

2023 Annual Report

Tirriwirri School



TIRRIWIRRI SCHOOL

5770

Introduction

The Annual Report for 2023 is provided to the community of Tirriwirri 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

Tirriwirri School

Alanbar Street

Karabar, 2620

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

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

02 6206 2500

School vision

Our community will work together innovatively and creatively to enable all learners to realise their hopes, dreams, and aspirations. Respectful relationships and safe environments nurture the growth of independent and confident individuals who can communicate in the world around them.

School context

Tirriwirri School opened at the beginning of 2021. It is located in Queanbeyan and caters to 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 neurodevelopmental disorder. The school has the capacity for 7 classes. Currently, there are 5 classes of mixed ability, each class has a maximum of 8 students, with 6 Aboriginal students and 2 students having English as an Additional Language or Dialect. In addition to the teacher, a school learning and support officer provides assistance in each classroom to the teacher to deliver high quality, personalised 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 priorities 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, innovative, 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 developing transition programs that enable students to grow and achieve success. The promotion of a collaborative professional learning culture driven by the analysis of student data and focused upon the development of teachers, knowledge, skills, and understanding will be the key to improving student outcomes.

Tirriwirri School is an inclusive setting that promotes learning, teaching, and leading for all learners. The school values and beliefs reflect the commitment towards developing strong partnerships with parents/carers, external agencies, and therapeutic providers. A commitment has been made to developing connections within the community to promote the school and establish connections that will nurture the growth of our students.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
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

Our purpose is to provide high quality teaching and learning using a clear and consistent approach to literacy and numeracy assessment, catering for the diverse learning needs of our students and supporting them to achieve their personal learning priorities.

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.

- Whole school approach to learning
- Personalised learning

Resources allocated to this strategic direction

SSP supplementary funding
QTSS release
Aboriginal background
Professional learning
Beginning teacher support
AP Curriculum & Instruction
English language proficiency

Summary of progress

Whole school approach to assessment has been a focus for 2023, with expertise being developed in a range of Assessment tools. Educators have utilised evidence-based resources through the lens of knowing students and how they learn and ensuring all students with disability access quality teaching and learning resources and strategies. Term 4 reflection activities resulted in all classroom teachers triangulating data and identifying 3 or more quality assessment resources used to assess, plan and teach resulting in improved student outcomes. Evidence-based resources used by teachers included Passport for Learning, Literacy and Numeracy Progressions, SWANS, Best Start, IfSR-NP Number and Place Value as well as other resources in the ALAN suite. 8% of students in Years 3,5 or 7 participated in NAPLAN.

Personalised learning has been embedded and developed to align with high quality support for students with disabilities and their families. Process and practices have been strategically planned to develop a whole school approach that meets policy and legislative requirements. 100% of students in Tirriwirri School have Personalised Learning and Support Plans (PLSP), supported by Health Care Plans, Behaviour Support Plans, Risk Assessments and Personal Care Plans as required. 10% of students are engaged in Complex Case management which involves the team around the students and the team around the school. Teachers and Executive meet with parents a minimum of 3 times in formal meetings; 2 for PLSP planning for explicit student goals and 1 for the Annual Placement Review meeting. Other meetings are negotiated with parents/carers and teachers as required. Personalised Learning Support Plans supports adjustments to teaching programs, so every student is highly engaged and successful. Staff, including teaching staff and Student Learning Support Officers, have engaged in a whole school professional learning through the Berry Street model of classroom management, planning for quality learning and professional practice aligned to the Australian Professional Standards for teachers.

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
Improve the school's self-assessment level in the Learning Domain theme Assessment of working towards delivering to delivering against the School Excellence Framework.	The school is working towards a whole school assessment approach with developing expertise and use of assessment tools and resources for students with complex needs. Teachers have been engaged in quality professional learning. Evidence based assessment tools have been implemented in teaching and learning with all students in all classrooms. The school is delivering systemic approaches and monitoring of impact and applicability of assessment resources. Assessment approaches have informed quality, personalised teaching and learning, meaningful SMART

<p>Improve the school's self-assessment level in the Learning Domain theme Assessment of working towards delivering to delivering against the School Excellence Framework.</p>	<p>goals and reporting to parents.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the Learning Domian theme Assessment.</p>
<p>Improve the school's self-assessment level in the Wellbeing Individual Learning needs theme to delivering against the School Excellence Framework.</p>	<p>Tirriwirri school staff are working at Sustaining and Growing in the strategic Improvement of Personalised Learning. Individual student learning and well being needs are prioritised, identified and supported through evidence-informed approaches and programs. This includes targeted support for vulnerable students. A whole school approach has been developed that sustains comprehensive and cohesive planning with parents and carers.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the Learning Domain theme Wellbeing Individual Learning needs.</p>

Strategic Direction 2: Culture of connection and belonging

Purpose

Our purpose is to work together with parents/carers, and the greater community to support students achieve their personalised learning priorities and to create a culture of connection and belonging.

