2023 Annual Report

Orange Public School

7307

Introduction

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

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

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Orange Public School

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School vision

We are focussed on quality teaching and personalised learning, inclusive of parent community. We strive for excellence in consistency of processes towards growth in achievement, well-being and extra curricular opportunities.

School context

Orange Public School is a school steeped in heritage and a history of fine traditions. Located in the centre of the CBD, Orange Public school boasts a split site and is able to cater to its population of 750 students across two campuses. . Academic achievement, sporting prowess, and cultural immersion are embedded in everyday curriculum. High expectations are in place for all students as they actively engage in learning both in and out of the classrooms. Each classroom is equipped with the latest in technology and teachers are highly professional and well trained in the needs of the 21st-century learner. 'Deeds, not Words', our school motto, is evidenced by the implementation of the Resilience Project/ Kids Matter Program that children instill in theory and practice throughout the year. Children at OPS come from a wide variety of socio-economic and cultural backgrounds, with a 9% Aboriginal Enrolment and 9% EALD enrolment. We work in collaboration with our highly active P&C to provide our students with outstanding educational facilities and opportunities. The school has developed strong community partnerships that enhance student wellbeing and engagement.

As a result of rigorous situational analysis, our school focus for the School Improvement Plan is student growth and attainment, explicit teaching, and community engagement.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	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	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

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.

- Evidenced based practices in Reading
- Explicit teaching in Numeracy

Resources allocated to this strategic direction

Integration funding support
QTSS release
Aboriginal background
Socio-economic background
New Arrivals Program

Summary of progress

In 2023, our initiatives for evidence-based practices in Reading and explicit teaching in Numeracy focused on the successful implementation of the K-2 English and Mathematics syllabuses, with preparation for the 3-6 implementation in 2024.

In Reading, we established rigorous assessment practices in K-2 through the Sparkle Assessment, ensuring the acquisition of quality data in phonic knowledge, reading fluency, and comprehension to inform teaching and learning. Reflecting on the collected data, we developed comprehensive teaching and learning programs tailored to meet student needs, embedding evidence-based practices. We introduced structured literacy blocks where phonemic awareness, phonics, vocabulary, spelling, fluency, and comprehension were explicitly taught using the gradual response to intervention model.

In grades 3-6, teachers were supported through the implementation of comprehensive professional learning on the structure and content of the 2024 syllabus. New learning focused on comprehension through vocabulary instruction and deepening our understanding of understanding and responding to literature.

In Numeracy, we introduced new maths units in K-2 and discontinued the practice of streaming Maths classes in grades 3-6. Teachers were supported in embedding open-ended questions into teaching units to foster differentiation and fluency in reasoning. Teachers in grades 3-6 engaged in extensive professional learning, deepening their knowledge of the connectedness approach to teaching maths in the new syllabus. In K-2, we established assessment and recording practices using areas of focus in PLAN 2 K-2. Teachers tracked and recorded student progress in Number and Place Value, Counting Processes, and Additive strategies.

Across both Reading and Numeracy, we introduced the Daily Review as part of our literacy and numeracy block. The Daily Review assists in strengthening student understanding of content taught through spaced, interleaved retrieval practice. This intentional practice contributes to enhanced long-term retention and reinforces key concepts, aligning with our commitment to continuous improvement in both literacy and numeracy education.

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
Match the mean state-scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment	Students in Year 3 have exceeded the mean state score of 57.7% in Reading by 1%, achieving a score of 58.7%. Students in Year 5 have not yet met the state mean score of 55.8% in

Match the mean state-scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment	Reading, achieving a score of 52.1%.
Match the mean state scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.	Students in Year 3 have exceeded the mean state score of 65.7% in Numeracy by 2%, achieving a score of 67.7% Students in Year 5 have not yet met the state mean score of 65.2% in Numeracy, achieving a score of 62%.

Strategic Direction 2: Teacher development in explicit teaching.

