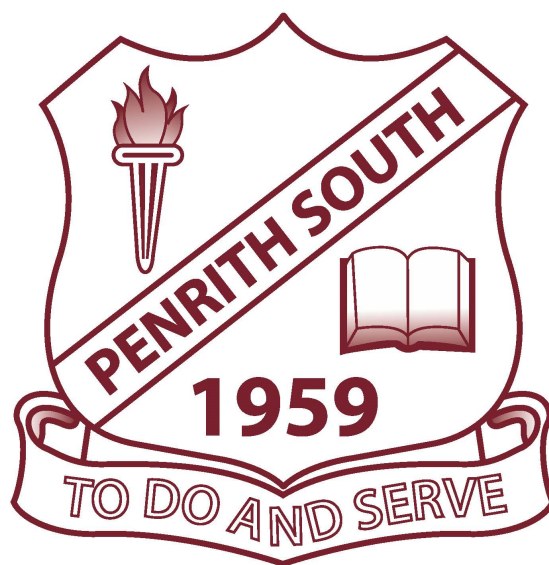


2023 Annual Report

Penrith South Public School



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Introduction

The Annual Report for 2023 is provided to the community of Penrith South 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.

School contact details

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School vision

At Penrith South Public School:

We are welcomed, accepted and valued.

We are empowered to be confident, resilient, life long learners.

Together, we are motivated and challenged to achieve success.

School context

Penrith South Public School is located in Western Sydney with a current enrolment of 432 students. 14% of students identify as Aboriginal or Torres Strait Islander and 10% are from an EAL/D background. There are 19 classes which include 16 mainstream classes and 3 support classes.

The staff are dedicated professionals who are committed to providing high quality, engaging literacy and numeracy programs.

The school is part of the Jamison Learning Community. Penrith South Public School is devoted to promoting Aboriginal Education and continuing to develop a great sense of cultural pride. The school is committed to providing high quality cultural opportunities. Student voice is an integral part of the Penrith South culture with well established peer support and SRC programs.

The school has a strong Sports and Creative and Performing Arts culture engaging in a variety of successful programs to improve student learning and wellbeing outcomes. The school actively implements Positive Behaviour for Learning and is embedding the Smiling Minds program, promoting resilience and ensuring that students are equipped to deal with the challenges of the future. Penrith South Public School has a proud history of strong links to the local community, providing a base for Connect Family Services playgroups.

The school has a strong focus on creating students who are engaged and empowered through a continual implementation and refinement of visible learning practices and upskilling of staff to plan and deliver high quality differentiated instruction to students. We will continue to be responsive and supportive of all students. Individual and targeted support will be provided to students in response to any social, emotional and educational needs they may have. We will continue to refine our learning and support structures to develop a case management approach within the school.

These identified areas are the focus of our strategic improvement plan.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Through explicit, evidenced based teaching in all classrooms, we will maximise student learning outcomes in reading and numeracy and ensure that every student shows growth in their learning. We will strengthen our practices in data literacy and use so that teachers are responsive to data and use it effectively to cater for individual learning needs.

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.

- Evidence Informed Teaching Practice
- Data Skills and Use

Resources allocated to this strategic direction

Socio-economic background

Professional learning

AP Curriculum & Instruction

QTSS release

Per capita

Beginning teacher support

Summary of progress

Evidence Informed Teaching Practice: Throughout 2023, Early Stage 1 and Stage 1 classrooms implemented the InitialLit program developed by Macquarie University with a strong emphasis on explicit teaching of literacy skills. Staff received professional learning and collaboration time to familiarise themselves with and implement the new curriculum. Early Stage 1 and Stage 1 implemented the new mathematics units of work aligned to the new curriculum. Stages 2 and 3 used collaborative planning time to familiarise themselves with the new curriculum and units of work as resources were made available. All staff joined the curriculum familiarisation webinars and gained additional insight as to how the units of work had been created. Staff reported a strong understanding of the purpose of the new curriculum and how they align with the Department of Education units of work. Staff communicated concern that the design of the Mathematics units of work may be a barrier to explicit teaching practices. The decision was made to trial the implementation of the units of work and determine success through student achievement data and staff feedback. Quality Teaching Rounds continued to be implemented in 2023 with a further 12 staff involved in the small group professional learning focusing on utilising the Quality Teaching Framework as a platform for planning and reflection of lessons. Feedback from staff strongly indicated that the professional learning was highly valued and had a positive impact on changing their teaching practice. Quality Teaching Rounds will continue to be implemented as professional learning in 2024 with the school hoping to have 100% of teaching staff participate within the current school planning cycle.

