher's capacity to support individualised learning and engagement across all stages of transition.
- model to staff nurturing and professional relationships with students that are safe, respectful, positive, supportive, and that help students to reach their full potential.
- coach staff to be able to confidently contribute to learning environments that demonstrate they know and value every student.
- build teacher capacity in their classroom management.

Due to staffing shortages, assistant principals were not able to be released to support teachers in classrooms as instructional leaders, however, whole staff professional learning was provided to build teacher capacity in effective behaviour and classroom management practices that supported student wellbeing.

The second initiative focused on the employment of additional administration time to coordinate the NDIS-funded therapy service provision. This initiative allowed for students to engage in therapy at school and therapist to provide teachers with additional strategies to support individual students. New therapist requests were put on hold in Term 4 when the number attending school throughout the week became too great and impacted on classroom operations.

The third initiative focused on the employment of additional staff for targeted student support, to safely and respectfully meet every student's health, hygiene, self-care, behaviour and dietary needs. An additional School Learning Support Officer was employed for every class. This has been very successful for supporting students' individual needs and providing more one-to-one learning support and personal care.

The fourth initiative focused on the engagement of a music therapist to provide a specialist music program for all students. The program was delivered two days per week. Feedback from staff indicate that this program is highly valued and has had impact on students interactions during class time.

In 2024, we will work towards our identified progress measures by:

- introduce opportunities for parent engagement
- review external NDIS therapists to ensure those who attend onsite are value adding to students education at school
- continue to engage an occupational therapist to support students growth and development
- continue to engage music therapist
- continue to engage external sports provider to support student fundamental movement skills

- review and revise school-wide PBL

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
Continuing to decrease number of incidences and suspensions.	The number of suspensions per number of enrolled students remained steady at 1.33%.
Increase student attending > = 90% of the time from 49.05% to 52.6%.	Significant health conditions of individual students impacted attendance greatly on attendance rates. In 2023, students attending > = 90% was 28.6%. This was an increase from the previous year.. 48.1% of students attended > 85% of the time.
On track to move to sustaining and growing in effective classroom practice.	The element of 'Effective Classroom Practice' remains at delivering. Activities planned for 2024 will place additional focus to further shift the area of 'Effective Classroom Practice' to ensure that we will move from 'Delivering' to 'Sustaining and Growing' by the end of 2024.

Strategic Direction 3: Staff wellbeing

Purpose

Building collective efficacy by growing trusted, reflective, collaborative practices that support professional and development processes, aligned to the professional teaching standards.

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.

- Trusted, Reflective, Collaborative Practice

Resources allocated to this strategic direction

Professional learning
Socio-economic background
QTSS release
English language proficiency
SSP supplementary funding
AP Curriculum & Instruction

Summary of progress

The first initiative focused on professional learning identified through staff professional development plans. Staff trialled online performance and development plans (PDPs). The majority of staff were able to achieve their PDP goals, and were able to participate in relevant professional learning to support the achievement of their goals. School learning support officers (SLSOs) discussed their learning goals with their class teacher, and identified relevant goals for the students they were working with in their classes. A number of teachers identified leadership development as part of their PDP. In Term 3, teachers were given the opportunity to self-nominate to be part of an aspiring leaders group. In Term 4, the group met fortnightly to participate in professional development to build capacity as aspiring assistant principals and create positive impact within our school.

The second initiative focused on providing targeted teacher support through instructional leadership to:

- coach teachers to be able to demonstrate personal responsibility for maintaining and developing their professional standards.
- grow staff confidence in using their PDPs to identify and monitor specific areas for development.
- provide explicit systems of collaboration and feedback.
- model a culture of high expectations and engagement with all stakeholders.
- model and mentor effective use of school resources that achieve improved student outcomes.
- model high quality service delivery, use of technology and learning spaces.
- model and coach staff to engage in effective collaborative relationships with all members of the school team.

While opportunities for collaboration occurred in team meetings, the shortage of casual staff did not allow for assistant principals to engage as instructional leaders and the opportunity to collaborate substantially was limited.

In 2024, we will work towards our identified progress measures by:

- Ensuring that staffing structures enable every teacher to participate in regular collaborative practice. Collaborative practice will be referred to as Community of Practice. Each teaching team will participate in a collaborative full day session called Community of Practice (CoP) at least twice per term. CoP sessions will provide the opportunity to build knowledge of new syllabuses; analyse student progress data, collaboratively plan for future teaching and learning cycles, collaboratively develop Units of Learning, observe the practice of others.
- Changing to the role of assistant principals and staffing structures will allow for dedicated in-class instructional leadership consisting of modelling, coaching and shoulder to shoulder.

