

2023 Annual Report

Wingham Public School



7314

Introduction

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

Wingham Public School leads an excellent educational community by providing an inspiring, dynamic and inclusive learning environment with a focus on student growth and attainment. Collaboration and respectful relationships among staff and students foster lifelong, engaged, resilient and self-directed learners. Individual and team achievements are nurtured, strengthened and celebrated through our commitment to high expectations for learners, supported by robust wellbeing programs.

School context

Wingham Public School is located in the Manning Valley on the Mid North Coast. The school is situated on a semi rural site with beautiful views over Khatabundah Mountain and the Landsdowne escarpment.

It has a student enrolment of 240. Of these 129 are female and 139 are male. 21% of students identify as Aboriginal or Torres Strait Islander and the school is supported by the Taree Aboriginal Education Consultative group (AECG). The school Family Occupation and Educational Index is 120.

The school structure consists of 12 classes with a mix of regular and multi-grade classes. There are 19 teachers overall, 5 executive staff and 13 School Administrative and Support staff.

The school culture of high expectations, collaborative practices and respectful relationships promotes school excellence in all areas. The Positive Behaviour for Learning program is embedded within the classroom and playground settings and utilises the school expectations of Respect, Co-operation and Responsibility.

The school has established sustainable structures and processes for leading improvement, innovation and change as supported by the research. These activities focus on developing and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in Reading and Numeracy. The school provides opportunities for teachers to collaborate, differentiate and develop authentic tasks for assessment so that teachers and students have clarity of learning progress.

Extra-curricular opportunities in sport and creative and performing arts enable students to excel through a range of different experiences.

Through a comprehensive situational analysis, completed in 2021, the school identified the need for teachers to strategically use data to inform their teaching while providing relevant, explicit, ongoing feedback to students. The analysis also revealed an area of focus around enhancing teachers' ability to revise teaching practices and learning programs to meet the needs of learners. In addition, the school will aim to build and sustain a culture of excellence, evident in high impact professional learning and performance and development. Student attendance is a priority within the school. We have systematic processes for monitoring and improving attendance to ensure that student absences do not impact on learning outcomes. We have outstanding wellbeing programs that promote a culture of belonging and inclusiveness for all.

A feature of the school's profile is the importance that is placed on strong partnerships between home, the school and the wider community where strong consultation takes place with the school staff, P&C, community members and Aboriginal community members.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement in Reading and Numeracy by providing whole school approaches that promote consistent use of data, high expectations and quality implementation of evidence-based strategies in the classroom.

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.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability
Integration funding support
Beginning teacher support
New Arrivals Program
QTSS release
Professional learning

Summary of progress

Literacy

At the end of 2022 the school was selected to receive School Strategic Support (SSS) for Literacy. Collectively the Lead Specialist and executive team identified the focus for improvement as Text Structures and Features and Audience and Purpose. Term 1 saw rigorous planning and preparation with the school strategic team. This included a complex review of baseline data and co-designing the plan for implementation and evaluation. In Term 2 the school conducted a document analysis and a pre-delivery teacher survey. Students completed short assessments and teachers developed an understanding of the focus area by unpacking the progressions in PLAN2. The school refined and executed rigorous, planned lesson observations. This enhanced the effectiveness of the Learn, Do, Reflect cycles. Executive staff completed workshops on Leading Literacy and Numeracy in your School, High Impact Professional Learning (HIPL), CESE Collaboration and AITSL Observations. By the end of Term 3 staff had undertaken professional learning around

- Effective Reading Guides
- Scarborough's Reading Rope
- Audience and Purpose
- Think Aloud strategy
- WWB: Explicit Teaching
- PLAN2 V3 AoF

By the end of the SSS initiative data indicated the school had met the short-term outcomes for teacher capability and medium-term outcomes for teaching practice. The school is also making progress for long term outcomes of student impact.

Moving forward the school will continue to implement Learn, Do, Reflect cycles utilising HIPL in the area of Vocabulary.

