

2023 Annual Report

Bexley Public School



7406

Introduction

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

At Bexley Public School, we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. We support the development of students with a focus on student wellbeing, student academic growth and social success. Teachers, parents and students will work in partnership to achieve this vision.

School context

Bexley Public School boasts a vibrant community of 251 students located in the southern suburbs of Sydney. Our student body reflects a rich tapestry of cultures, with 86% coming from 27 diverse linguistic backgrounds. At the heart of our school is a family-oriented ethos, fostering a strong sense of belonging and community spirit. This year, Bexley Public School, welcomed three new Inclusive Classes to the community. These classes provide an authentic, holistic and personalised approach in adjusting the curriculum to support every student in achieving their full potential.

Over the past five years, our dedication to personalised learning programs tailored to individual student abilities has yielded remarkable academic success and improvement. Guided by skilled teachers, we uphold rigorous standards for literacy and numeracy, implementing explicit and systematic teaching methods to empower every learner.

Embracing our multicultural heritage, our Arabic community language program enriches students' communicative skills, fostering deeper connections within their cultural identities. With 86% of our students boasting non-English language backgrounds and 82% requiring EAL/D support, inclusivity is at the forefront of our educational programs. Additionally, we have 1% of our student body identifying as Aboriginal.

In addition to classroom learning, our school offers a wide range of extracurricular activities in sports, science, STEM, and the creative arts. These opportunities allow students to pursue their passions and develop their talents beyond the confines of traditional academic settings.

Acknowledging the significance of data-driven approaches, we are implementing a comprehensive data conversation model, encompassing class, school-wide, and community input. Our goal is to customise support and allocate resources according to the individual needs of each student.

As we strive for excellence, ongoing refinement of planning, programming, and assessment processes remains a priority. Through targeted interventions, our focus is on enhancing differentiated instruction, especially for students with specific needs and those showcasing high potential and giftedness. Drawing insights from analyses of NAPLAN, check-ins, and school-based assessments, we are committed to addressing system-negotiated target areas in Reading and Numeracy, ensuring our students are well-equipped for success in their future endeavours .

Student goals for attendance and behaviour are set with greater parental understanding and support for the individual learning goals. Regular ongoing reviews of the well-being framework and the use of individual learning and support plans and personalised learning pathways (PLPs) for our Aboriginal and Torres Strait Islander students will inform learning and improve well-being.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To improve student outcomes in Reading and Numeracy through explicit teaching and data 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.

- Data Informed Practices
- Effective Classroom Assessment

Resources allocated to this strategic direction

Professional learning

Per capita

QTSS release

AP Curriculum & Instruction

Low level adjustment for disability

English language proficiency

Summary of progress

In 2023, we continued to build upon the great successes of the previous year, setting a solid foundation for the continued progress of our projects. Our Directions Days became more focused, with teachers honing their skills in student analysis through collaborative efforts from all stakeholders. As a result, all students gained improved access to the curriculum and achieved their individual goals more successfully, thanks to better allocation of resources and targeted programs tailored to their needs.

However, as we implemented the new English syllabi and K-2 English units, we identified a gap in both the quality and quantity of writing tasks and opportunities. Addressing this, we facilitated collaborative planning during stage meetings and dedicated planning days for staff. Together, we developed exemplars and supplementary writing tasks to complement and enhance the existing ones provided in the units. This initiative fostered consistency across the school and boosted teachers' confidence in delivering effective programs. As a result of our raised expectations, students produced work of a higher quality standard.

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
An increase in the Check in Assessment mean scale score for Reading in Years 3 & 5 in 2023 compared with Years 3 & 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Years 3 and 5 achieving growth in Reading has increased by 0.5% .
An increase in the Check in Assessment mean scale score for Numeracy in Years 3 & 5 in 2023 compared with Years 3 & 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Years 3 and 5 achieving growth in Numeracy has decreased by -0.4% .

Strategic Direction 2: High Expectations

Purpose

All teaching staff consistently teaching literacy and numeracy following BPS guidelines.

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.

- Explicit Teaching Practice
- High Impact Professional Learning

Resources allocated to this strategic direction

Socio-economic background

English language proficiency

Low level adjustment for disability

QTSS release

Professional learning

Summary of progress

The implementation of explicit teaching practices, such as instructional leadership and high-impact professional learning, especially through methods like Number Talks, has shown significant effectiveness in improving students' mathematical proficiency. These practices were developed through coaching and mentoring teachers in additive strategies within the model of instructional leadership, yielding notable results.

