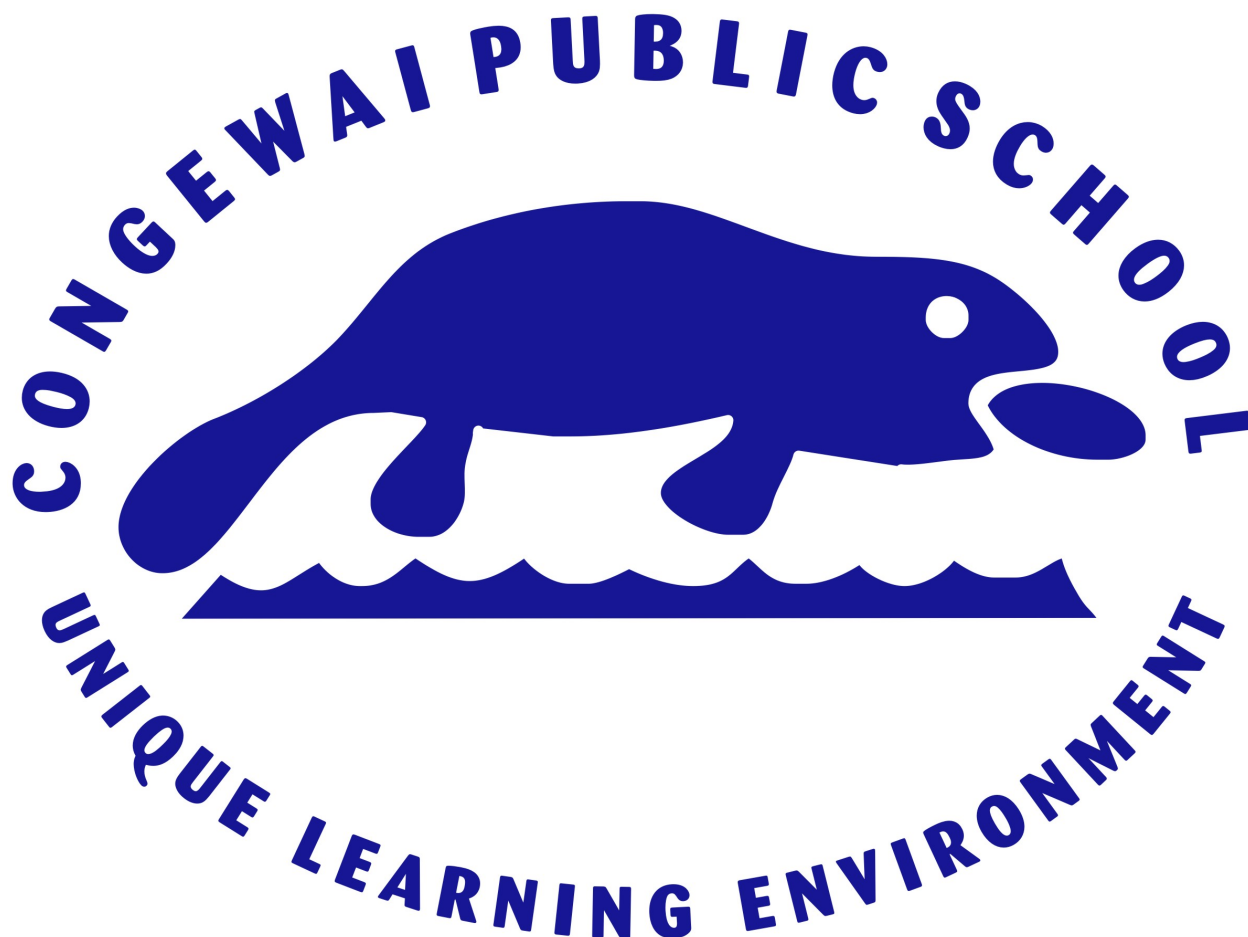


2023 Annual Report

Congewai Public School



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Introduction

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

As a learning community we know, care for and value every student, each with their own unique talents and personalities. We share responsibility to nurture, guide, inspire and challenge students. High quality teaching develops confident and creative individuals with the personal resources for future success and wellbeing.