Numeracy

The school continued to focus and develop pedagogy in mathematics. Assistant Principal Curriculum & Instruction and Assistant Principals participated in the Leading Numeracy across the Taree and Great Lakes network. This led to explicit planning and data analysis in preparation for the detailed delivery of Numeracy in the 2024 school year. 100% of staff participated in professional learning to understand the syllabus content, research and evidence base behind the curriculum reform. K-2 staff continued to embed the new Mathematics curriculum and refined syllabus units to suit the K-2 cohort.

100% of staff continued to use learning intentions and success criteria for their numeracy lessons.

In 2024 the school will use a logic model for numeracy, collect and analyse baseline data to determine focus groups, engage in High Impact Professional Learning and utilise Learn, Do, Reflect cycles, lesson observations and evaluations in the area of Additive Strategies.

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
Reading Growth <ul style="list-style-type: none">• All students are able to demonstrate growth and achievement across the year, as measured by the Literacy Learning Progressions sub element of Understanding Texts	A significant majority of students K-6 have demonstrated growth and achievement in the sub element of Understanding Texts as measured by the Literacy Learning progressions.
Numeracy Growth <ul style="list-style-type: none">• All students are able to demonstrate growth and achievement over the year as measured by the Numeracy Learning Progression sub element of Additive Thinking	A significant majority of students K-6 have demonstrated growth and achievement in the sub element of Additive Strategies as measured by the Numeracy Learning progressions.

Strategic Direction 2: Teaching and Learning Excellence

Purpose

To provide genuine, differentiated student centered instruction by teachers that are skilled and confident in using student assessment data and research based pedagogy.

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
- Technology and Data

Resources allocated to this strategic direction

Summary of progress

Visible Learning

All staff collaboratively developed Learning Intentions and Success Criteria for Text Structure and Features and Audience and Purpose as part of the Strategic School Support initiative which was then utilized in reading sessions. Staff continued to focus on learning dispositions. The Visible Learning team will continue to work together to focus on delivering professional learning to teachers on quality student to student, teacher to students and student to teacher feedback.

Technology and Data

100% of teaching staff participated in high impact professional learning in data literacy through the Strategic School Support initiative. This resulted in 100% improvement of teachers' capacity to provide evidence of impact of student learning along with sustainable systems for data collection and analysis.

A digital action plan was designed and implemented by the digital classroom officer (DCO). The DCO participated in external professional learning and developed and delivered targeted professional learning to staff. This included co-teaching, lead demonstration lessons and lesson observations.

As part of the Rural Access Gap program the school acquired equipment including main learning devices, laptop charging stations and removal of e-waste to support digital programs within the school.

In 2024 the school will sustain the processes developed by the School Strategic Support initiative of data collection and analysis.

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">• Increase the school average percentage of students achieving 0.4 or more growth within a year as measured by PAT Reading assessments.• Increase the school average percentage of students achieving 0.4 or more growth within a year as measured by PAT Numeracy assessments.	<ul style="list-style-type: none">• There was an increase in the school average percentage of students achieving 0.4 or more growth within a year as measured by PAT Reading assessments• There was an increase in the school average percentage of students achieving 0.4 or more growth within a year as measured by PAT Numeracy assessments.
<ul style="list-style-type: none">• Maintain the status of Excelling in Data Skills and Use in the Teaching Domain of the Schools Excellence Framework	<ul style="list-style-type: none">• The status of excelling in Data Skills and Use in the Teaching Domain of the Schools Excellence Framework has been maintained.

Strategic Direction 3: High Expectations for Student Engagement

Purpose

To sustain an inclusive approach to staff and student engagement, wellbeing and attendance by providing robust foundations through sustainable and effective systems and practices.

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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Location

Integration funding support

Low level adjustment for disability

Summary of progress

Attendance

The school shared information with the school and wider community about the importance of regular attendance. An action plan for tracking student attendance was successfully developed and implemented. Staff identified individual students with attendance concerns and developed and implemented attendance improvement plans. Staff worked with the home school liaison officer and applied strategies to improve individual, class, and whole school attendance. The school developed a fortnightly, five-weekly, and term attendance reward system for individual and whole school data. As a result, attendance data improved significantly in 2023.