1. **Improved Instructional Strategies:** Through targeted professional learning based on school data, assistant principals identified specific areas where teachers could enhance the use of additive strategies, using explicit teaching strategies such as Number Talks. Coaching and mentoring sessions were then tailored to address these areas, providing teachers with the knowledge and skills needed to effectively implement Number Talks in the classroom. This targeted approach ensures that teachers receive support precisely where it is needed most, leading to more impactful instructional strategies.
2. **Enhanced Teacher Competence:** Coaching and mentoring led by assistant principals focus on building teachers' competence in additive strategies, such as mental math and flexible thinking. By analysing school data to identify areas for growth, assistant principals provided teachers with targeted support and resources to deepen their understanding of additive strategies and effectively integrate them into their instructional practice. As a result, teachers feel more confident in their ability to facilitate Number Talks and other explicit teaching practices, leading to improved student outcomes.
3. **Increased Student Engagement and Achievement:** The implementation of Number Talks, supported by coaching and mentoring strategies and targeted professional learning, results in increased student engagement and achievement. By providing students with opportunities to participate in meaningful mathematical discourse and develop their problem-solving skills, teachers create a more dynamic and interactive learning environment. As a result, students are more motivated to learn, leading to improved academic performance and achievement.
4. **Data-Driven Decision Making:** Assistant principals use school data to inform coaching and mentoring strategies and target professional learning opportunities effectively. By analysing student achievement data and identifying areas for improvement, assistant principals can tailor coaching and mentoring sessions to address specific needs and challenges faced by teachers. This data-driven approach ensures that teachers receive the support and resources they need to effectively implement additive strategies and improve student outcomes.
5. **Sustainable Professional Growth:** Coaching and mentoring strategies, coupled with targeted professional learning based on school data, foster sustainable professional growth among teachers. By providing ongoing support and feedback, assistant principals help teachers develop the knowledge, skills, and confidence needed to continually improve their instructional practice. This culture of continuous learning and improvement not only enhances teachers' capacity in additive strategies but also leads to long-term gains in student achievement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>Instructional leadership, rigorous coaching and modeling will build teacher capacity in explicit teaching practices in additive strategies.</p>	<p>The impact of the explicit teaching practice of Number Talks, developed through coaching and mentoring strategies led by assistant principals, showed an increase in teacher confidence. These practices not only enhance teacher capacity and classroom practice but also lead to improved student achievement and fostered a culture of continuous improvement within the school community.</p>
<p>Whole school high impact professional learning model is embedded to target school priorities, the needs of our students, and is authentically linked to the staff PDP process.</p>	<p>The Whole School High Impact Professional Learning Model, based on student results, was embedded to target school priorities and the specific needs of students through a data-driven, tailored, and collaborative approach. By aligning professional learning efforts with student outcomes and regularly monitoring progress, the model facilitated continuous improvement and contributed to positive educational outcomes for all students.</p>

Strategic Direction 3: Strong and purposeful partnerships

Purpose

To improve learning and wellbeing outcomes for all students and their families through developing strong and purposeful partnerships.

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.

- Planned approach to wellbeing
- Improvement in Student Attendance
- Purposeful Partnerships with the Community

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability
Socio-economic background
Professional learning
New Arrivals Program
Aboriginal background
Per capita

Summary of progress

In 2023, Bexley Public School implemented targeted strategies to address student attendance concerns, resulting in significant improvements. A dedicated team, including the Home School Liaison Officer (HSLO), was established to oversee initiatives such as the Breakfast Club, which aimed not only to improve attendance but also to enhance student engagement, connection, wellbeing, and inclusion.

The school's attendance guidelines and procedures were reviewed and rewritten in alignment with the Department of Education's policies, with a focus on targeting unjustified absences and partial absences, as well as fostering a positive school culture around attendance. This three-level response was guided by data, with the Department setting a target of 84.8% of students attending school at or greater than 90% of the time. Remarkably, by the end of 2023, Bexley Public School exceeded this target, achieving an attendance rate of 89.1%.

The Breakfast Club initiative played a crucial role in this success, providing an enticing and varied breakfast menu to students while creating a welcoming atmosphere. Communication about the initiative was widespread, with information shared through the school newsletter, e-news, Facebook, and the school website. Student and parent surveys conducted at the end of Term 3 revealed overwhelmingly positive responses, indicating increased engagement and a greater willingness to attend school due to the Breakfast Club.