School context

Congewai Public School is underpinned by a culture where all students are treated as individuals, all with unique talents and personalities. Our school's educators know our students view the world in unique ways and we tailor their educational opportunities with an emphasis on learning to fulfill potential, in a manner that makes the learning both engaging and memorable. Our core values of Safety, Respect and Learning provide a strong foundation for all aspects of school planning and implementation. Parents and community are highly supportive and have a strong desire to ensure that the needs of their children are being met.

Literacy and Numeracy learning are at the core of our work and the development of strong foundation skills is of the highest priority. Integrated Units support learning across the KLA's in a multi-stage class setting.

Our school provides a unique learning environment for its students. Situated on several hectares of idyllic bushland, our small school is immersed in environmental learning activities, with students enjoying experiences including vegetable gardening and aquaponics and garden design projects such as a fairy garden and mud play area. The school boasts its own tennis court and various other facilities for outdoor activity. The school community places strong value on creativity and students participate in a range of artistic opportunities provided by specialist art and music teachers employed by the school.

The school has had stable leadership over the past two years after a period of significant change. Enrollment numbers have fluctuated between 22 and 9 students within this period. The current enrollment is 10 students. Congewai is an inclusive school and believes that Aboriginal Education is everyone's business.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices to build foundation skills in literacy and numeracy. Using high impact teaching strategies and data informed practices will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop and implement explicit teaching experiences supported by effective feedback strategies.

There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

We are prioritising a strong emphasis on resilience, critical and creative thinking and confidence building.

Our school will aim continually, to strengthen, innovate and refine its practices to meet the needs of each and every student, raise expectations and develop within our students, the personal resources for future success and wellbeing.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to build strong foundations and maximise outcomes for literacy and numeracy success for all students, staff will engage in data driven practices which support differentiation through formative assessment and high expectations and are responsive to student 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.

- Data and Assessment
- Effective Teaching Programs

Resources allocated to this strategic direction

QTSS release

Socio-economic background

Aboriginal background

Professional learning

Integration funding support

Low level adjustment for disability

Summary of progress

The school has had a focus on assessment and data collection, strengthened through participation in Data Fundamentals -Leading Evaluation, Evidence and Data (LEED) professional learning. Tracking and monitoring has been enhanced through the implementation of a framework for assessment and data meetings. Explicit teaching, with all staff working towards common goals, has been key to delivering strong outcomes for students in the areas of Literacy and Numeracy, with a particular focus on vocabulary-building. Formative assessment is embedded in the teaching and learning cycle. This has enabled students to clearly see their own progress against the learning criteria.

Through a targeted approach to Explicit Teaching and Formative Assessment, teachers report that students are becoming more confident in articulating the learning intention and success criteria as well as responding to feedback. Learning intentions are promoted within the community by means of Classroom Screen and Class Dojo, through sharing of the daily learning plan. This has resulted in reduced anxiety for students, evident in daily observations and supported by surveys. This has led to greater confidence and resilience as well as engagement in learning and improved attendance. In 2024, the school will aim for greater consistency in its continued focus on Explicit Teaching. The school will also renew its focus on the use of metalanguage to promote greater understanding of, and engagement with learning intentions.

Planning for learning has been informed by robust data and has been used effectively to support differentiation for students and to formulate learning goals within the Student Learning and Progress Plan. The National Literacy and Numeracy Progressions has been utilised regularly as a means of tracking progress. The use of this tool, via PLAN 2, is shared with students in data conversations to support their understanding of their personal progress and goal-setting. Essential Assessment and has been used successfully as a means of collecting pre and post teaching data to support programming and strengthen the teaching and learning cycle. Check-in Assessment data has been valued for determining student achievement and progress towards syllabus outcomes. Goals are shared with parents/carers at least once per term and there is a consultative approach to ensure that the learning and wellbeing needs of every student are being met. The school will continue to develop its focus on data-driven planning to ensure that the needs of all students are continually met and reset.

Teams has been adopted as a platform for collaborative school planning for procedures, policy and administration, with student files and data now stored and accessed more efficiently in an electronic format. Google Workspace has been utilised as a system for collaborative planning and organisation. Program supervision occurs as per the Performance Management Timeline. Procedures have been put in place which have strengthened accountability and high expectations. This has had a positive impact on staff cohesion and collaborative planning with greater direction for the school.