In 2024 the school will continue to implement our robust attendance improvement plan with a focus on reducing unexplained absences. Staff will consistently implement the school's attendance monitoring systems and processes.

Wellbeing

Student wellbeing programs continue to be beneficial in developing a whole school positive culture. The school implemented Peer Support, the Second Step Program, the Peer Assisted Leadership Squad, the school breakfast program, aboriginal cultural programs, and three-way interviews. The Student Representative Council was a major focus for student wellbeing and it increased student voice within the school and contributed positively to the school and wider community.

100% of staff participated in culture Awareness Professional Learning. This resulted in a greater understanding of the needs of our Aboriginal students and families. Staff developed a culturally cohesive and comprehensive Personal Learning Pathways template and developed plans for all Aboriginal and Torres Strait Islander students.

In 2024, staff will continue to build strong relationships and positive connections with students and the wider community by making positive phone calls, celebrating student success, particularly on the school's Facebook Page and messaging via School bytes. The school will develop a deeper understanding of students' Sense of belonging by developing a survey for students in conjunction with the Tell Them From Me Survey.

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
Achieve an increase of 1.1% in the attendance rate, from 90% in 2023 to 92.2% in 2027	Students attending 90% or more of the time increased by 11%

• Increase the percentage of students reporting positive wellbeing including advocacy at school, sense of belonging and expectations of success.

The percentage of students reporting positive wellbeing including advocacy at school, sense of belonging and expectations of success has increased from 81.17% to 81.74%.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$10,013.00</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 Wingham 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"> • Literacy <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: Newly arrived students completed an intensive English program to support them with their language development. Assessments using the EALD Learning Progressions indicated that one student remains at the beginning phase for all categories although the student has shown tremendous growth and can now understand and follow simple instructions. The other student has shown growth in all areas and is now in the emerging phase for speaking, reading and viewing and writing and is in the developing phase for listening.</p> <p>After evaluation, the next steps to support our students will be: Differentiated instruction will continue to assist students to successfully access the curriculum and progress academically. Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure content is accessible. Support student with targeted literacy intervention.</p>
<p>Integration funding support</p> <p>\$247,122.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wingham 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> <ul style="list-style-type: none"> • Literacy • Wellbeing <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: The employment of School Learning and Support Officers has significantly impacted the academic, social and emotional progress of students with significant needs. 100% of students have demonstrated growth in their learning goals. All student plans were regularly updated in consultation with parents and were responsive to student learning needs. 100% health care plans were regularly updated to support students ongoing needs.</p>

<p>Integration funding support</p> <p>\$247,122.00</p>	<p>After evaluation, the next steps to support our students will be: The use of integration funding will be regularly reviewed and adjusted throughout the year in response to student PLSP, BSP and PLP reviews to ensure funding is used to specifically address each student's support needs. School Learning Support Officers staff will be employed to support students across the school.</p>
<p>Socio-economic background</p> <p>\$227,548.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wingham Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of additional staff to support Second Step program implementation • resourcing to increase equity of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: 100% of identified students participated in intervention. Feedback from students and staff regarding the Peer Support program was positive. Student wellbeing increased from 95% to 98%. Three-way student, parent, teacher interviews were successfully implemented in Stage 2 and 3. Breakfast Club catered to an average of 75 students per day 3 days a week. Student leaders were trained as Peer Assistance Leadership Squad and actively supported students in the playground 5 days a week. Staff reported a decrease in reported incidents in the playground as a result of the PALS intervention in disputes in the playground. The AP LAST supported families within the school community to access services and financial assistance. The AP LAST also strengthened family school partnerships by regularly meeting with families to develop student plans. SLSO's supported preparation of resources and the implementation of the Second Step program. Teacher and student surveys indicate that the emotional intelligence for the majority of students has improved.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to strengthen and embed strong systems and processes that create equitable opportunities for all students by continuing to provide professional development opportunities for teaching and support staff. The school will also provide time for the AP Wellbeing to be released from class to complete tasks as part of Learning and Support. The school will continue to implement wellbeing programs including SRC, Aboriginal cultural programs, breakfast club, lunchtime Kids Club, and Peer Support. The school will investigate other programs that teach students social and emotional intelligence.</p>
<p>Aboriginal background</p> <p>\$81,417.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wingham 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"> • Wellbeing