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.

- Community engagement
- Transition and continuity

Resources allocated to this strategic direction

SSP supplementary funding
English language proficiency
Socio-economic background

Summary of progress

Parents, Carers and community members have the opportunity to engage in a range of school related activities to support students which help to provide personalised support and a cohesive educational community and enhanced sense of belonging. This has been established through regular parents, carer and stakeholder meetings, for goal setting, personalised support, behaviour and health care planning. Tirriwirri educators have actively engaged with the community of schools to support students in a range of settings and to develop staff capacity to enhance inclusive practices for all students. End of 2023 Tell Them from Me (TTFM) survey questions resulted in a 30% response rate from parents and carers. Six TTFM questions presented a 100% satisfaction rate. Feedback in three areas were parents seeking more information on school activities. 88% of parents who responded have attended parent inclusive activities. While the response rate to the survey was low, this indicates there is a need to look at other ways of promoting parent and carer voice and opportunities for feedback.

Tirriwirri School has focused on learning and transitions and ongoing performance improvement throughout the school community. The school has implemented practices that plan for student transitions, into a new school setting across all stages and post school. The school engages with and clearly communicates its transition activities to the school community. The school has established consistent schedules and timelines for transitions into and out of school, including early interventions and post school opportunities, across stages with regular and timely communication with parents, carers and community. Tirriwirri school has established strong connections with the team around the child and the team around the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improve the school's self-assessment level in the element of Educational Leadership focusing on the theme community engagement towards sustaining and growing against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the element of Educational Leadership theme of community engagement.
Improve the school's self-assessment level in the Learning Culture theme Transitions and continuity of learning of working towards delivering to delivering against the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the theme of Transitions and continuity of learning.
Increase the proportion of students	Attendance data indicates the proportion of students attending school 90%

attending 90% or more of the time by 4.1% from baseline data.

of the time or more has decreased by 13.63% from baseline data indicating the school has not achieved the system negotiated target. However, the school has increased by 37.68% since 2022.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,709.79</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tirriwirri 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"> • Community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • staff release to increase community engagement • employment of SLSO to support students with additional learning needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: SSP supplementary funding, English language proficiency - flexible, Socio-economic background - flexible were combined. This resulted in the following impact;</p> <p>PEO delivered PL to Leadership team resulting in increased knowledge, skills and confidence relating to attendance. Increased attendance of DoE staff and external providers at PLSP meetings. Increased knowledge, skills and confidence of staff with professional learning in trauma-informed practices. All students made progress on PLSP goals as indicated by internal school data. Increased community engagement and acknowledgement of SSP programs and supports undertaken.</p> <p>After evaluation, the next steps to support our students will be: Continue to follow up with Sentral to sort issues with attendance monitoring procedures and flow charts. Increasing Family communication by continuing to build an effective strategy to build student voice through feedback and reflections. Investigate NSW DoE communication platforms that suit parents.</p>
<p>Aboriginal background</p> <p>\$3,439.01</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tirriwirri 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"> • Whole school approach to learning <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • Engagement of Professional learning - Aboriginal Pedagogy course <p>The allocation of this funding has resulted in the following impact: SSP supplementary funding, QTSS release, Aboriginal background - flexible, Professional learning, Beginning teacher support, AP Curriculum & Instruction, English language proficiency - flexible were combined.</p>

<p>Aboriginal background</p> <p>\$3,439.01</p>	<p>This resulted in the following impact; Increased clarity of syllabus requirements through implementation of new scope and sequence and curriculum planning to include Aboriginal perspectives. APC&I and Deputy Principal built team capacity in explicit teaching practices and NESA and DoE requirements. Increased student engagement through support of behaviour plans, trauma-informed practices and personalised learning for students.</p> <p>After evaluation, the next steps to support our students will be: Continuation of our whole school approach to learning initiative through combining funding to explore differing approaches to feedback with staff and students. Refining expectations of best practices in explicit teaching and documentation through quality teaching and learning programs aligned to NESA requirements.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tirriwirri 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"> • Whole school approach to learning • Community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: SSP supplementary funding, English language proficiency - flexible, Socio-economic background - flexible were combined. This resulted in the following impact;</p> <p>PEO delivered PL to Leadership team resulting in increased knowledge, skills and confidence relating to attendance. Increased attendance of DoE staff and external providers at PLSP meetings. Increased knowledge, skills and confidence of staff with professional learning in trauma-informed practices. All students made progress on PLSP goals as indicated by internal school data. Increased community engagement and acknowledgement of SSP programs and supports undertaken.</p> <p>After evaluation, the next steps to support our students will be: Continue to follow up with Sentral to sort issues with attendance monitoring procedures and flow charts. Increasing Family communication by continuing to build an effective strategy to build student voice through feedback and reflections. Investigate NSW DoE communication platforms that suit parents.</p>
<p>Professional learning</p> <p>\$19,276.96</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 Tirriwirri 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"> • Whole school approach to learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • other methods of learning designed to improve student outcomes.

