

2023 Annual Report

Plattsburg Public School



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Introduction

The Annual Report for 2023 is provided to the community of Plattsburg 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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School vision

Equipped for life

We maintain an inclusive environment which acknowledges and respects children from diverse family and cultural backgrounds. Outstanding outcomes in an inclusive environment - equipped for life.

School context

Our school is located in the suburb of Wallsend and has a proud history of having provided more than 150 years of public education to the community. We proudly acknowledge that we teach and learn on Awabakal land. Plattsburg has an average population of 201 with 28% identifying as Aboriginal and 12% as having a non-English speaking background. Aboriginal and EALD representation is steady across the last 3 consecutive years. School enrolment is traditionally affected by high rates of mobility and has, overall, been decreasing over the last 3 years.

The school has a strong focus on providing individualised learning opportunities for students to achieve. This includes significant access to technology, cultural experiences and alternative play opportunities.

Diversity is a key focus. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Non-Aboriginal students both share and engage in learning about Aboriginal culture, histories and experiences. The school has a collaborative relationship with the Muloobinbah AECG. The cultures, experiences and identity of students from non-English speaking backgrounds are valued and celebrated with a strong focus placed on supporting all students to achieve their full potential.

Plattsburg PS works in partnership with an innovative and motivated P&C and parent community to improve outcomes and school experiences for all students. Committed to the Callaghan Education Pathways (CEP) Plattsburg PS works in a close, highly professional and strategic partnership with both high school and primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across our collective learning communities, K-12.

Our situational analysis indicates the significance of promoting positive teacher-student relationships and encouraging students to maintain high expectations of themselves while staying motivated in their learning journey. These factors play a pivotal role in achieving academic success and holistic development.

To realise these factors, the bolstering of school systems that support differentiated learning across academic, social and emotional domains is essential. Such systems will enable the tailoring of educational approaches informed by student voice, interests and learning styles, thereby maximising learning potential. This information will also be leveraged to enable flexible pathways to teacher professional learning and resource development as new curriculums are introduced.

Findings also recognise the need to enhance systems of operation to effectively coordinate curriculum implementation that is characterised by quality resourcing, is informed by data-driven processes and regularly engages with both student and teacher feedback. By staying informed about each student's academic journey, we can authentically collaborate with families, ensuring they are part of the learning process and informed about their child's progress.

It is essential to extend these efforts to cater to high-potential students as well, as they also require specialised support and challenges to reach their fullest potential. By fostering a culture of positivity, high expectations, and motivation, we can create a nurturing learning environment that empowers all students to thrive and succeed.

A culturally safe place with highly collaborative practices underpinned by data driven processes, will drive how we work with our community to optimise student achievement.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

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

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.

- Differentiated Learning and Support
- Data Driven Practices

Resources allocated to this strategic direction

Refugee Student Support
Aboriginal background
English language proficiency
Low level adjustment for disability
Socio-economic background

Summary of progress

At PPS, a robust synergy between Wellbeing and Learning Culture fosters a student-centric school culture, dedicated to meeting the diverse needs of every student. Our comprehensive array of strategies and practices addresses academic, social, and emotional needs unique to our school environment. In the face of high mobility rates, our Wellbeing practices remain steadfast, structured, well-resourced, and adaptable, ensuring the active engagement of a dynamic array of stakeholders, all while prioritising the well-being of our students.

School Personalised Learning and Support Plans (PLSPs) evidence the collation of individual student performance data used to inform the setting of learning goals. This planning model demonstrates data informed decision making by teachers and a precise and systematic approach to improving student outcomes. Our cycle of analysis and interpretation of data facilitates the efficient, accurate and timely identification of the acquired skills and knowledge students demonstrate so that there is no time lag to explicit goal setting for future learning .

An AP (Wellbeing/EALD) is deployed to strategically respond to and develop whole school processes that provide consistent and differentiated support to complex students. Flexible timetabling supports initiatives. Differentiation is evidenced in the array of scheduled and daily activities available to students which include, Playstars, chess, DS, Aboriginal cultural dance/music, Federal Park games, Education Support Dogs, Soccer, Basketball, sandpit and Principal activities (student identified projects, fun, ideas). Across this myriad of positive social interaction is a daily opportunity for every student to engage in a positive and reciprocal relationship with an adult. The role of the AP Wellbeing/EALD is highly valued as evidenced by staff, student, parent and carer survey feedback.

In summary, these initiatives reflect a holistic and data-driven approach to education, emphasizing adaptability, individualised support, and the importance of a positive school culture in achieving overall student success. There is a demonstrated commitment to meeting the unique needs of every student, regardless of their challenges. The role of the AP Wellbeing/EALD working alongside the Learning and Support Team has been incredibly beneficial to every student.

In regard to Year 3 achievement it must be noted that 50% of the cohort have not been continuously enrolled at PPS for more than two years. This impacts on the efficacy of interventions. Within this cohort 77% have achieved growth. In Reading, for this same cohort, 77% have achieved growth.