<p>Aboriginal background</p> <p>\$81,417.91</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways • staff participation in professional learning <p>The allocation of this funding has resulted in the following impact: All staff completed professional learning on developing Personalised Learning Pathways which resulted in a better understanding of the implementation process and components required in PLP's . There was a 25% increase in the number of parents engaging in the process and conversations became more authentic. Tell Them from Me data indicated 80% of Aboriginal students believe teachers understand the culture and 81% of students responded that they feel good about their culture at school.</p> <p>After evaluation, the next steps to support our students will be: After evaluation the next steps to support our students will be to continue to deliver personalised support for Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$204,773.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Wingham 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"> • Literacy • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has allowed the school to increase the number of School Learning Support Officers employed, therefore increasing the number of students receiving additional support. The school achieved a more consistent approach to the learning support interventions through the Learning Support Team process and referrals</p> <p>After evaluation, the next steps to support our students will be: to expand the Learning Support Team and to employ School Learning Support Officers as needed.</p>
<p>Location</p> <p>\$6,072.26</p>	<p>The location funding allocation is provided to Wingham Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: There was 100% student attendance on excursions.</p> <p>After evaluation, the next steps to support our students will be: Next year the location funding will be used to subsidise further excursions and to subsidise incursions for visiting shows.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$25,645.02</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wingham 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"> • Literacy • Numeracy <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: The High Impact Professional Learning self assessment shows school growth in Element 1- Apply formative and summative evidence from delivering to sustaining and growing Element 3- Collaborative and applied professional learning strengthens teaching practice from sustaining and growing to excelling Element 4 Professional learning is continuous and coherent from sustaining and growing to excelling Element 5- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement from delivering to sustaining and growing</p> <p>After evaluation, the next steps to support our students will be: Leadership engaging with universal Professional Learning Leadership planning for professional learning (cascading models of PL) Teacher professional learning underpinned by HIPL practices and gradual release of responsibility (I do, we do, you do) utilising Learn, Do, Reflect cycles.</p>
<p>QTSS release</p> <p>\$55,514.59</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wingham 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"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: 92% of teachers used data to identify whole school priorities for continuous improvement 75% of teachers agree there are opportunities for teachers to collaborate for the purpose of driving improvement in teaching practice and therefore improvement in student results 100% of teachers feel revising learning programs and teaching practices met the needs of students in content areas</p> <p>After evaluation, the next steps to support our students will be: Continue to lead improvement by supporting staff through High Impact Professional Learning, collaborative practices and utilising Learn Do reflect cycles in Literacy and Numeracy.</p>
<p>COVID ILSP</p> <p>\$120,051.45</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>

COVID ILSP

\$120,051.45

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
- providing targeted, explicit instruction for student groups in literacy area of Text Structure and Features and Audience and Purpose

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

92% of students participating in small group tuition showing growth from pre and post assessments in the areas of Text Structure and Features and Audience and Purpose

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

To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	150	151	145	137
Girls	151	158	135	127

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.0	91.4	90.7	92.1
1	95.5	90.0	90.7	91.7
2	95.1	91.0	86.7	92.3
3	93.9	90.2	87.7	90.0
4	93.8	90.0	86.6	89.6
5	92.5	88.7	85.0	88.5
6	92.8	89.0	86.6	87.8
All Years	94.1	90.0	87.5	90.0
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)	4.2
Classroom Teacher(s)	9.73
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.72

*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	264,173.56
Revenue	3,997,637.69
Appropriation	3,932,773.57
Grants and contributions	57,616.13
Investment income	7,247.99
Expenses	-3,818,374.44
Employee related	-3,397,659.85
Operating expenses	-420,714.59
Surplus / deficit for the year	179,263.25
Closing Balance	443,436.81