Data Skills and Use: In 2023, staff continued to have time allocated to collaborate with Assistant Principals Curriculum and Instruction to continue developing their data literacy skills. At the completion of the 2022 school year, the school decided to cease use of PAT assessments and commence a subscription with the Essential Assessment platform. Essential Assessment has proven to provide staff with greater detailed student achievement data and has the flexibility to be used in a variety of ways throughout the school year. A whole school assessment schedule was embedded incorporating standardised assessments from InitialLit, Essential Assessment, NAPLAN, Check In and other Department assessment resources targeting phonics and reading fluency. Teaching and learning programs align with the whole school assessment schedule ensuring that staff are analysing data in a timely manner to support adjustments to teaching programs and writing of academic reports. In 2024, we will be further developing our knowledge of how to best use Essential Assessment to support our teachers understanding of student progress and achievement. In particular, we will dive deeper into how teachers can use their student achievement data to make adjustments to their teaching program, differentiate to point of need for students and continue to track progress.

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 Check-in Assessment	The Check-in Assessment mean scale score indicates the percentage of

mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	students in Year 3 achieving growth in reading has decreased by 3.1%. The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in reading has increased by 3.6%.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in numeracy has increased by 2.1%. The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in numeracy has increased by 3.5%.
SEF Evaluation - Indicates school improvement as school moves to sustaining and growing for data skills use in teaching.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.
75% of K-2 students will be at or above expected school benchmarks for reading.	Review of student progress against InitialLit cumulative review data indicates 72% of K-2 students have achieved or exceeded benchmarks for reading.

Strategic Direction 2: Engaged and Empowered Learners

Purpose

Increase student engagement through developing assessment capable learners who monitor their own progress, set goals and are responsive to feedback. Ensure that high quality differentiated teaching practices are evident within classrooms and all stakeholders demonstrate aspirational expectations of learning progress and achievements for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Visible Learning
- Quality Differentiated Teaching Practices

Resources allocated to this strategic direction

Professional learning Socio-economic background

Summary of progress

Visible Learning: Professional learning was provided for teachers to identify, understand and implement the most effective classroom practices to ensure all students were engaged in productive learning. This professional learning centred on the building collective efficacy in the use of high quality Learning Intentions and Success Criteria to provide relevant, point in time feedback to students. Teacher feedback, through conversations and post professional learning survey results indicate an improved level of confidence in understanding and implementation of Visible Learning across the school. We placed strong emphasis on embedding the Learner Qualities into school culture. Start of Year units were developed and implemented across the school, Learner Quality assembly awards were implemented and a writing competition was held. Survey results indicate strong growth in students understanding of what a learner looks like compared to 2020. Next year in this initiative we will continue to focus on Learner Qualities to ensure they become a nature part of our culture.

Quality Differentiated Teaching practice: We placed strong emphasis on building teacher collective efficacy of High Potential and Gifted Education (HPGE) in 2023. After participating in highly engaging, contextual HPGE professional learning teachers indicated that they were increasingly confident in using evidence to inform teaching practice and differentiate learning to target individual student learning needs. Staff worked together, through the sharing of evidence-informed practice, to refine systems for meeting identified HPGE student needs across all domains. We developed a program to allow for greater identification opportunities for all students to be implemented in 2024. Resources and timetables were carefully utilised in order to support these needs. Next year in this initiative, we will further refine systems for identification of HPGE students. Explicit systems were embedded that facilitate professional dialogue and high quality collaboration through ongoing classroom observations, modelling of effective practice and feedback between colleagues (Quality Teaching Rounds) whereby teachers are engaging with research, Quality Teaching Framework and curriculum documents to further develop their knowledge and enhance practice.

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
Staff continue to engage in professional learning in regards to differentiation and the HPGE policy. The HPGE policy works through the Key ideas and Actions and utilises the planning tool kit for future directions.	All staff participated in HPGE Professional Learning. HPGE committee designed and developed a process to provide greater opportunities for all students to be identified as HPGE across the school.
SEF Evaluation in Feedback is working towards Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Feedback.