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
Using Additive Strategies data 85% of students in years 3 and 5 achieve four	In the area of Additive Strategies 67% of students achieved expected growth of 4 levels of growth where 50% of Year 3 students achieved the

levels of growth.	target and 100% of Year 5 students achieved the target.
The percentage of students meeting expected growth in Reading using unfamiliar reads is at or above is 75%.	In the area of Readings 56% of students achieved expected growth of 5 levels of growth where 56% of Year 3 students achieved the target and 55% of Year 5 students achieved the target(with 82% at benchmark).

Strategic Direction 2: Wellbeing and attendance

Purpose

To drive a transparent and cohesive learning culture that has student cognitive, social and physical wellbeing at its centre.

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.

- Targeted Attendance Support
- Culturally safe practices

Resources allocated to this strategic direction

Summary of progress

Instead of relying solely on the DoE Everyday Matters campaign, the school implemented a communication strategy of maintaining regular contact through the school newsletter. A new message, "*Not being there makes easy things hard and hard things harder,*" was communicated to stress the importance of attendance in achieving academic success and a sense of belonging.

Feedback from a student focus group discussion identified that you come to school to learn and that if you do not come to school then you will fall behind and do not catch up. A secondary driver students flagged for attendance was friendships and the fun things you can do at school. Stage 2 and Stage 3 students identified that the consequence of poor attendance (not coming to school) was going to be not having a 'good' job. When juxtaposing these insights with earlier feedback from a student-focused group discussion centered on belonging, a conspicuous correlation emerges. This connection highlights students' grasp of the advantages inherent in the social dimensions of the school experience. Furthermore, the new attendance messaging, encapsulated in the phrase "Not being there makes easy things hard and hard things harder," reinforces the dual significance of attendance in achieving academic proficiency and fostering a sense of belonging. Evidently, this message has struck a chord with students, given their explicit acknowledgment that absenteeism adversely affects learning. Attendance data shows an increase in the percentage of students attending equal to or greater than 90% and suggests the new messaging is having an impact on attitudes.

In summation, the student body consistently acknowledges the fundamental role of learning and the potential setbacks of nonattendance. Their perspectives align with the importance of the social school environment, as evidenced by previous discussions. The potency of the new attendance message underscores students' understanding, accentuating its impact on their perception of the interplay between attendance, academic achievement, and a sense of belonging.

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
<ul style="list-style-type: none">• 75.9% of students attending >90% of the time.	<p>SCOUT Attendance Data</p> <ul style="list-style-type: none">• PPS school attendance rate for 2023 was 89.65% this is an increase of 4.13% on 2022 data• SSSG school attendance rate for 2023 was 88.95%• NSW Primary Average school attendance rate for 2023 was 90.61%• Callaghan Network school attendance rate for 2023 was 85.9%• PPS students attending >=90% for 2023 was 62.9%• DOE State students attending >=90% for 2023 was 54.5%• SSSG students attending >=90% for 2023 was 55.7%• Callaghan Network students attending >=90% for 2023 was 58.2% <p>Comparatively, PPS's performance in terms of students attending >=90% is better than both State, SSSG and network averages. This indicates that</p>

<ul style="list-style-type: none"> • 75.9% of students attending >90% of the time. 	<p>PPS may be performing relatively better in encouraging high attendance rates and suggests that communication strategies were impactful.</p> <p>Overall, while PPS has made progress in improving attendance rates, there are areas where further efforts are needed to ensure that all students attend school regularly and consistently. Targeted interventions and support strategies may be necessary to address specific groups or demographics with lower attendance rates and to maintain or exceed the State and network averages.</p>
<ul style="list-style-type: none"> • TTFM survey data indicates, for all students, high levels (>93.4%) of satisfaction in <i>Sense of Belonging</i> and <i>Advocacy at School</i>. • TTFM survey data indicates, for Aboriginal students, high levels (>87%) of satisfaction in <i>Sense of Belonging</i> and <i>Advocacy at School</i>. 	<p>TTFM - 2023</p> <p>A comparison of the TTFM data in the area of <i>Sense of Belonging</i> between SNAPSHOT 1 and SNAPSHOT 2 indicates for all students:</p> <ul style="list-style-type: none"> • No change in in student <i>Sense of Belonging</i> @70% (Govt. Norm 81%) • 4% increase in <i>Positive Relationships</i>, from 89% to 93%. This sits 8% above the Govt norm. • 5% decrease in <i>Participation</i>, from 80% to 75%. This sits 20% above the Govt norm. <p>A comparison of the TTFM data in the area of <i>Sense of Belonging</i> between SNAPSHOT 1 and SNAPSHOT 2 indicates for Aboriginal students:</p> <ul style="list-style-type: none"> • 11% increase in student <i>Sense of Belonging</i>, from 72% to 83% • No change in <i>Positive Relationships</i> @ 94% (Govt. Norm 85%) • 6% decrease in <i>Participation</i>, from 100% to 94%. <p>There is a disparity between the TTFM survey captures and the structured Focus Group discussions conducted across the year. Language used in the FGDs is familiar to students and they have opportunity to express their opinions and provide evidence for those opinions. Students have been observed to rush the survey and, express a dislike of the multiple choice options. There is a suggestion that the survey does not bring relevancy and meaning to the students in their context and setting. Whilst the TTFM survey indicates improvements in <i>Sense of Belonging</i> the FGDs are consistently more positive and provide a platform for student voice, action and re-evaluation. This can be demonstrated in students requesting Craft Club be established; students themselves establishing this and the success of that that new club. The FGD process shows every student identifying how they belong, where they belong, what they would like to see improved and encouraged to be part of that improvement.</p>