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
SEF: • SEF element 'Data skills and use'- Sustaining and Growing - working towards Excelling • SEF element 'Effective classroom practice'- Sustaining and Growing - working towards Excelling	The school has continued its progression in Sustaining and Growing for the SEF element Data Skills and Use. The school has moved from Sustaining and Growing to Excelling for the SEF Element Effective Classroom Practice.
Progressions: • Increase % of Kindergarten students achieving within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy • Increase % of students meeting or exceeding expected growth in Literacy and Numeracy using the literacy and numeracy progressions PLAN2 data and syllabus indicators	This year, 100% of Early Stage One students have met Progressions targets for Literacy and Numeracy. This is in line with the school's achievements from the previous year. Across K-6, the school has increased the number of students meeting or exceeding expected growth in Numeracy by 9%. The percentage of students meeting or exceeding expected growth for Literacy has remained at the baseline level. Individual student progress is reported directly to parents and carers throughout the year.
Demonstrate shift of 5% across cohorts in Reading Check-in assessment against school achievement data, compared to 2022 baseline.	The school achieved an increase of 1% across cohorts in Literacy Check-in assessment against school achievement data, compared to 2022 baseline.
Demonstrate shift of 5% across cohorts in Numeracy Check-in assessment against school achievement data, compared to 2022 baseline.	The school achieved an increase of 12% across cohorts in Numeracy Check-in assessment against school achievement data, compared to 2022 baseline.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure that all of our students are able to connect, succeed and thrive, there will be a planned approach to developing whole school programs and processes that support high levels of wellbeing and engagement.

Initiatives

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

- Attendance
- Wellbeing and Engagement

Resources allocated to this strategic direction

Per capita

Aboriginal background

Integration funding support

Location

Socio-economic background

Professional learning

Low level adjustment for disability

Summary of progress

The school has continued its strong focus on student wellbeing and attendance with attendance data for 2023 exceeding State, Network and Similar School Group outcomes. Project-based learning has had a strong impact on engagement with 100% of students reporting their enjoyment of this style of learning and parents and community also showing great interest. Students were especially proud to share their "Museum in a Box" projects with community members and feedback for the event "Night at the Museum" was highly positive. This excitement and engagement has supported ongoing attendance improvements as well as improved standards of work completion. Students demonstrated greater independence in their learning. Teaching staff have reported positive experiences in differentiating learning across the K-6 setting. Project-based learning will continue to be a focus for 2024, with an emphasis on collaboration and independent learning skills to support high school readiness for Stage 3 students.

Digital technologies have been successfully embedded in learning across all Key Learning Areas, and has enabled students with learning difficulties and disabilities greater access to the curriculum. Students have continued to strengthen their capacity in using new technologies including Google Workspace, Teams and Canva. This has been evident in their capacity to work independently, engagement in higher order tasks and learning outcomes. The school has continued its involvement in the Rural Upgrade model in 2023 with a strong focus on creativity, problem-solving and engagement which has supported student engagement and satisfaction and promoted positive collaboration between staff as well as students.

Staff engagement and proficiency has continued to increase through the use of collaborative planning using Teams and Google Workspace. The school has prioritised the use of technology to enhance its administrative systems and processes ensuring smoother work-flow, greater collaboration and sharing of information and community satisfaction. Leadership opportunities for staff have been identified and support has been provided for a staff member to participate in the Assistant Principal Curriculum and Instruction Capability Building Framework. This has resulted in greater depth of understanding of both data analysis and classroom practice. All staff have been engaged in consultation regarding the new Inclusive Education Policy and planning for its implementation within the context of the school.

All students indicate that they are happy and want to come to school and parent comments and surveys support this. Parent satisfaction remains high across all indicators in internal surveys, including student learning and engagement, wellbeing and communication. The school's ability to reach parents and community has been strengthened through digital platforms such as Class Dojo which provide opportunities for families to connect with their child's learning as well as the expectations of the school. The use of Facebook has been strengthened to garner greater support across the broader community, with a shift in followers by more than 10%. The school continues to strengthen its partnerships with community through special events such as "Twilight in the Valley" and Education Week, Easter Hat Parade and other cultural celebrations. The school is well regarded for its commitment to inclusiveness, with priorities that support the successes of every child including programs for learning and behaviour support and gifted education. Student participation in a wide range of extra-curricular activities such as Imaginaturalists, weekly cooking and Film-by support growth in confidence, resilience and creativity.