<p>Professional learning</p> <p>\$19,276.96</p>	<p>The allocation of this funding has resulted in the following impact: SSP supplementary funding, QTSS release, Aboriginal background - flexible, Professional learning, Beginning teacher support, AP Curriculum & Instruction, English language proficiency - flexible were combined. This resulted in the following impact; Increased clarity of syllabus requirements through implementation of new scope and sequence and curriculum planning to include Aboriginal perspectives. APC&I and Deputy Principal built team capacity in explicit teaching practices and NESA and DoE requirements, Increased student engagement through support of behaviour plans, trauma-informed practices and personalised learning for students.</p> <p>After evaluation, the next steps to support our students will be: Continuation of our whole school approach to learning initiative through combining funding to explore differing approaches to feedback with staff and students. Refining expectations of best practices in explicit teaching and documentation through quality teaching and learning programs aligned to NESA requirements.</p>
<p>Beginning teacher support</p> <p>\$31,346.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Tirriwirri 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"> • Whole school approach to learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provided coaching and mentoring for beginning teachers and support to begin accreditation at proficient level. <p>The allocation of this funding has resulted in the following impact: SSP supplementary funding, QTSS release, Aboriginal background - flexible, Professional learning, Beginning teacher support, AP Curriculum & Instruction, English language proficiency - flexible were combined. This resulted in the following impact; Increased clarity of syllabus requirements through implementation of new scope and sequence and curriculum planning to include Aboriginal perspectives. APC&I and Deputy Principal built team capacity in explicit teaching practices and NESA and DoE requirements, Increased student engagement through support of behaviour plans, trauma informed practices and personalised learning for students. Increased knowledge, skills and confidence of beginning teachers through mentorship and coaching as evidenced through PDPs, professional discussions and classroom observations.</p> <p>After evaluation, the next steps to support our students will be: We will not receive any beginning teacher funding in 2024.</p>
<p>QTSS release</p> <p>\$10,653.12</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tirriwirri 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"> • Whole school approach to learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum

<p>QTSS release</p> <p>\$10,653.12</p>	<p>The allocation of this funding has resulted in the following impact: SSP supplementary funding, QTSS release, Aboriginal background - flexible, Professional learning, Beginning teacher support, AP Curriculum & Instruction, English language proficiency - flexible were combined. This resulted in the following impact; Increased clarity of syllabus requirements through implementation of new scope and sequence and curriculum planning to include Aboriginal perspectives. APC&I and Deputy Principal built team capacity in explicit teaching practices and NESA and DoE requirements, Increased student engagement through support of behaviour plans, trauma-informed practices and personalised learning for students.</p> <p>After evaluation, the next steps to support our students will be: Continuation of our whole school approach to learning initiative through combining funding to explore differing approaches to feedback with staff and students. Refining expectations of best practices in explicit teaching and documentation through quality teaching and learning programs aligned to NESA requirements.</p>
<p>COVID ILSP</p> <p>\$11,927.82</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing intensive small group tuition for identified students who were... • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Allied Health Professional (Speech) has worked with Leadership team and teachers to establish a whole school approach to AAC systems. Visuals are consistent across all areas of the school. Visual schedules, social stories, learning resources are consistent. LAMP system on devices are in every classroom, on every smartboard and teacher devices. Low tech print outs of LAMP home pages are used as chat boards in classrooms. Allied Health professional has worked with students (small groups or 1:1) to implement the LAMP communication model. Learning is personalised and all students have made progress and built familiarity with the system.</p> <p>After evaluation, the next steps to support our students will be: Continue whole school approach to Communication. Continue small group learning with Pre-service teachers or SLSOs undertaking professional learning in Initialit, to continue small group or 1:1 personalised learning. We will not be continuing with the Allied Health Professional commitment.</p>
<p>SSP supplementary funding</p> <p>\$204,390.21</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Tirriwirri 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"> • Whole school approach to learning • Personalised learning • Community engagement