Strategic Direction 3: Educational Leadership

Purpose

To develop a culture of high expectations for students, staff and the community. This will be underpinned by a focus on collaboration and explicit feedback.

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.

- Instructional Leadership
- Evidence Based Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction QTSS release

Summary of progress

APCIs supported the whole school engagement with, and enactment of, the new curriculum (English and Mathematics) through extensive analysis of DoE support materials. Coaching and mentoring conversations built the capability of all teachers so that they can take positive steps towards the achievement of the strategic development of pedagogy that meet curriculum requirements. With a focus on the NSW Department of Education's new curriculum our evidence demonstrates a leadership team supporting teachers to develop their knowledge and understandings of content and curriculum priorities. Curriculum alignment and development, a focal point throughout 2023, was bolstered by a Curriculum Release program. This initiative has yielded outcomes such as the implementation of new curricula, the establishment of professional learning opportunities for curriculum development and the creation of school-developed criterion-referenced assessments. These assessments prioritise learning increments, ensuring personalised support and transparent communication with families. Moreover, there is a concerted effort to align assessments and teaching methodologies with the curriculum, promoting coherence and effectiveness in pedagogical practices. This comprehensive approach underpins a commitment to evidence-based practice in advancing educational outcomes.

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
All staff are involved in collaborative processes which support them to review teaching practices, affirm quality and to challenge and address deficits through the analysis of student achievement data.	<p>APCI's have developed a proforma to support coaching and mentoring of teachers in their personal analysis of class data each term. Conversations deliberately aim at gaining improvements for students and classroom practices. Conversations are coupled with observations to identify any pedagogical issues and the selection of the pedagogical strategies to address the issue or issues identified. This powerful process forms part of the schools' overall approach to professional learning deliberately aimed at gaining improvements.</p> <p>Consistent school wide practices support every teacher to interpret assessment data and then provide feedback to students. APCI's systematically record and analyse longitudinal assessment information to evaluate student learning over time. This practice is an enabler for the articulation of comprehensive insights into individual student progress, the identification of learning trends and the tailoring of instructional strategies. This is a meticulous approach to make data-driven decisions, implement targeted interventions, and provide personalised support, ultimately fostering continuous growth and academic achievement for all students.</p>
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes,	APCIs facilitate coaching and mentoring sessions for teachers to conduct personal analyses of class data each term. These conversations, held once per term, are intentionally focused on enhancing student outcomes and

<p>year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p>	<p>refining classroom practices. Informed by teachers' analyses of classroom data and observations identifying pedagogical issues, discussions center around selecting appropriate strategies to address these concerns. This approach is integral to the school's overarching professional learning strategy, aimed at improving student achievement and the efficacy of differentiation. Additionally, with the introduction of the new curriculum, this process fosters collegial reflection on our effectiveness in implementing the updated curriculum.</p>
<p>Teacher programs evidence adjustments informed by multiple data sources to meet the needs of students.</p>	<p>PPS has embedded processes to identify, monitor and review individual learning performance and needs across a range of factors. APCI's produce multiple data sets each term to inform planning at the individual, cohort, stage and whole school level. This data is explicitly used to plan personalised adjustments that are then articulated into teacher programs and student PSLPs; ensuring tailored support for every student. Summative reports are used by the leadership team to conduct periodic, comprehensive assessments to make informed decisions and adaptations to meet the evolving needs of the student body. All class teachers engage in data conversations with the APCI's to collegially examine trends and patterns.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$154,211.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Plattsburg Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Additional staffing resources developed and provided adjustments to personalised learning and support for identified students. Individual student personalised plans indicate growth for all students against their personal goals. Structured and discreet social adjustments supported students to develop skills in small settings and then successfully transfer their skills to the wider school setting.</p> <p>After evaluation, the next steps to support our students will be: Following the rigorous and holistic assessment of student's learning and support needs, individual academic data will be synthesized with individual health, wellbeing, personal and cultural contexts to create a nuanced understanding of each student's individual circumstances and needs. Based on this synthesis 2023 PSLP learning and social goals will be articulated. Students, parent/carers and relevant stakeholders will be involved in this planning process.</p>
<p>Professional learning</p> <p>\$16,809.96</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 Plattsburg Public 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>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Feedback indicates satisfaction with the structure of the release program and the resources provided by the school. DoE provisions were not well regarded. Anecdotally, staff were frustrated by the unreliability of digital platforms - things were removed and some suggested resources were viewed as poorly considered for a complex classroom. All staff indicated they used the Universal Hub with 63% using the powerpoint resources created by the teaching community. It was disappointing that many of these were removed. It is interesting that teachers valued greatly the resources created by colleagues across the state. Importantly, staff have universally identified that time to work together to collegially develop key aspects of the teaching and learning cycle is critical.</p> <p>After evaluation, the next steps to support our students will be: To create collegial opportunities the Curriculum Release timetable structure will need to change. This can be accommodated by providing a day a term to each teacher. This type of timetable has good potential to release staff in teams. The challenge is to find creative solutions throughout the year to give teachers additional opportunities to learn and plan together.</p>
<p>Refugee Student Support</p>	<p>Refugee student support funding is provided to support students from</p>