Additionally, an evaluation of the school's Integrated Funding Support (IFS) review meetings was conducted in 2024, focusing on their effectiveness and ongoing impact. This comprehensive review led to the analysis of existing practices and the implementation of recommendations to ensure compliance with new Department of Education policies.

Looking ahead, a secondary survey is planned to further assess the impact of these initiatives and gather additional feedback from the school community. Bexley Public School remains committed to fostering a supportive and inclusive environment that promotes student attendance and wellbeing.

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
A positive trend in the percentage of students reporting expectations for success, advocacy, and sense of belonging at school from 2022 baseline	84% of students reporting positive wellbeing outcomes has increased by 6% across the positive wellbeing measures.

data	
84.8% of students to attend school at or greater than 90% of the time.	The number of students attending greater than 90% of the time or more has increased by 28.4% , despite the increase we are 19.9% short of our lower bound target of 84% .

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$47,995.00</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 Bexley 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"> • Improvement in Student Attendance <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: School funds were used to support New Arrival students with the specialist teacher working intensively with targeted students. The EAL/D team created resources for classroom teachers to use in their classroom as well as individual support for students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to support and grow the New Arrivals Program through continuing to employ specialist teachers to provide explicit teaching of the English language to students on arrival at school. EAL/D teachers will support teachers and staff in classrooms and withdraw students for explicit teaching and learning.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Bexley 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"> • Planned approach to 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 targeted professional learning around [course] • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • 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: All students with allocated Integration funding who have been identified with a classified diagnosis, have been provided with their allocated hours of support through school timetabling of a School Learning and Support Officer. These students who require additional one on one support in order to integrate successfully into the mainstream, all have Individual Education Plans, Learning and Support Plans and/or Behaviour Management Plans that are written to support their specific learning and support needs. 100% of Integration Funding Support funded students have current support plans with personalised goals in place and are supported across both playground and classroom environments.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school is dedicated to maintaining SLSO support for current students on Integration funding while bolstering resources with new SLSOs for incoming students requiring financial assistance. Integration funding</p>

<p>Integration funding support</p>	<p>allocation remains flexible, adjusting in response to ongoing reviews of students' Personalized Learning and Support Plans (PLaSPs) to ensure targeted assistance. The introduction of regular termly review meetings involving teachers and parents has led to progress evaluations for students receiving Integration Funding Support, allowing for adaptability to changing needs and informing future learning objectives. This approach ensures efficient utilization of resources to address the diverse needs of students, nurturing a supportive and inclusive learning environment.</p>
<p>Socio-economic background</p> <p>\$152,663.13</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bexley 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"> • Explicit Teaching Practice • Planned approach to wellbeing • Improvement in Student Attendance • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Literacy Leaders program to support student learning. • employment of additional staff to support Social Groups program implementation. • employment of external providers to support students with additional learning needs. • providing students with economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: In 2023, the school prioritized high-impact professional learning and fostered collaborative practices among all staff. This included efforts to deepen curriculum knowledge and enhance pedagogical approaches, particularly with the implementation of new English and Mathematics syllabi. Additionally, the school actively developed evidence-based teaching practices and programs to build teacher confidence in implementing the new curriculums to support student learning.</p> <p>After evaluation, the next steps to support our students will be: In 2024, our school continues to embed evidence-based High Impact Professional Learning and collaborative practices. Additional expert staff will lead quality programs, improving student learning and well-being ensuring equitable access to resources and support for all students. We continue to support the development of our STEM program to promote project-based learning through our RFF program.</p>
<p>Aboriginal background</p> <p>\$1,510.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bexley 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"> • Improvement in Student Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal

<p>Aboriginal background</p> <p>\$1,510.46</p>	<p>students</p> <ul style="list-style-type: none"> engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: In 2023, our school provided additional support to Aboriginal students in both their learning and well-being. Additional programs increased knowledge and understanding of the diverse cultures, languages, and perspectives of indigenous Australians within the school community. Staff engaged in prioritised professional learning to build a more inclusive and culturally responsive learning environment where Aboriginal students feel valued and supported.</p> <p>After evaluation, the next steps to support our students will be: In 2024, our focus remains on strengthening our staff and teachers' capacity to deeply embed Aboriginal culture within our school community. Through collaborative efforts and meaningful engagement, we aim to create a supportive and inclusive environment that celebrates and respects Aboriginal heritage and perspectives.</p>
<p>English language proficiency</p> <p>\$221,678.33</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bexley 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"> Explicit Teaching Practice High Impact Professional Learning Effective Classroom Assessment <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 additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds additional staffing intensive support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact: The English as an Additional Language or Dialect (EAL/D) targeted students are receiving support from EAL/D teachers who implement differentiated literacy and numeracy programs. These programs incorporate EAL/D pedagogy and strategies into classroom practices. Beginning and Emerging students receive regular timetabled in-class support. Developing students are prioritised based on PLAN2 data and classroom complexity analysis.</p> <p>The EAL/D team collaborates closely and adopts whole school practices, such as plotting students on progressions and developing learning goals collaboratively around these progressions. Their inclusion in Direction Day data conversations has led to more efficient resource allocation and effectively targeted interventions. This collaborative approach ensures that EAL/D students receive tailored support to meet their learning needs, enhancing their overall educational experience.</p> <p>After evaluation, the next steps to support our students will be: Our EAL/D staff and classroom teachers will continue to provide support for students at all four phases of English language learning. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in using the ESL scales and in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$153,197.29</p>	<p>Low level adjustment for disability equity loading provides support for students at Bexley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$153,197.29</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"> • Explicit Teaching Practice • Planned approach to wellbeing • Improvement in Student Attendance • High Impact Professional Learning • Effective Classroom Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The school prioritises the equitable allocation of resources to support students with additional learning needs across various areas, ensuring a responsive and regularly reviewed approach. Students receiving support are assisted in classrooms by Interventionist Teachers and School Learning Support Officers (SLSOs) to enhance their reading and numeracy outcomes through targeted interventions and support. This approach involves identifying students with additional learning needs and providing them with the necessary support within the classroom setting. Interventionist Teachers and SLSOs collaborate to implement tailored interventions that address specific areas requiring improvement, such as reading and numeracy skills. These interventions are designed to meet the individual needs of students and are regularly reviewed to ensure effectiveness.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school remains committed to the continuous employment and professional development of trained School Learning Support Officers (SLSOs) and teaching staff. This includes the provision of appropriate resources to ensure that identified students receive the necessary additional support. Tiered interventions by SLSOs, Learning and Support Teachers (LAST), and Interventionist teachers will continue to be implemented to support students with additional learning and support needs in literacy and numeracy. This collaborative approach ensures that students receive targeted assistance tailored to their individual requirements, fostering their academic growth and success.</p>
<p>Professional learning</p> <p>\$22,964.24</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 Bexley 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"> • Data Informed Practices • Planned approach to wellbeing • High Impact Professional Learning • Effective Classroom Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses

<p>Professional learning</p> <p>\$22,964.24</p>	<ul style="list-style-type: none"> • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased efficacy of staff to implement current and emerging teaching and learning strategies. - streamlined frameworks and supports for programming and program review. - access to current evidence and research to inform best practice. - enhanced teaching and learning programs across the school that reflect effective teaching and learning approaches. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - increase access to high quality and impactful professional learning tied to Performance and Development Plans. - review updated and refined programming frameworks and program feedback documents. - ensure professional learning opportunities respond to the emerging needs of the school.
<p>QTSS release</p> <p>\$50,898.24</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bexley 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"> • Data Informed Practices • Explicit Teaching Practice • High Impact Professional Learning • Effective Classroom Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with time to facilitate co-teaching, coaching or mentoring opportunities to demonstrate quality practice and support classroom programs. • 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:</p> <p>Staff surveys indicate improved staff confidence and teaching practices within the school. Teachers have integrated evidence-based explicit teaching pedagogy into their classroom practice, leading to enhanced instructional effectiveness. Regular Consistency in Teacher Judgement sessions, conducted fortnightly in Stage teams, including EAL/D and Community Language teachers, have facilitated collaborative assessment of teaching programs across stages. This collaborative approach allows staff to receive direct feedback and make adjustments to enhance learning outcomes for students. Overall, these practices contribute to a culture of continuous improvement, where teachers actively engage in professional development and reflection to refine their teaching methods and better support student learning.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>In 2024, school leaders, including the APCI, continue to drive staff capacity building in effective classroom practice. Through fortnightly meetings, led by these leaders, collective teacher efficacy is fostered, and learning growth for all students is promoted. These sessions provide opportunities for collaborative discussions and sharing of best practices, empowering teachers to enhance their instructional strategies and improve student outcomes.</p>
<p>COVID ILSP</p> <p>\$89,177.39</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

\$89,177.39

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
- releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups
- providing targeted, explicit instruction for student groups in literacy/numeracy
- employing/releasing teaching staff to support the administration of the program

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

The allocation of this funding has resulted in;

* a higher number of students are accessing literacy and numeracy support across the school in all stages

*The Reading Dr program has shown substantial improvements in reading proficiency across every stage in the school. Notably, 80% of students enrolled in the program have demonstrated improvement in their phonemic awareness.