<p>WWB document Teacher self reflection rating scale increases against the WWB document Theme 1 - High Expectations.</p>	<p>High expectations for all students continues to be a priority for staff and students. Throughout 2023, staff received professional learning and were involved in planning sessions promoting an inclusive high expectations culture. We have high expectations with attainable goals for all children.</p>
<p>QTR group expands to include more staff members and runs independently from university. Stage 2 teachers lead the process through the school.</p>	<p>Four groups of four teachers participated in QTR. Teacher feedback indicates the success of the process, with all teachers reporting positive impact on their practice.</p> <p>This will be expanded in 2024 to ensure all teachers at PSPS have had the opportunity to participate within the QTR process.</p>

Strategic Direction 3: Supported and Connected Students

Purpose

To have a relentless focus on improving the well being, self esteem, resilience and achievement of all students through cohesive and responsive processes, so that all students develop the social and emotional skills to connect to others through positive, respectful relationships.

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.

- Supporting Individuals
- Respectful Relationships

Resources allocated to this strategic direction

New Arrivals Program

Aboriginal background

English language proficiency

Socio-economic background

Integration funding support

Low level adjustment for disability

Summary of progress

Respectful Relationships: 2023 was a year of celebration for Penrith South Public School, which enabled us to open our school to parents and the wider community. School families and the community were welcomed onto school grounds as part of the Share Our Space program, Harmony Day assembly, ANZAC Day assembly, Easter Hat Parade, NAIDOC Day, School Carnivals, Grandparents Days, Support Unit Eisteddfod and Open Days, and the Penrith South Christmas Concert. The school made many positive partnerships to improve student outcomes, including the participation in multiple non competitive sport gala days. Collaboration between our school and parents had a significant impact on improving the quality of education and creating a positive learning environment for students in 2023.

We held 3 Way Goal setting interviews involving parents and students in the learning journey and addressing any concerns. These interviews allowed parents to feel more connected to their child's education and enabled teachers to gain valuable insights into the child's strengths and weaknesses. Parents were involved in school decision-making through the P&C. The P&C worked with the school to identify areas of improvement for the school and provide feedback on school policies and programs. Parents volunteered in various capacities, such as classroom helpers, canteen, or uniform shop. Our school communicated regularly with parents through newsletters, emails, and social media. To enhance our partnerships with parents, the streamlining and improvement of administration processes in order to enhance parent communication, was embedded. In particular, a focus on enabling parents to access school communication in multiple languages. Next year we will continue to refine communication systems with a particular focus on communication addressing student attendance.

Supporting Individuals: Whole school approaches to student wellbeing and engagement were prioritised through teacher professional learning, where there was a collective responsibility for students to connect, succeed, thrive and learn. Professional learning was delivered in Term 3 to all staff based on trauma informed practice and building positive connections with students. As a result of this professional learning, teachers indicated having a better understanding of evidence-informed wellbeing practices.

Individual student wellbeing was supported across the school with expert School Learning Support Officers supporting in classrooms and providing individualised support to students to grow their wellbeing, thereby enabling them to access the curriculum more consistently and socially connect. Student Learning & Support officers (SLSO's) and specialist teachers were also employed to successfully run small group reading and mathematics intervention programs. This team met regularly to build their knowledge and expertise, demonstrating high levels of collective efficacy.

Through various professional learning opportunities and the restructure of school Aboriginal education team, teachers have increased confidence and appreciation when embedding aboriginal perspectives, authentically, within programs. Learning alliances within Jamison Learning Community continue to thrive as teachers share expertise and practice with colleagues from other schools around Aboriginal education and sustainability; strengthening a collective ability to support our Aboriginal students, every teacher, every leader and every school to improve. Next year, a focus on Aboriginal Education will continue with our learning alliance. There will be a particular focus on the development of a students Aboriginal Education Consultative Group (AECG) to promote student voice.