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
Attendance Data: To increase the % of students achieving >90% attendance by 21.1% from the baseline	The percentage of students achieving >90% attendance has increased by 23% this year from the 2020 baseline.
SEF: - SEF element 'Learning Culture' for the theme <i>Attendance</i> - Sustaining and Growing - working towards Excelling - SEF element 'Wellbeing' - Sustaining and Growing - working towards Excelling	The school has moved from Sustaining and Growing to Excelling for the SEF element 'Learning Culture' for the theme <i>Attendance</i> The school has moved from Sustaining and Growing to Excelling for the SEF element 'Wellbeing'

Funding sources	Impact achieved this year
Integration funding support \$52,835.00	Integration funding support (IFS) allocations support eligible students at Congewai Public School in mainstream classes who require moderate to high levels of adjustment. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Effective Teaching Programs • Wellbeing and Engagement Overview of activities partially or fully funded with this targeted funding include: • Professional development of staff to support student learning • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students The allocation of this funding has resulted in the following impact: Improved student outcomes in Literacy and Numeracy Enhanced wellbeing and engagement Reduced student anxiety leading to greater independent learning Improved relationships with parents/carers Improved early identification of student needs After evaluation, the next steps to support our students will be: Continued implementation of small group interventions and one-to-one support for students with additional needs Staff PL in student wellbeing identification and support
Socio-economic background \$9,053.80	Socio-economic background equity loading is used to meet the additional learning needs of students at Congewai Public School who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Data and Assessment • Effective Teaching Programs • Wellbeing and Engagement • Other funded activities Overview of activities partially or fully funded with this equity loading include: • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • employment of external providers to support students with high potential and giftedness • professional development of staff through LEED to support student learning The allocation of this funding has resulted in the following impact: Improved teacher practice in the use of explicit teaching and formative assessment skills and collaborative goal setting Improved student engagement in Literacy and Numeracy activities Improved outcomes for all students in the areas of Mathematics and English evidenced by increased confidence and use of terminology and check-in assessments Improved teacher understanding of evidence-based strategies for systematic vocabulary teaching After evaluation, the next steps to support our students will be: Continued implementation of explicit teaching and formative assessment practices to support student outcomes in Literacy and Numeracy Continued engagement with high impact professional learning to support

Socio-economic background \$9,053.80	vocabulary teaching
Aboriginal background \$1,130.80	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Congewai Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Data and Assessment • Wellbeing and Engagement Overview of activities partially or fully funded with this equity loading include: • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans The allocation of this funding has resulted in the following impact: Every student has been engaged in the development of a PDP. Improved dialogue with students around school engagement, goal-setting and interests Expected growth for all Aboriginal students Attendance of all Aboriginal students above 90% After evaluation, the next steps to support our students will be: Continue to promote the importance of consultation with our Aboriginal parents and community. Introduce Aboriginal languages into the classroom Embed Aboriginal Pedagogical framework in lesson planning
Low level adjustment for disability \$19,323.59	Low level adjustment for disability equity loading provides support for students at Congewai Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Effective Teaching Programs • Wellbeing and Engagement Overview of activities partially or fully funded with this equity loading include: • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • use of access-technology including immersive reader, c-pen and voice to text The allocation of this funding has resulted in the following impact: Improved student outcomes in Literacy and Numeracy, evident in Check-in Assessment and internal assessment data Enhanced wellbeing and engagement Reduced student anxiety Improved relationships with parents/carers Improved early identification of student needs After evaluation, the next steps to support our students will be:

Low level adjustment for disability \$19,323.59	Continued implementation of small group interventions and one-to-one support for students with additional needs Staff PL in student wellbeing identification and support Continued use of access-technology including immersive reader, c-pen and voice to text
Location \$855.20	The location funding allocation is provided to Congewai Public School to address school needs associated with remoteness and/or isolation. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Wellbeing and Engagement Overview of activities partially or fully funded with this operational funding include: • incursion expenses • student assistance to support excursions • technology resources to increase student engagement The allocation of this funding has resulted in the following impact: Improved outcomes for all students across the KLA's evidenced by 100% of students reporting higher engagement and enthusiasm for learning as well as improved problem-solving and presentation skills Enhanced opportunities for students to participate in extra-curricular learning, excursions and incursions Progress in implementation of the school's digital maturity plan with 80% staff more confident in using online platforms for collaboration and communication After evaluation, the next steps to support our students will be: Continued implementation of the school's digital maturity plan Provision of programs to support high potential and gifted students Provision of resources and programs to support transition between learning settings
Professional learning \$4,798.45	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 Congewai Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Effective Teaching Programs • Wellbeing and Engagement Overview of activities partially or fully funded with this initiative funding include: • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses The allocation of this funding has resulted in the following impact: Improved capacity for teachers to collect and analyse data resulting in improved outcomes for all students in the areas of Literacy and Numeracy evidenced by gains on the National Literacy and Numeracy Progressions Improved capacity for staff implementing evidence-based strategies to support vocabulary learning After evaluation, the next steps to support our students will be: Continued professional development in the area of data collection and analysis in the form of data conversations and co-teaching to support student outcomes in Literacy and Numeracy
QTSS release \$1,775.52	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Congewai Public School.

QTSS release \$1,775.52	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Data and Assessment Overview of activities partially or fully funded with this initiative funding include: • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff The allocation of this funding has resulted in the following impact: Staff engagement in LEED to develop capacity to abstract, analyse and synthesise data After evaluation, the next steps to support our students will be: Continue to engage in LEED PL
COVID ILSP \$11,927.82	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Other funded activities Overview of activities partially or fully funded with this targeted funding include: • employment of teachers/educators to deliver small group tuition The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of Literacy and Numeracy as evidenced by gains in foundation skills, particularly vocabulary, assessed against the National Literacy and Numeracy progressions and Check-in Assessment growth After evaluation, the next steps to support our students will be: Continue implementation of targeted support for identified students in small groups to support student outcomes, particularly in vocabulary development to support strong Literacy and Numeracy outcomes Staff PL in student wellbeing - identification and support Continued use of access-technology including immersive reader, c-pen and voice to text

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	5	4	3	3
Girls	7	5	6	8

Student attendance profile

School				
Year	2020	2021	2022	2023
K			84.8	90.4
1	96.8			58.9
2	91.3	96.6		
3	89.3	82.9	93.2	
4		92.1	84.2	94.3
5	96.4		87.1	75.0
6	91.2	81.5		92.1
All Years	91.9	88.2	87.6	86.1
State DoE				
Year	2020	2021	2022	2023
K			87.9	91.1
1	91.7			90.5
2	92.0	92.6		
3	92.1	92.7	87.6	
4		92.5	87.4	90.6
5	92.0		87.2	90.3
6	91.8	91.5		89.8
All Years	91.9	92.3	87.5	90.5

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)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	35,350.60
Revenue	481,777.47
Appropriation	473,047.63
Sale of Goods and Services	222.72
Grants and contributions	7,938.95
Investment income	568.17
Expenses	-439,627.94
Employee related	-332,265.86
Operating expenses	-107,362.08
Surplus / deficit for the year	42,149.53
Closing Balance	77,500.13

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	34,119
Equity Total	29,508
Equity - Aboriginal	1,131
Equity - Socio-economic	9,054
Equity - Language	0
Equity - Disability	19,324
Base Total	320,790
Base - Per Capita	2,342
Base - Location	855
Base - Other	317,592
Other Total	39,528
Grand Total	423,945

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

Parents were surveyed throughout the year to gain insights as to satisfaction with the school. Overall,

100% of parents were satisfied with:

- student engagement and wellbeing
- communication
- classroom management
- learning outcomes

Parent and Community feedback was positive throughout the year and relationships have been developed which have allowed for open discussion. The school has been commended by parents for its positive school culture and inclusivity. Community input has increased this year with support for events, excursions and school growth.

Teacher feedback was that the school:

- has made strong gains in meeting the diverse needs of its students
- has made strong gains in the digital maturity plan
- has continued to develop a cohesive framework of policies and procedures
- should continue to embed the professional development and supervision framework as aligned with the Professional Standards
- should continue to refine assessment schedule and data tracking
- should continue to strengthen engagement of students with success criteria

Staff satisfaction and engagement was high.

Student surveys reflect:

- a high level of engagement with the pedagogical practices within the school
- a strong sense of belonging, positive wellbeing and school pride

Students have indicated that they enjoy and wish to continue to engage in creative and project-based learning opportunities.

100% of students indicate that they feel known and valued, and that there is an adult at the school with whom they feel a connection.

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.