Purpose

To enhance teaching capability, and delivery of explicit, whole school, evidence-based programs, that identify student needs, ensuring student expected growth.

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.

- Visible Learning: School Impact Process
- Effective feedback

Resources allocated to this strategic direction

Professional learning
English language proficiency

Summary of progress

2023 was the final year of all staff formal training connected with Visible Learning as a part of our ongoing Corwin Professional Package. This package has continued to be our focus despite the regular impacts of the pandemic in the timelines and delivery methods of this professional learning. Teachers have committed to the key foundations of this learning in their classrooms across the school.

Learning Dispositions across the school have also been an ongoing focus. Teachers completed 2 learning sessions reiterating the use of the dispositions and the associated resourcing for consistency across the school. Weekly focus announcements, reward system that reinforces the focus and individual class learning sessions are in place.

As a school, Effective feedback is where we have seen an increasing strategy repertoire in use and a positive student response to these strategies. Individualised and timely, time efficient feedback strategies are constantly shared, trialled, reviewed and improved for reimplentation. The way we communicate progress to parents, including at parent/teacher interviews and in semester reports also reflect this foundation.

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
70% of teachers observed using learning intentions and success criteria during planned walkthroughs. 90% of Teachers employ evidence-based effective teaching strategies, observed through planned walkthroughs.	The use of learning intentions and success criteria was noted in 84% of responses from inter grade observations across the school. Inter-grade observations completed by teams include supervisor walk-through. Principal, Deputy Principal walk-through are still informal with a need to focus and direct this as a valuable data collection opportunity currently being under-utilised. Teacher/teacher observations happen multiple times across grade teams, in short sessions with immediate peer feedback between teachers. Peer observation opportunities are highly valued by staff teams and evidence in feedback received via survey. Evidence-based effective teaching strategies are employed generally across the school, including over 90% of teachers. Deputy Principal, Assistant Principal informal walk-through supported with evidence from team planning of teaching programs also evidences this progress. Multiple professional learning in grade teams contributed to the knowledge base of classroom teachers in evidence-based effective teaching strategies.

Strategic Direction 3: Community partnerships and engagement

Purpose

To strengthen connections with the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued and catered for.

To provide parents with multiple opportunities to engage in their child's learning.

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.

- Improved student wellbeing and attendance.
- Enhancing and sustaining relationships through Community Engagement

Resources allocated to this strategic direction

Summary of progress

Significant progress has been made towards initiatives aimed at improving student well-being and attendance, as well as enhancing and sustaining relationships through community engagement. The implementation of targeted strategies, such as the introduction a Wellbeing team, attendance assessments, and case management protocols, has positively impacted student well-being. The establishment of consistent and predictable routines, including Circle protocols, has contributed to a positive school environment, with a particular focus on gratitude during these sessions fostering happiness and support among students. Additionally, a noteworthy 80% of parents report feeling valued and welcomed as partners in their child's learning, indicating successful community engagement efforts. Overall, these initiatives reflect a holistic approach to education, emphasizing the importance of well-being, attendance, and strong community-school relationships.

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
86.4% of students attend school throughout the year.	Ongoing attendance assessments conducted by the Deputy and Learning Support Team (LST) have been integral to maintaining a proactive approach to student attendance. Teachers were consistently prompted to address attendance concerns, leading to the establishment of case management protocols for students with lower attendance rates. This dedicated case management approach has not only effectively managed attendance issues but has also succeeded in maintaining positive relationships with the families of at-risk students.
	Looking ahead to 2024, the commitment to enhancing attendance will persist through the implementation of weekly attendance meetings. Students falling below the 85% attendance threshold will continue to benefit from personalised case management, emphasizing strong connections with caregivers. The collaborative effort will extend beyond the school, linking families with necessary support agencies as needed. This comprehensive approach ensures a continued focus on attendance improvement, reinforcing the school's dedication to the overall well-being and educational journey of its students.
Student wellbeing measured through Tell Then From Me surveys indicate 80% of students feel supported and happy in their school environment.	The newly established Wellbeing team has successfully integrated key components of the Berry St Education Model, The Resilience Project, and Stronger Smarter. The initial rollout of the Berry St Education Model (BSEM) in select lighthouse classrooms included the introduction of school practices such as Circle protocols. This initiative involved the negotiation of Ready to Learn plans for students with significant behavioral support needs, with the