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
At least 95% of students report positive well being as reported by the Tell Them From Me survey.	Positive wellbeing outcomes have decreased by 3.97% indicating the school has not achieved the system negotiated target.
School attendance rate is increased from 89.76% in 2023 to 90.75% in 2027.	The number of students attending greater than 90% of the time or more has increased by 14.97%.
SEF Evaluation - wellbeing is at sustaining and growing	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.
Senior and Junior ATSI student focus groups are established to meet on a regular basis to increase the level of student voice and advocacy within the school. The school provides refresher courses to staff in Aboriginal Education.	Aboriginal Education continues to be a priority sharing strong learning alliances with neighboring schools. The formation of a senior and junior AECG remains in the planning phase for the Jamison Learning Community. Professional learning focusing on Aboriginal Education was provided and continues to be available.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$17,667.00</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 Penrith South 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"> • Supporting Individuals <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: all refugee students improving their English proficiency and families being comfortable liaising with EAL/D staff and strengthening their connection with the school community.</p> <p>After evaluation, the next steps to support our students will be: professional learning for learning support and classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$75,807.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Penrith South 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"> • Respectful Relationships <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. <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning or behavioural goals.</p> <p>After evaluation, the next steps to support our students will be: to continue formally incorporating integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$411,511.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Penrith South 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"> • Data Skills and Use • Evidence Informed Teaching Practice • Visible Learning • Quality Differentiated Teaching Practices • Respectful Relationships <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$411,511.65</p>	<p>include:</p> <ul style="list-style-type: none"> • professional development of staff targeting increased knowledge and understanding of HPGE, curriculum familiarisation, data analysis and student achievement to support student learning. • employment of additional staff to support development and implementation of compliant and engaging teaching and learning programs. <p>The allocation of this funding has resulted in the following impact: Reaching and Numeracy Check In results consistently achieving above statistically similar school groups.</p> <p>After evaluation, the next steps to support our students will be: continue to analyse student achievement data to determine targeted intervention groups and provide staff with a clear understanding of all students' learning needs.</p>
<p>Aboriginal background</p> <p>\$82,076.92</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Penrith South 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"> • Supporting Individuals <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of staff to support Aboriginal students achieve their goals within PLP's. <p>The allocation of this funding has resulted in the following impact: increased attendance of Aboriginal families at our annual PLP celebration to engage in achievement of PLP goals.</p> <p>After evaluation, the next steps to support our students will be: continued employment of one staff member to each Stage group to engage with students and support achievement of PLP goals. Allocation of time will be determined by the number of students staff will be working with.</p>
<p>English language proficiency</p> <p>\$6,659.06</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Penrith South 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"> • Supporting Individuals <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs. <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: continue to provide professional learning to staff to build knowledge and understanding of how to best support EAL/D students and strengthen connections with families.</p>
<p>Low level adjustment for disability</p> <p>\$286,293.97</p>	<p>Low level adjustment for disability equity loading provides support for students at Penrith South 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>\$286,293.97</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"> • Respectful Relationships <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. • engaging staff in emotion coaching professional learning to support students in the classroom. <p>The allocation of this funding has resulted in the following impact: the school achieved an increasingly consistent approach to emotion coaching and behavioural management across K-2 classrooms.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$33,641.40</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 Penrith South 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 Skills and Use • Evidence Informed Teaching Practice • Visible Learning • Quality Differentiated Teaching Practices <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. • course costs for staff undertaking recognised courses. • 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: staff developing a deep understanding of new English and Mathematics curriculum, resulting in strong teaching and learning programs targeting student needs.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$100,731.17</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Penrith South 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 Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p>

<p>QTSS release</p> <p>\$100,731.17</p>	<p>improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: strengthen systems to support shoulder to shoulder collaborative teaching practice with a targeted focus on teaching literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$204,508.31</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards Stage based learning outcomes.</p> <p>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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	266	275	238	234
Girls	253	246	230	209

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.8	92.8	84.0	90.4
1	85.0	91.2	87.0	88.0
2	87.7	91.1	82.4	91.2
3	94.0	91.5	86.0	90.2
4	88.8	91.9	88.0	90.2
5	88.2	91.7	85.1	89.3
6	87.7	89.9	84.6	88.8
All Years	88.9	91.4	85.4	89.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

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

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6.4
Classroom Teacher(s)	15.52
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.62

*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	595,909.66
Revenue	6,029,355.37
Appropriation	5,856,609.28
Sale of Goods and Services	19,012.32
Grants and contributions	136,937.50
Investment income	9,871.72
Other revenue	6,924.55
Expenses	-6,363,982.56
Employee related	-5,300,759.96
Operating expenses	-1,063,222.60
Surplus / deficit for the year	-334,627.19
Closing Balance	261,282.47

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	56,423
Equity Total	786,542
Equity - Aboriginal	82,077
Equity - Socio-economic	411,512
Equity - Language	6,659
Equity - Disability	286,294
Base Total	3,847,826
Base - Per Capita	128,740
Base - Location	0
Base - Other	3,719,086
Other Total	578,321
Grand Total	5,269,111

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

- An increased number of parents reported they believe the school is inclusive and support positive behaviour.
- Students reported a 10% increase in their sense of belonging at school.
- Students reports a 20% increase feeling challenged and confident in their skills during English and Mathematics lessons.
- Strong results in survey data reported teachers have high expectations for student learning and track individual student 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.