<p>\$3,006.38</p>	<p>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"> • Differentiated Learning and Support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact: This allocation was used to fund resources, uniforms and translators. The AP EALD coordinates all contact with refugee families and has built a positive profile within the community. The priority achieved is the creation of a safe and welcoming environment. Ensuring refugee students are successfully enrolled into school has been achieved with literacy and numeracy data indicating growth and achievement and high levels of participation in school life. The AP EALD coordinated personalised support and successfully maintained communication with all families face to face or via phone. Survey feedback from EALD families indicated very high levels of satisfaction with the school and, in particular, the AP EALD.</p> <p>After evaluation, the next steps to support our students will be: Sustain community engagement efforts. Maintain safe, welcoming environment. Continue supporting refugee student enrollment. Monitor literacy and numeracy progress. Gather feedback for continuous improvement.</p>
<p>New Arrivals Program</p> <p>\$33,129.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Plattsburg Public 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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: The employment of a dedicated teacher to deliver targeted literacy and numeracy instruction to refugee students with limited English proficiency has positively impacted academic and social success. By providing tailored support, language barriers have been bridged and students have developed essential. This initiative has fostered academic growth, promoted a sense of belonging and inclusion within our school community laying a strong foundation for future success. Survey feedback from families was overwhelmingly positive for the support offered. In particular, the deployment of an AP to over-see all matters EALD and/or New Arrivals is seen as key to the success of this initiative and sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: Taking into account family feedback, the appointment of an Assistant Principal (EALD) to oversee enrolments, communication facilitation, and supervision of intervention delivery will be pivotal in our planning for 2024. The implementation of Personalised Student Learning Plans (PSLP) will form the foundation for academic goal setting, with progress tracked incrementally and communicated to families as goals are attained.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Plattsburg Public School who may be</p>

<p>\$254,750.46</p>	<p>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"> • Differentiated Learning and Support <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 wellbeing program implementation. <p>The allocation of this funding has resulted in the following impact: A dedicated AP Wellbeing working alongside the LaST, APCI and principal has allowed us to deliver responses to students and their families across a breadth of social, emotional and academic need. High levels of communication and consultation have facilitated effective and timely support. The feedback collected from students, parents, carers, and agencies with parental responsibility offers a comprehensive view of the school's well-being initiatives and its impact on the community. Overall, the feedback gathered not only reflects the success of the school's well-being and communication efforts but also evidences its willingness to adapt and evolve to better serve its students and their families.</p> <p>After evaluation, the next steps to support our students will be: In 2024 will continue to prioritise wellbeing systems that support staff, students and families to build positive learning environments. This ongoing priority synergizes with our longitudinal and linear approaches to assessment. The 2024 introduction of a new curriculum 3-6 and the imperative to develop expertise in the recently introduced K-2 syllabus requires that there be a focus on curriculum, professional learning around curriculum, quality resourcing, data informed practice and strong student/teacher feedback strategies to drive robust systems that support holistic wellbeing.</p>
<p>Aboriginal background</p> <p>\$70,074.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Plattsburg 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.</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"> • Differentiated Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The internal numeracy data reveals notable progress among the majority of students across key areas such as Additive Strategies, Place Value, and Multiplication & Division. Particularly noteworthy is the achievement of 100% of Year 5 Aboriginal students meeting or surpassing expectations in Additive Strategies and Place Value. Moreover, the data highlights substantial growth among students who have been enrolled for three consecutive years, indicating the effectiveness of sustained educational engagement. Internal reading data indicates that, while the majority of students achieved growth, overall there were students who did not meet expectations. Within the Year 6 cohort, 100% achieved sight word targets, yet poor attendance among some students may have contributed to the disparity in performance, emphasizing the crucial role of consistent attendance in academic success.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$70,074.61</p>	<p>In 2024 we will continue to utilise the successful strategies of:</p> <p>Individualised Support Plans: Develop tailored support plans for students needing improvement, focusing on targeted interventions.</p> <p>Small Group Instruction: Implement focused small group sessions to reinforce key concepts and build confidence.</p> <p>Data Monitoring: Continuously track student progress, adjusting interventions based on data analysis.</p> <p>Celebrate Success: Recognize student achievements to motivate continued progress and maintain a positive learning environment.</p>
<p>English language proficiency</p> <p>\$33,810.81</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Plattsburg Public 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"> • Differentiated Learning and Support <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: The employment of a dedicated teacher to deliver targeted literacy and numeracy instruction to refugee students with limited English proficiency has positively impacted academic and social success. By providing tailored support, language barriers have been bridged and students have developed essential. This initiative has fostered academic growth, promoted a sense of belonging and inclusion within our school community laying a strong foundation for future success. Survey feedback from families was overwhelmingly positive for the support offered. In particular, the deployment of an AP to over-sight all matters EALD and/or New Arrivals is seen as key to the success of this initiative and sense of belonging.</p> <p>After evaluation, the next steps to support our students will be: Taking into account family feedback, the appointment of an Assistant Principal (EALD) to oversee enrolments, communication facilitation, and supervision of intervention delivery will be pivotal in our planning for 2024. The implementation of Personalised Student Learning Plans (PSLP) will form the foundation for academic goal setting, with progress tracked incrementally and communicated to families as goals are attained.</p>
<p>Low level adjustment for disability</p> <p>\$186,288.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Plattsburg Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their 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"> • Differentiated Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: These funds are used to support students with additional needs not otherwise funded. School Learning Support Officers (SLSOs) are engaged to provide responsive assistance. SLSOs have effectively facilitated personalised learning and requisite adjustments as articulated in student personalised learning plans. Data shows that all students achieved personal goals with some making gains in self-regulatory behaviour.</p> <p>After evaluation, the next steps to support our students will be: Essential to meeting the diverse needs of students in 2024 is the continuance of the provision of SLSOs to provide an additional layer of</p>