<p>SSP supplementary funding</p> <p>\$204,390.21</p>	<ul style="list-style-type: none"> • Transition and continuity <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 • employment of additional staff to support in the creation of high-quality teaching and learning programs • engagement of Instructional Leader to support student growth and attainment outcomes • employment of staff to improve the communication between the school and external stakeholders <p>The allocation of this funding has resulted in the following impact: SSP supplementary funding, English language proficiency - flexible, Socio-economic background - flexible were combined. This resulted in the following impact;</p> <p>PEO delivered PL to Leadership team resulting in increased knowledge, skills and confidence relating to attendance. Increased attendance of DOE staff and external providers at PLSP meetings. Increased knowledge, skills and confidence of staff with professional learning in trauma informed practices. All students made progress on PLSP goals as indicated by internal school data. Increased community engagement and acknowledgement of SSP programs and supports undertaken.</p> <p>After evaluation, the next steps to support our students will be: Continue to follow up with Sentral to sort issues with attendance monitoring procedures and flow charts. Increasing Family communication by continuing to build an effective strategy to build student voice through feedback and reflections. Investigate NSW DoE communication platforms that suit parents.</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"> • Whole school approach to learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: SSP supplementary funding, QTSS release, Aboriginal background - flexible, Professional learning, Beginning teacher support, AP Curriculum & Instruction, English language proficiency - flexible were combined. This resulted in the following impact; Increased clarity of syllabus requirements through implementation of new scope and sequence and curriculum planning to include Aboriginal perspectives. APC&I and Deputy Principal built team capacity in explicit teaching practices and NESA and DoE requirements, Increased student engagement through support of behaviour plans, trauma-informed practices and personalised learning for students.</p>

AP Curriculum & Instruction

\$31,017.60

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

Continuation of our whole school approach to learning initiative through combining funding to explore differing approaches to feedback with staff and students. Refining expectations of best practices in explicit teaching and documentation through quality teaching and learning programs aligned to NESA requirements.

Student information

Student enrolment profile

Students	Enrolments		
	2021	2022	2023
Boys	6	20	27
Girls	5	6	6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	4.93
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	8.17

*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	335,056.22
Revenue	2,759,120.29
Appropriation	2,754,859.99
Sale of Goods and Services	2,769.84
Grants and contributions	1,161.00
Investment income	329.46
Expenses	-2,573,620.58
Employee related	-2,242,763.47
Operating expenses	-330,857.11
Surplus / deficit for the year	185,499.71
Closing Balance	520,555.93

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

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

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	9,549
Equity - Aboriginal	3,439
Equity - Socio-economic	3,710
Equity - Language	2,400
Equity - Disability	0
Base Total	1,845,442
Base - Per Capita	20,894
Base - Location	0
Base - Other	1,824,549
Other Total	753,246
Grand Total	2,608,237

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.

Students

Student Personalised Learning and Support Plans were developed at the beginning of 2023 in consultation with students and families and reviewed in Term 3 and 4. Student participation in the process is valued and students contribute to their plan by identifying (to their teacher and parent/carer) what is important to them, what activities they enjoy at school and outside school, what is important to them and what they would like to do better in the next 12 months. In 2024 we will work towards increasing student participation and voice in the personalised learning and support process. To enable students to become independent and confident, greater involvement in the community and increased work placement opportunities will be a focus.

Parents/Carers

Feedback from parents/caregivers in 2023 indicated the following:

- 100% felt welcome when they visit the school.
- 90% felt they could easily speak to their child's teacher.
- 80% felt they were well informed about school activities.
- 100% felt their child's teacher listened to any concerns they had.
- 88% felt they could easily speak to the principal.
- 100% said written information from the school was clear, and easy to understand.
- 80% said their child's reports were clear and useful.
- 80% attended parent/carer inclusive activities at the school.
- 100% felt the school's administration staff were helpful.

All parents/carers were given the opportunity to participate in the feedback process and approximately 40% completed the survey resulting in the above outcomes.

The focus in 2024 will be continued improvement across all communication and engagement practices involving parents, carers and the wider community. Staff will focus on developing the School Activity Planner which will provide an overview to parents/caregivers of whole school activities including parent/carer inclusive activities.

Staff

Staff were surveyed across the school in 2023 and feedback indicated the following:

- 60% felt their performance was assessed against clear criteria.
- 90% had at least one scheduled feedback conversation with a supervisor.
- 100% felt they had received the training and development needed to do their job well.
- 70% felt staff members treated each other with respect.
- 70% felt that there are enough resources in the organisation to support employee wellbeing.
- 100% were satisfied with the workplace practices designed to help manage staff wellbeing.
- 100% felt their job gave them personal accomplishment.
- 100% felt motivated to contribute to their workplace.
- 80% were overall satisfied with their job.

All staff were given the opportunity to participate in the feedback process and approximately 50% completed the survey resulting in the above outcomes.

The focus in 2024 will be building the capacity and confidence of staff to use assessment data to inform learning programs. The leadership team will look for regular opportunities to celebrate student and staff achievement to build momentum towards achieving school improvement. Staff well-being will be a high priority in 2024.

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.