*80% of students have made significant gains in phonemic awareness

* check-in

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

The next steps to support the students are:

* continuing with Reading Dr across the school for phonemic awareness

* continue with small group tuition in both literacy and numeracy

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	147	140	136	148
Girls	134	121	121	111

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.9	91.0	79.9	88.5
1	95.7	90.5	85.1	88.5
2	93.9	92.4	83.7	89.2
3	94.6	92.3	85.7	90.1
4	95.1	91.8	84.5	87.5
5	95.3	91.7	81.7	87.6
6	96.6	90.2	84.6	87.3
All Years	95.1	91.4	83.6	88.4
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)	5
Classroom Teacher(s)	11.69
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher EAL/D	1.4
School Administration and Support Staff	5.52
Other Positions	1

*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	275,633.03
Revenue	4,612,084.22
Appropriation	4,485,779.33
Sale of Goods and Services	15,539.18
Grants and contributions	100,909.65
Investment income	9,156.06
Other revenue	700.00
Expenses	-4,726,693.23
Employee related	-4,241,328.01
Operating expenses	-485,365.22
Surplus / deficit for the year	-114,609.01
Closing Balance	161,024.02

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	225,779
Equity Total	529,049
Equity - Aboriginal	1,510
Equity - Socio-economic	152,663
Equity - Language	221,678
Equity - Disability	153,197
Base Total	2,857,786
Base - Per Capita	66,887
Base - Location	0
Base - Other	2,790,899
Other Total	432,890
Grand Total	4,045,504

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.

Teacher: Tell Them from Me Survey

Teacher survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 indicates a neutral position (neither agree or disagree).

- Teachers indicated that they felt supported by leadership at the school. The school score of 7.5 was greater than the NSW Government norm of 7.1
- Teachers indicated that they used collaboration opportunities to improve teaching practice and student learning outcomes. The school score was 7.6, which is below the NSW Government norm of 7.8
- Teachers indicated that they created a positive learning culture in their classroom. The school score of 8.0 was equal to that of the NSW Government norm of 8.0
- Teachers indicated that they used data to inform practice. The school score of 7.8 was equal to that of the NSW Government norm of 7.8, showing that teachers use a range of assessments to help them set challenging goals for all students.
- Teachers indicated that they utilised effective teaching strategies to improve student learning. The school score of 8.1 was greater than the NSW Government norm of 7.9
- Teachers indicated that they feel that the school is inclusive. The school score of 8.6 was greater than the NSW Government norm of 8.2
- Teachers indicated that they believe parents are regularly involved in their child's learning. The school score of 7.7 was greater than the NSW Government norm of 6.8

Student: Tell Them from Me Survey

Sense of belonging refers to a student's perception of being accepted, valued and included in their school setting by their peers and by others in the school. It is sometimes referred to as school connectedness or bonding to school. Students' feelings of belonging at school, alongside positive relationships with peers and teachers, are essential for student wellbeing. These relationships are characterised by constructive interactions that provide genuine support for students and help them build social and emotional skills.

- The 'Sense of Belonging' was rated at 84% for our students, compared to 69% for the state.

Expectations for Success is a measure of classroom context and refers to the extent to which teachers value academic achievement and hold high expectations of all students. High expectations are effective for learning for all types of students and schools. Supportive classroom environments, in which students experience consistent, clear and high expectations, and receive help from teachers and peers, promote the engagement of all students.

- The 'Expectations for Success' rate was 83% for our students compared to 81% for the state.

Advocacy at School in an education context refers to the active consideration and support of individual students' academic and wellbeing needs. This encompasses general support and specific supportive behaviours that help students navigate the everyday course of school life.

- The 'Advocacy at School' rate was 72% for our students, compared to 76% for the state.

Positive Learning Climate is associated with positive student behaviour in the classroom. It is concerned with the extent to which students internalise the norms and values of the classroom, which is affected by the formal and informal rules of the classroom, the effectiveness of classroom management strategies, and the relationships between students and teachers.

- The 'Positive Learning Climate' rate was 83% for our students, compared to 81% for the state.

Parental Feedback

The information provided below is based on feedback obtained through a parental school survey completed in term 1 2024.

School Strengths:

- School caters for individual children's learning needs.
- High expectations for student outcomes
- School facilities are well managed and maintained.

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.