Student wellbeing measured through Tell Then From Me surveys indicate 80% of students feel supported and happy in their school environment.	allocation of School Learning Support Officers (SLSOs) to provide assistance for children with these plans. A cornerstone of the school's approach has been the implementation of consistent and predictable routines, exemplified by Circle protocols. These protocols serve as a platform for staff and students to engage in check-ins during each transition, effectively framing expectations and nurturing meaningful relationships across the curriculum. The integration of daily focus on growing gratitude during these circle sessions has played a crucial role in fostering a positive atmosphere, contributing to students' overall sense of happiness and support within the school community. This holistic approach aligns with the school's commitment to enhancing the well-being of every student.
86.4% of students attend school throughout the year. Student wellbeing measured through Tell Then From Me surveys indicate 85% of students feel supported and happy in their school environment.	It's excellent to see tangible evidence of the positive impact of the BSEM strategy, Universal Positive Regard, on student well-being. The fact that 85% of students report feeling supported and happy in their school environment, as indicated by the Tell Them From Me surveys, suggests a strong correlation between the strategy's implementation and positive outcomes. This approach has significantly enhanced students' sense of happiness and support within the school environment. Teaching staff underwent training in Universal Positive Regard, employing it as a strategic tool to aid in the growth and development of the students throughout the year. This commitment to fostering a positive and supportive atmosphere underscores the school's dedication to the holistic well-being and progress of its students.

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Funding sources	Impact achieved this year
New Arrivals Program $19,434.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Orange Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidenced based practices in Reading • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** Identified students receiving intensive in-class support resulting in a high level of adjustment to allow students to engage with stage-level curriculum. **After evaluation, the next steps to support our students will be:** to continue to adapt and adjust dynamic Individual Education Plans to suit the needs of our learners.
Integration funding support $62,374.00	Integration funding support (IFS) allocations support eligible students at Orange Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidenced based practices in Reading **Overview of activities partially or fully funded with this targeted funding include:** • implementation of targeted programs to differentiate teaching and learning programs • staffing release for targeted professional learning around [course] **The allocation of this funding has resulted in the following impact:** Identified students receiving intensive in-class support resulting in a high level of adjustment to allow students to engage with stage-level curriculum. Staff are provided with necessary professional learning in reading initiatives to meet the needs of a diverse range of students, **After evaluation, the next steps to support our students will be:** to continue to adapt and adjust dynamic Individual Education Plans to suit the needs of our learners.
Socio-economic background $79,111.64	Socio-economic background equity loading is used to meet the additional learning needs of students at Orange Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidenced based practices in Reading **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support Decodable Reading program implementation.

Socio-economic background $79,111.64	**The allocation of this funding has resulted in the following impact:** Staff are using comprehensive assessment data to make informed instructional decisions to meet the needs of their students. Students received tiered intervention in reading instruction. **After evaluation, the next steps to support our students will be:** Review code-based phonics instruction in year 2 to ensure students have multiple exposures to new sounds, and opportunities to consolidate learning.
Aboriginal background $63,259.52	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orange Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidenced based practices in Reading **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** All Aboriginal students have a personalised learning pathway that outlines their learning goals and cultural goals. Students are supported and have a sense of belonging in our school. **After evaluation, the next steps to support our students will be:** A continued focus on developing literacy and numeracy achievement for Aboriginal students through personalised learning opportunities.
English language proficiency $45,948.46	English language proficiency equity loading provides support for students at all four phases of English language learning at Orange Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Visible Learning: School Impact Process **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** EALD students have targeted support in developing proficiency in English. **After evaluation, the next steps to support our students will be:** Continue to enhance EALD program through professional learning and programming review.
Low level adjustment for disability $236,731.22	Low level adjustment for disability equity loading provides support for students at Orange Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