<p>Low level adjustment for disability</p> <p>\$186,288.01</p>	<p>personalised support and direction.</p>
<p>Beginning teacher support</p> <p>\$34,427.36</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Plattsburg Public 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> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school <p>The allocation of this funding has resulted in the following impact: New and Beginning Teachers (NaBT) were collegially supported through data conversations to develop and demonstrate competency in interpreting internal data and the subsequent planning and programming in literacy and numeracy. NaBT's commenced the process of annotating evidence for accreditation. All NaBT's demonstrated competence in the management of student wellbeing with high levels of success in driving self-regulatory behaviours.</p> <p>After evaluation, the next steps to support our students will be: New and Beginning Teachers (NaBT) demonstrated competency in interpreting internal data and the subsequent response to planning and programming in literacy and numeracy. NaBT's produced evidence for accreditation to a high standard. All NaBT's demonstrated competence in the management of student wellbeing with high levels of success in driving self-regulatory behaviours.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The New and Beginning Teacher policy will be adhered to in 2024 with a strong focus on support for Curriculum Reform in English and Mathematics.</p>
<p>QTSS release</p> <p>\$41,902.27</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Plattsburg Public 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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: QTSS funds were used to facilitate DoE Curriculum Release. Across the 2023 school year teachers participated in a timetabled and structured Curriculum Release program designed to support their professional learning of the new English and Mathematic curriculums. Teachers were allotted an hour each fortnight to investigate resources and undertake online learning. Guiding this process were APCI's who vetted sites and met 1:1 with staff to discuss, explore and evaluate new content, approaches and strategies. Feedback indicates satisfaction with the structure of the release program and the resources provided by the school. DoE provisions were not well regarded. Anecdotally, staff were frustrated by the unreliability of digital platforms - things were removed and some suggested resources were viewed as poorly considered for a complex classroom. All staff indicated</p>

<p>QTSS release</p> <p>\$41,902.27</p>	<p>they used the Universal Hub with 63% using the powerpoint resources created by the teaching community. It was disappointing that many of these were removed. It is interesting that teachers valued greatly the resources created by colleagues across the state.</p> <p>After evaluation, the next steps to support our students will be: To create collegial opportunities the Curriculum Release timetable structure will need to change. This can be accommodated by providing a day a term to each teacher. This type of timetable has good potential to release staff in teams. The challenge is to find creative solutions throughout the year to give teachers additional opportunities to learn and plan together.</p>
<p>COVID ILSP</p> <p>\$99,829.71</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Covid ILSP instruction was heavily impacted by both staff and student absenteeism due to Covid and mandatory isolation, particularly in the first Semester. The Covid ILSP teacher was also deployed to class cover during times of high absenteeism and the short supply and inability to find relief teachers.</p> <p>Evidence sets demonstrate that the school identified what growth was expected for each student and data indicates growth for the majority of students. The progress towards goals was monitored through collection of quality, valid and reliable data. For those students that made no growth the school holds evidence of LST meetings that determined additional actions for those students.</p> <p>After evaluation, the next steps to support our students will be: There is no expectation of COVID ILSP funding in 2024. NAPLAN, 2024 Small Group Tuition funding will not facilitate teacher staffing. SLSO staffing will be used to provide intervention to targeted students under the supervision of APCIs.</p>
<p>Per capita</p> <p>\$52,166.51</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Plattsburg Public 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>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit wellbeing interventions for student groups <p>The allocation of this funding has resulted in the following impact: This funding contributes to the creation of an AP Wellbeing who manages social and emotional aspects of student wellbeing. Parent survey results indicate high levels of satisfaction with communication provided. A suite of strategies are instituted into school life and have provided continuous non-punitive options to students with diverse needs. Records maintained by the AP Wellbeing contribute to learning and support processes and contribute strongly to a holistic approach.</p> <p>Both staff and community acknowledge and value the work of the AP</p>