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 staff attendance by 3.5% from the 2018 baseline of 80.1%.</p>	<p>Staff attendance has grown from 80.1% in the 2018 baseline to 85.37% in 2023. The increase has met and surpassed the 2023 progress measure.</p>
<p>The 2023 People Matter Survey, indicates:</p> <p>Growth in the "employee engagement" rate from 52% and match or better the sector rate.</p> <p>Growth in the "teamwork and collaboration" rate from 51% and match or better the sector rate.</p>	<p>The results from the 2023 People Matter Employee Survey, showed 70.52% of employees to experience positive 'employee engagement'. This increase surpassed the average positive result against other schools in the Liverpool network, that was 62.39%. While 50% reflected positively in relation to 'teamwork and collaboration', which was below the Liverpool network average, 62.11%.</p>
<p>On track to move to sustaining and growing in the Learning Domain.</p> <p>On track to move to excelling in the Leading Domain.</p>	<p>The two elements in the Learning Domain assessed as 'sustaining and growing'. Several changes to school leadership during 2023, have stalled movement to excelling in the leading Domain.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$666.74</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"> • Excellence in Student Wellbeing and Engagement <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: Stronger support for our refugee students through targeted teaching and learning. Improved parent engagement to support student learning goals and families. Bilingual SLSOs supported enhanced communication and understanding of student goals and progress for parents.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional bilingual staff to support teaching and learning and to support engagement with parents.</p>
<p>Socio-economic background</p> <p>\$179,219.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Les Powell 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"> • Excellence in Accountable Teaching, Learning and Reporting • Excellence in Student Wellbeing and Engagement • Trusted, Reflective, Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through speech therapy to support student learning • employment of additional staff to support communication program implementation • employment of external providers (speech therapist; music therapist; and occupational therapist) to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Increased student engagement which supported student learning outcomes. All students have had access to a speech therapist. Some students have had access to a occupational therapist. Through professional development provided by consultant therapists, staff have broadened their knowledge of ways to support communication and developed great repertoire of strategies to for behaviour support and management.</p> <p>After evaluation, the next steps to support our students will be: Continue to fund additional SLSO staff to support identified student needs. Continue to employ speech, occupational and music therapists to support students wellbeing and engagement and provide consultation to teaching staff.</p>
<p>Aboriginal background</p> <p>\$1,905.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Les Powell 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</p>

<p>Aboriginal background</p> <p>\$1,905.58</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Student Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: School song created to incorporate Dharug language. Additional resources created for incorporating Dharug language into the classrooms.</p> <p>After evaluation, the next steps to support our students will be: continue to employ specialist SLSOs to support Aboriginal students in 2024.</p>
<p>English language proficiency</p> <p>\$23,429.90</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Les Powell 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"> • Excellence in Accountable Teaching, Learning and Reporting • Excellence in Student Wellbeing and Engagement • Trusted, Reflective, Collaborative Practice <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: Increased achievement of communication and literacy goals. 92% of our EAL/D students made progress towards achieving their communication goals.</p> <p>After evaluation, the next steps to support our students will be: Professional learning to deepen teacher knowledge of the use of the EAL/D Learning Progressions. Opportunities for teacher observation to better inform planning, identify interventions, modify teaching practice, and monitor student progress.</p>
<p>Professional learning</p> <p>\$22,314.67</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 Les Powell 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"> • Trusted, Reflective, Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators, for example, speech therapy strategies to support communication; occupational therapy to support student self-regulation; key word sign <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - integration of strategies into the classroom to support communication of individual and groups of students - integration of strategies into the to support student self-regulation, engagement in learning and social interaction <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - professional learning to support implementation of new syllabuses and curriculum reforms - continued professional learning provided by occupational therapist and

Professional learning \$22,314.67	<p>speech therapist to build teacher strategies to support student learning and engagement</p> <ul style="list-style-type: none"> - comprehensive, structured opportunities for teachers to collaborate to support the learning and engagement of every student at Les Powell School
QTSS release \$17,755.20	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Les Powell 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"> • Excellence in Student Wellbeing and Engagement • Trusted, Reflective, Collaborative Practice <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 as instructional leaders <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased use of data collected from SWANS to create individual SMART goals for students and provide targeted supports. - Enhanced student engagement and participation in learning <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - provide release time for teachers to collaborate to use data to inform planning, identify interventions, and modify teaching practice
COVID ILSP \$38,700.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy (communication) • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>COVID ILSP has allowed for the employment of external service providers - speech therapist and occupational therapist along with employment of additional teacher time to provide targeted intervention of students in relation to their selected communication SMART goals and engagement during literacy and numeracy learning. 92% of students made progress towards achieving their communication goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to provide targeted individual and small group intervention to support communication, literacy and numeracy - To provide professional learning for staff that builds on current practices to ensure programs continue in 2024 - Increase use of communication systems to support students' responses and engagement in the learning activities, including LAMP, PODD, Proloquo2Go and Key Word Sign
SSP supplementary funding \$350,383.22	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Les Powell School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>SSP supplementary funding</p> <p>\$350,383.22</p>	<ul style="list-style-type: none"> • Excellence in Accountable Teaching, Learning and Reporting • Excellence in Student Wellbeing and Engagement • Trusted, Reflective, Collaborative Practice <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of external support services including the engagement of dedicated specialists to address areas of specific student need • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased time for student to have one-to-one support to support their individual learning and support goals leading to greater achievement of student goals - Increased time for students to have one-to-one support for personal care and health care while leaving additional staff available to focus on student learning and engagement - Additional staff to support student behaviour regulation leading to reduction behaviour incidents and student more able to self-regulate <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to fund additional staff to support student learning and engagement while providing required health care and personal care. Executive release to provide instructional leadership to support teacher development.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	46	44	41	42
Girls	29	31	34	31