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	239,407
Equity Total	513,739
Equity - Aboriginal	81,418
Equity - Socio-economic	227,548
Equity - Language	0
Equity - Disability	204,773
Base Total	2,238,228
Base - Per Capita	72,873
Base - Location	6,072
Base - Other	2,159,283
Other Total	449,460
Grand Total	3,440,834

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

Tell Them From Me- Student/Parent/ Teacher Surveys

Years 4-6 (118 Participants)

Social/Emotional Outcomes:

- 79% of students have friends at school they can trust and who encourage them to make positive choices.
- 82% of students say they do not get in trouble at school for disruptive or inappropriate behaviour.
- 88% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

In the drivers of student outcomes:

- Explicit Teaching Practices and Feedback- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback 7.4 (State Norm 7.5)
- Advocacy at school- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice 7.5 (State Norm 7.7)
- Expectations for Success- School staff emphasise academic skills and hold high expectations for all students to succeed 8.0 (State Norm 8.7)

In the NSW DOE Custom Measures

- 80% of students agree or strongly agree that My teachers have a good understanding of my culture.
- 64% of students agree or strongly agree that they have pride in their school.
- 85% of students indicate they are treated with fairness and respect by other students at my school in regards my cultural background.

Parents (7 Participants)

Parents were canvassed for their feedback on school performance through the Tell Them From Me survey. However, the small number of responses provided data that may be considered unreliable. Further alternatives for gaining community feedback for the school shall be explored in 2024.

The survey includes seven separate measures, which were scored on a ten-point scale. The mean scores were as follows;

- Parents Support Learning at Home- 6.9.
- Parents are Informed- 4.5
- Parents feel Welcome- 5.9
- Inclusive School- 6.8 (State Norm 6.7)
- Safety at School-6.6 (State Norm 7.4)
- School Supports Positive Behaviour- 7.3 (State Norm 7.7)
- School Supports Learning-7.1 (State Norm 7.3)

In the Department of Education custom measures:

- the most useful communication type is formal interviews (90%) followed by informal meetings (89%) and the telephone (79%)
- the most useful means of communication about school news was school newsletters (100%) followed by P&C (95%) and texts and the website both at (84%)

Teachers (16 Participants)

In the eight drivers of student learning

- Leadership- 6.9 (State Norm 7.1) The highest at 7.7 were, *I work with school leaders to create a safe and orderly school environment* and *School leaders have supported me during stressful times* respectively.
- Collaboration- 7.5 (State Norm 7.8). The highest scores were 9.5 *Teachers in our school share their lesson plans and other materials with me* and 8.6 *I discuss my assessment strategies with other teachers.*
- Learning Culture- 8.2 (State Norm 8.0). The highest scores were 8.6 *I set high expectations for student learning* and 8.1 *In most of my classes I discuss the learning goals for the lesson*
- Data Informs Practice- 7.4 (State Norm 7.8) The highest scores were 8.1 for *I use results from formal assessment tasks to inform my lesson planning* and 8.0 for both *I regularly use data from formal assessment tasks to decide whether a concept should be taught another way* and *When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.*
- Teaching Strategies- 7.7 (State Norm 7.9) The highest scores were 8.7 for *When I present a new concept I try to link it to previously mastered skills and knowledge* and 8.3 for both *I use two or more teaching strategies in most class periods* and *I discuss with students ways of seeking help that will increase learning.*
- Technology- 6.4 (State Norm 6.7) The highest scores were 7.2 for *I help students use computers or other interactive technology to undertake research* and 7.2 for *I help students to overcome personal barriers to using interactive technology.*

- Inclusive School- 7.8 (State Norm 8.2) The highest scores were 9.0 for *I establish clear expectations for classroom behaviour* and 8.6 for *I make an effort to include students with special learning needs in class activities*.
- Parent Involvement- 6.5 (State Norm 6.8) The highest scores were 7.3 for *I am in regular contact with the parents of students with special learning needs* and 6.9 for both *I work with parents to help solve problems interfering with their child's progress* and *Parents are regularly informed about their child's 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.