Low level adjustment for disability $236,731.22	**The allocation of this funding has resulted in the following impact:** Identified students have had increased support in achieving grade and stage level outcomes. **After evaluation, the next steps to support our students will be:** Further development and movement of student growth across grades enhancing student ability.
Location $2,396.75	The location funding allocation is provided to Orange Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this operational funding include:** • technology resources to increase student engagement **The allocation of this funding has resulted in the following impact:** Purchase of an online platform for home reading of decodable texts. This will allow for the consolidation of phonics and phonological awareness instruction at home. **After evaluation, the next steps to support our students will be:** Implement DRA lesson sequences in phonics instruction K-3.
Professional learning $66,298.78	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 Orange Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Visible Learning: School Impact Process **Overview of activities partially or fully funded with this initiative funding include:** • course costs for staff undertaking recognised courses **The allocation of this funding has resulted in the following impact:** All staff have had comprehensive professional learning on Visible Learning through the School Impact Cycle resulting in strengthened teaching and learning. **After evaluation, the next steps to support our students will be:** Review and evaluate visible learning practices throughout 2024 to ensure consistency and quality review.
QTSS release $144,764.06	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Orange Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidenced based practices in Reading **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** Teachers received additional release to collaborate and effectively prepare and implement new syllabus documents.

QTSS release $144,764.06	**After evaluation, the next steps to support our students will be:** A review of the components of a literacy and numeracy block to ensure all areas of focus are evident.
COVID ILSP $112,929.08	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** Intensive reading support has been provided to students working towards expected stage outcomes. **After evaluation, the next steps to support our students will be:** Review structures for the provision of in-class support in 2024.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	369	385	377	386
Girls	327	340	338	357

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	96.2	94.4	92.3	92.3
1	95.3	92.8	92.2	93.4
2	94.3	93.7	92.8	93.3
3	93.7	91.8	92.6	93.5
4	93.3	92.2	90.4	93.4
5	93.8	91.1	91.6	91.3
6	94.8	91.5	89.7	90.8
All Years	94.5	92.5	91.7	92.6
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

* Families evacuating and relocating due to NSW floods

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

* Household members testing positive to COVID-19

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	8.4
Classroom Teacher(s)	33.85
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.87

*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	868,340.23
Revenue	9,168,240.23
Appropriation	8,838,179.89
Sale of Goods and Services	14,206.59
Grants and contributions	295,197.69
Investment income	15,793.56
Other revenue	4,862.50
Expenses	-9,114,666.52
Employee related	-8,130,780.83
Operating expenses	-983,885.69
Surplus / deficit for the year	53,573.71
Closing Balance	921,913.94

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	52,169
Equity Total	425,051
Equity - Aboriginal	63,260
Equity - Socio-economic	79,112
Equity - Language	45,948
Equity - Disability	236,731
Base Total	5,993,268
Base - Per Capita	192,129
Base - Location	2,397
Base - Other	5,798,742
Other Total	1,589,228
Grand Total	8,059,716

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

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Through surveys conducted, students were asked if they feel accepted and valued by their peers and by others at their school. Overwhelmingly students in this school had a high sense of belonging, with 87% enjoying coming to school each day. It was recorded that 92% of students in this school valued schooling outcomes with 90% had positive behaviour at school. Statistics show that 88% of students felt the school held positive Teacher- Student relationships. Parents indicated that 99% felt welcome at the school, whilst 96% felt they could speak easily to their child's teacher. Parents felt that 92% of all students in the school were clear on school expectations and 96% of students felt safe at school. 94% of parents felt the school had been consultative in relation to school planning and that 100% of parents believe that the schools P&C helped in improving the school. 94% of teachers at the school indicated that they felt well supported in their roles by executive staff and 93% enjoyed the challenges of teaching. 100% of staff felt they made consistent improvements to student wellbeing and academic progress.

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.