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	10.34
Teacher Librarian	0.4
School Counsellor	0.6
School Administration and Support Staff	14.82

*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	731,507.16
Revenue	4,631,881.13
Appropriation	4,510,557.00
Grants and contributions	114,096.47
Investment income	7,227.66
Expenses	-4,964,814.63
Employee related	-4,014,160.44
Operating expenses	-950,654.19
Surplus / deficit for the year	-332,933.50
Closing Balance	398,573.66

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	667
Equity Total	204,555
Equity - Aboriginal	1,906
Equity - Socio-economic	179,219
Equity - Language	23,430
Equity - Disability	0
Base Total	3,293,021
Base - Per Capita	41,787
Base - Location	0
Base - Other	3,251,234
Other Total	599,163
Grand Total	4,097,406

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 voice

Les Powell School recognises the importance of partnering and connecting with families to support successful student learning. Each year the school engages in a variety of engagement activities with families including new parent school orientation, Personalised Learning and Support Plan meetings, annual student review meetings, transition meetings, Meet the Principal morning tea, and other stakeholder engagements as needed. To ensure that all parents are heard, translators and interpreters are frequently engaged to support communication between home and school.

10% of parents responded to the Tell Them From Me survey in 2023. Although the number of respondents was small, there was consistency in the responses in most areas. Results indicated that Les Powell School's strengths are in the areas of Parents feel Welcome, Parents are Informed, School Supports Learning, and Safety at School. More specifically, in the area of Parents Feel Welcome, Les Powell School scored highly in 'I feel welcome when I visit the school', 'teachers listen to concerns I have', and 'I am well informed about school activities'. In the area of Parents Feel Informed, parents and carers feel that 'If there were concerns with my child's behaviour at school, the teachers would inform me immediately', and 'I am informed about my child's behaviour at school, whether positive or negative'. In the area of School Supports Learning, parents and carers felt that 'teachers show an interest in my child's learning', 'my child is encouraged to do his or her best work', and 'teachers take account of my child's needs, abilities, and interests'. In the area of Safety at School, parents and carers identified that, 'my child feels safe at school' and 'my child feels safe going to and from school'. The area of Inclusive School scored highly except for 'teachers help students develop positive friendships'.

Areas for improvement were identified as; School Supports Positive Behaviour and Parents Support Learning at Home. More specifically, in School Supports Positive Behaviour, parents indicated that 'teachers expect my child to pay attention in class', 'teachers maintain control of their class/es', and 'my child is clear about the rules for school behaviour'. In the area of Parents Support Learning at Home, Les Powell School scored poorly in, 'talking about feelings towards other children at school', and 'asking about any challenges your child might have at school'.

Teacher voice

Staff voice was sought through the People Matter Employee survey (all staff) and Tell them From Me survey (teachers only).

The response rate for the People Matter Employee survey was 89%, an increase of 14% when compared with 2022. In this survey, the areas the Les Powell School scored highly were: Ethics and values: 'I understand what ethical behaviour means within my workplace' and 'I support my organisation's values'; Employee engagement: 'My organisation motivates me to help it achieve its goals' and 'I am proud to tell others I work for my organisation'; Grievance handling: 'If I experience a grievance at work, I would be comfortable in raising it with my organisation'.

Some areas for improvement were: Decision making and accountability: 'People in my organisation take responsibility for their own actions'; Teamwork and collaboration: 'There is good co-operation between teams across my organisation'; and Communication and change management: 'Change is managed well in my organisation'.

The response rate for the Tell Them From me survey was 93%. The survey results showed that teachers felt the school was performing well in the areas of Inclusive School and Parent Involvement. However, the teachers scored the school below the NSW Government norm in the areas of Technology, Teaching Strategies, Data Informs Practice, Learning Culture, Collaboration and Leadership.

Student voice

In 2023, there was significant focus improving student communication to increase student voice. This involved employing a speech therapist to work with teachers and students, the purchase of Boardmaker software to support teachers to make visual resources, increase use of students' personal communication devices and professional learning to build the capacity of staff to use Key Word Sign with students. Through targeted learning goals and strategies, students were supported to make choices in the classroom through a variety of communication means. This is an area that will continue to expand and allow for more student voice in the learning and areas that affect them.

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.