<p>Per capita \$52,166.51</p>	<p>Wellbeing. Strengthening a welcoming and safe school environment will be facilitated in 2023 by the continuance of the AP Wellbeing role.</p> <p>After evaluation, the next steps to support our students will be: Both staff and community acknowledge and value the work of the AP Wellbeing. Strengthening a welcoming and safe school environment will be facilitated in 2024 by the continuance of the AP Wellbeing role.</p>
<p>AP Curriculum & Instruction \$217,123.20</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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers <p>The allocation of this funding has resulted in the following impact: Working collaboratively with the leadership team, APCI's develop the capabilities of teachers in the application of evidence-based practice for literacy and numeracy improvement. Strategies include regular data conversations, the design and implementation of comprehensive data sets for every student that guide professional examination of syllabus requirements and effective strategies. All teachers have comprehensive and longitudinal data sets to inform planning. Internal data indicates growth for the greater majority of students in literacy and numeracy measures. The school holds evidence of continuous monitoring and adjustment of strategies and goals against data. Attendance rates impacted student achievement.</p> <p>After evaluation, the next steps to support our students will be: APCI's will continue to support Curriculum Release in terms of mentoring. Evidence-based practice in literacy will undertake DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments that offer quick, reliable measures of essential literacy skills such as phonemic awareness, fluency, and comprehension. The school focus will be on fluency and comprehension.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	114	105	97	95
Girls	113	106	100	95

Student attendance profile

School				
Year	2020	2021	2022	2023
K	86.6	90.4	88.8	88.6
1	83.0	91.1	81.8	90.8
2	86.4	90.4	82.8	93.5
3	83.0	89.1	83.4	88.5
4	83.4	89.4	84.6	88.4
5	86.4	88.6	85.1	90.6
6	85.0	90.8	82.3	87.0
All Years	84.9	89.9	84.0	89.7
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
Assistant Principal(s)	3.4
Classroom Teacher(s)	6.99
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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	79,810.13
Revenue	3,084,487.17
Appropriation	2,984,446.76
Sale of Goods and Services	76,858.07
Grants and contributions	19,886.50
Investment income	2,695.84
Other revenue	600.00
Expenses	-2,895,567.84
Employee related	-2,622,591.61
Operating expenses	-272,976.23
Surplus / deficit for the year	188,919.33
Closing Balance	268,729.46

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	108,086
Equity Total	544,924
Equity - Aboriginal	70,075
Equity - Socio-economic	254,750
Equity - Language	33,811
Equity - Disability	186,288
Base Total	1,669,366
Base - Per Capita	52,167
Base - Location	0
Base - Other	1,617,200
Other Total	322,299
Grand Total	2,644,675

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

PARENT/CARER SATISFACTION

In 2023 the school sought feedback from parents and carers regarding their satisfaction with key aspects that underpin our school values and culture. Collation of EALD family feedback was collated with the support of interpreter tools.

Survey Findings: (29% of families responded)

Overall satisfaction with teaching of literacy:

- 60% Very Satisfied
- 26.67% Somewhat Satisfied
- 6.67% Neutral
- 6.67% Somewhat Dissatisfied
- 0% Dissatisfied

Overall satisfaction with teaching of numeracy:

- 59.09% Very Satisfied
- 27.27% Somewhat Satisfied
- 4.55% Neutral
- 9.09% Somewhat Dissatisfied
- 0% Dissatisfied

Overall satisfaction with SMS communication:

- 56.82% Very Satisfied
- 22.73% Somewhat Satisfied
- 13.64% Neutral
- 6.82% Somewhat Dissatisfied
- 0% Dissatisfied

Overall satisfaction with reporting:

- 53.33% Very Satisfied
- 26.67% Somewhat Satisfied
- 8.89% Neutral
- 11.11% Somewhat Dissatisfied
- 0% Dissatisfied

Overall satisfaction with SMS communication:

- 56.82% Very Satisfied
- 22.73% Somewhat Satisfied
- 13.64% Neutral
- 6.82% Somewhat Dissatisfied
- 0% Dissatisfied

Overall satisfaction with significant days:

- 68.89% Very Satisfied
- 15.56% Somewhat Satisfied
- 6.67% Neutral
- 4.44% Somewhat Dissatisfied
- 4.44% Dissatisfied

Overall satisfaction with Aboriginal Education:

- 46.51% Very Satisfied
- 23.26% Somewhat Satisfied
- 23.26% Neutral
- 2.33% Somewhat Dissatisfied
- 4.65% Dissatisfied

Overall satisfaction with playground choices:

- 62.79% Very Satisfied
- 25.58% Somewhat Satisfied
- 4.65% Neutral
- 4.65% Somewhat Dissatisfied
- 2.33% Dissatisfied

Overall satisfaction with participation in sport:

- 63.64% Very Satisfied

- 20.45% Somewhat Satisfied
- 6.82% Neutral
- 0% Somewhat Dissatisfied
- 9.09% Dissatisfied

Overall satisfaction with classroom technology:

- 54.55% Very Satisfied
- 34.09% Somewhat Satisfied
- 6.82% Neutral
- 4.55% Somewhat Dissatisfied
- 0% Dissatisfied

The highest level of satisfaction was for playground choices (88.37%). This is closely followed by satisfaction for the teaching of literacy (86.67%), technology (88.64%) and satisfaction with sport (84.9%). The lowest levels of satisfaction were recorded for Aboriginal Education. Multiple comments were recorded and highlighted the high quality of communication and support provided at the front office.

Survey Findings: Students looking forward to school events and occasions

- 62.5% of respondents indicated their child/children always looked forward to school event.
- 15% of respondents indicated their child/children always looked forward to school event if it is of personal interest.
- 20% of respondents indicated their child/children sometimes forward to school event.
- 2.5% of respondents indicated their child/children never looked forward to school event.

Survey Comments

- Survey respondents identified that they valued the inclusivity of the school, community, communication, supportive administration, special events, respect, trust staff, caring staff and the caring of students.
- Areas for improvement identified included more sport and more excursions.

EALD Family Feedback

To ensure the voice of our EALD families were heard we conducted an afternoon gathering where technology could be utilised to support translation. Our EALD families are overwhelmingly satisfied with the school. Specifically, they have given high praise to our communication efforts and the personalised care provided by our teachers. The AP Wellbeing/EALD was singled out as a stellar support. There was a profound appreciation and recognition conveyed for our teaching staff, the quality of education, and the level of care the school provides. Feedback was moving.

Discussion

Student feedback collated across the school year strongly indicates an appreciation for the multiple wellbeing opportunities available (chess, dance, technology, sport, clubs, Gala Days and special events) and aligns with parent/carer feedback. Unlike parent/carer satisfaction feedback students' highly value Aboriginal Cultural Activities and recognise Aboriginal cultural activities as a positive aspect of school life. Overall, the community recognize and value the multiple wellbeing approaches being deployed across the school and recognise key personnel driving those approaches. Anecdotally, parents/carers frequently praise the high levels of communication they receive from the Learning and Support Team. Agencies with parental responsibility have also commented positively on Learning and Support Team processes and the genuine care for students. A review of sporting opportunities shows that our students are daily offered a variety of sports that are under direct supervision with multiple Gala Days offered throughout the year. Excursions have been identified as something the community want more of. More excursions were organized in 2023 than in 2022 and, for affordability to families, the school P&C subsidized them.

Conclusion

The feedback collected from students, parents, carers, and agencies with parental responsibility offers a comprehensive view of the school's well-being initiatives and its impact on the community.

Overall, the feedback gathered not only reflects the success of the school's well-being and communication efforts but also evidences its willingness to adapt and evolve to better serve its students and their families.

Expanding sporting opportunities and excursions poses a challenge, considering the added financial burden on families. Striking a balance between academics, sports, and recreation while aligning extracurricular activities with learning and development is essential. Collaborating with the P&C will help us navigate these considerations effectively and find a way forward in response to this feedback.

Future Planning

In 2024 maintaining approaches that are inclusive of academic, social and emotional development will remain a focus. The school can explore ways to integrate sporting opportunities and excursions into the curriculum, ensuring that these

activities contribute to students' overall learning and development. This alignment can enhance the educational value of these experiences and justify their inclusion. Continuing to work closely with the P&C is essential. The P&C can play a significant role in supporting the school's efforts by organising fundraisers and seeking community support.

Student Satisfaction

A comprehensive analysis of student satisfaction concerning mathematics and literacy activities was undertaken with the aim of gaining insights into students' perceptions, attitudes, and contentment levels associated with these subjects, focusing on factors such as enjoyment, achievement, and overall satisfaction.

Mathematics: A Catalyst for Learning and Motivation

Students, on the whole, express a strong affinity for mathematics, often citing math games as a source of enjoyment and engagement. These interactive exercises not only infuse an element of fun into the subject but also foster an environment conducive to positive learning experiences. Notably, students underline the motivating role of mathematics in their educational journey, with phrases such as "math pushes me to learn." A significant factor contributing to their positive attitude is the sense of accomplishment gained from mastering fundamental concepts, particularly evident in the context of times tables. Students describe the satisfaction of accurately solving problems, indicating that this sense of achievement significantly contributes to their overall positive outlook towards mathematics.

Literacy: Challenges, Potential, and Varied Perspectives

In contrast, student perceptions of literacy activities showcase a more nuanced perspective. The majority of students find literacy instruction to be time-consuming and arduous, with a specific emphasis on challenges related to spelling. Some students express a desire for more time to focus on spelling, implying the need for tailored approaches to address individual learning needs. Furthermore, there is a shared sentiment that literacy tasks can become monotonous due to repetitive activities. Expressions like "it gets boring because it's like we do the same thing day after day" shed light on the importance of incorporating variety into literacy instruction.

However, it is worth highlighting that certain students hold a different viewpoint. Some students find satisfaction in literacy activities, particularly when they achieve a sense of accomplishment, such as successfully completing a book or forming a connection with characters. Interestingly, there is a noteworthy suggestion from students to incorporate "more brain breaks" to enhance the literacy learning experience. This insight underscores the potential benefits of introducing intermittent breaks to maintain engagement and improve the overall perception of literacy instruction.

Implications

The insights gleaned from focus group discussion and survey questions offer valuable implications. In the realm of mathematics, the positive impact of interactive games on student motivation and learning is clear. This indicates that incorporating more interactive elements could further enhance students' enjoyment and engagement with the subject. For literacy, the diverse range of perceptions suggests the need for personalized approaches. Addressing challenges like spelling through tailored interventions and infusing variety through different instructional strategies could contribute to a more positive and engaging literacy learning environment. Moreover, the students' suggestion of "brain breaks" emphasizes the potential benefits of integrating short breaks to enhance attentiveness and engagement during literacy activities.

Conclusion

In summary, students generally find mathematics enjoyable, with a notable emphasis on the motivational aspect of the subject. On the other hand, literacy instruction presents varied perspectives, with some students finding satisfaction through accomplishment and emotional connection, while others express concerns about monotony and time demands. These student comments provide valuable insights that can guide us in designing strategies to foster greater student satisfaction, engagement, and overall learning outcomes in both mathematics and literacy.

Teacher Satisfaction

Across the 2023 school year teachers participated in a timetabled and structured Curriculum Release program designed to support their professional learning of the new English and Mathematics curriculum's. Teachers were allotted an hour each fortnight to investigate resources and undertake online learning. Guiding this process were APCI's who vetted sites and met 1:1 with staff to discuss, explore and evaluate new content, approaches and strategies.

Teaching staff were surveyed evaluate both their satisfaction with this process and to gather objective feedback around online learning resources and hindrances to their professional learning. Survey findings indicated:

- 38% of staff were satisfied with the DoE online PL (25% were dissatisfied)
- 43% of staff were satisfied with the K-2 units of work (43% were neutral)
- 13% of staff were satisfied with the NESAs 3-6 online training (50% were neutral)

- 67% of staff were satisfied with the Curriculum RFF (1 person was dissatisfied)
- 67% of staff were satisfied with the quality of resources to support curriculum implementation (43% were neutral)
- 38% of staff were satisfied with the quality of resources in the universal hub (50% were neutral)

The above feedback indicates satisfaction with the structure of the release program and the resources provided by the school. DoE provisions were not well regarded. Anecdotally, staff were frustrated by the unreliability of digital platforms - things were removed and some suggested resources were viewed as poorly considered for a complex classroom. All staff indicated they used the Universal Hub with 63% using the powerpoint resources created by the teaching community. It was disappointing that many of these were removed. It is interesting that teachers valued greatly the resources created by colleagues across the state.

Staff identified the following hindrances:

- All PL online and not always in depth or relevant. Resources being removed or changed after finding them in the Universal Resource Hub.
- The lack of time to fully match the units of work to the abilities of the children in the class.
- The universal hub is messy and hard to find what you need, even after you've found it before. The PowerPoints that were created were a great starting point and then they were all removed/stopped being uploaded due to copyright reasons so you are creating them from scratch on your own.

This feedback resonates levels of frustration beyond the control of teachers and APCIs. It needs to be noted that online PL took up more time than indicated and this was an issue for time management until it was acknowledged that indicative times was not reliable. All staff were observed to be positive about delivering on the new curriculum and worked additional hours to create successful teaching and learning programs.

Teachers were asked to suggest ways to improve Curriculum Release. Following are those suggestions:

- Spend time planning with other stage teachers around the implementation of the new syllabus to suit PPS
- Planning days with stage teachers to go through units together
- Mentor/team teaching with the APCI
- Time to work with my stage team to develop programs, lessons and resources for consistency and to cut down on respective workloads

Staff have universally identified that time to work together to collegially develop key aspects of the teaching and learning cycle is critical.

Implications

Staff have clearly identified that they want to work collegially. There is an inference that staff want to reduce their engagement with online learning. With the implementation of the new English and Mathematics 3-10 syllabuses in Term 1, 2024 we need to take heed of teacher feedback and plan accordingly. While staff were positive about the structure of the 2023 Curriculum Release this structure does not lend itself to collegial opportunities.

Future Directions

To create collegial opportunities the Curriculum Release timetable structure will need to change. This can be accommodated by providing a day a term to each teacher. This type of timetable has good potential to release staff in teams. The challenge is to find creative solutions throughout the year to give teachers additional opportunities to learn and plan together.

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.