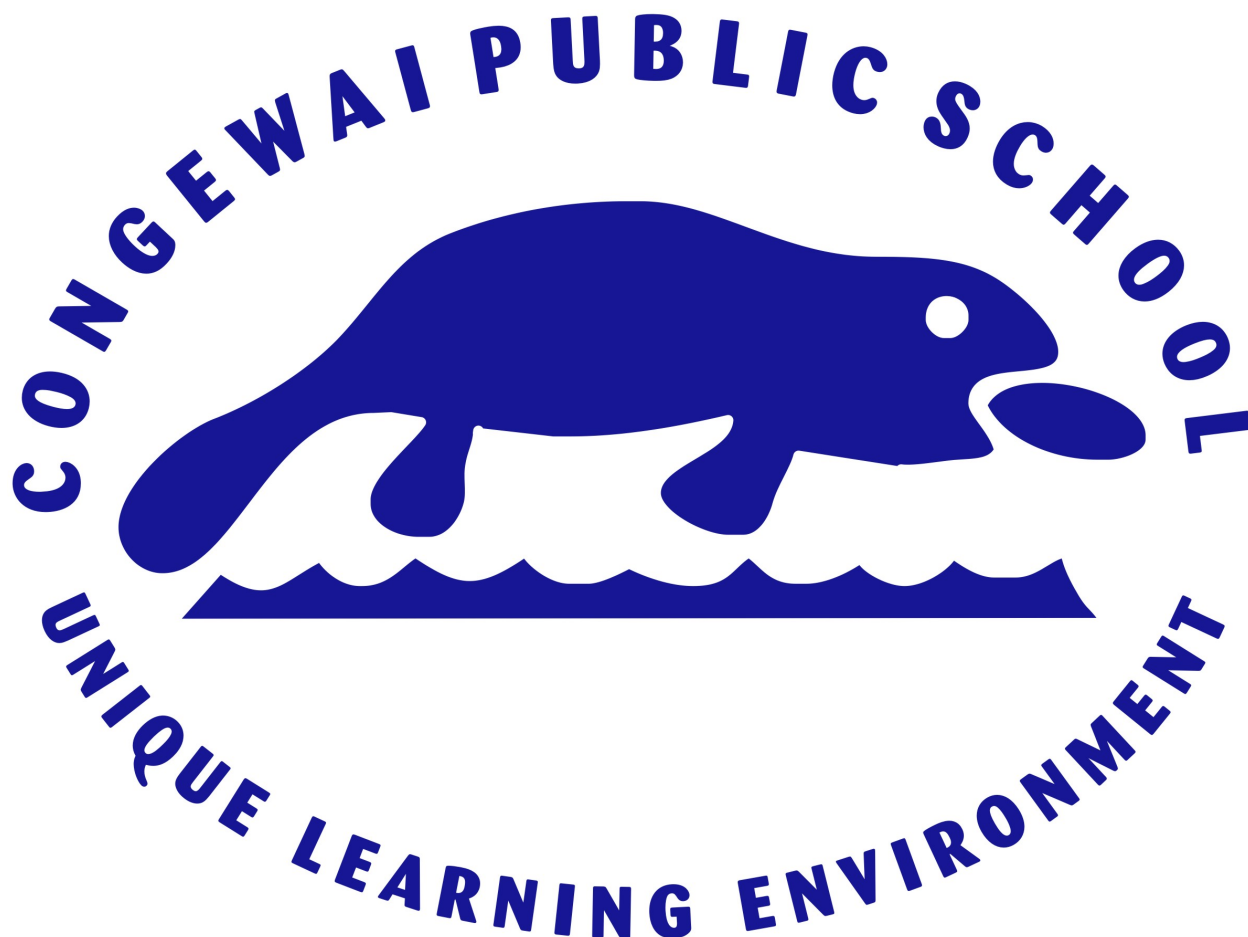


2024 Annual Report

Congewai Public School



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Introduction

The Annual Report for 2024 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 school 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 background

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 school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

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 School Excellence Plan and the achievement of school improvement measures.

- Data and Assessment
- Effective Teaching Programs

Resources allocated to this strategic direction

Professional learning

QTSS release

AP Curriculum & Instruction

Integration funding support

Small group tuition (SGT)

Socio-economic background

Low level adjustment for disability

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Progressions Progressions • Continue to increase % of students meeting or exceeding expected growth in Literacy and Numeracy using the literacy and numeracy progressions PLAN2 data for Understanding Texts in Literacy and Quantifying Numbers and Additive Strategies in Numeracy	The school has maintained its % of students meeting or exceeding expected growth in Literacy and Numeracy using the literacy and numeracy progressions PLAN2 data for Understanding Texts in Literacy and Quantifying Numbers and Additive Strategies in Numeracy
Improved reading outcomes	The school demonstrated no significant change in reading scores compared to 2023 and 2022 cohorts
Improved numeracy outcomes <i>Demonstrate shift of 12% across cohorts in Numeracy Check-in assessment against school achievement data, compared to 2022 baseline.</i>	The school demonstrated slightly improved numeracy scores compared to 2023 and 2022 cohorts

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 School Excellence Plan and the achievement of school improvement measures.

- Attendance
- Wellbeing and Engagement

Resources allocated to this strategic direction

Per capita
Aboriginal background
Integration funding support
Socio-economic background
Low level adjustment for disability
Location

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance Student cohorts in 2024 demonstrate improved attendance scores compared to 2023 and 2022 cohorts	The school has maintained a steady focus on positive attendance strategies but saw a slight drop in the percentage of students attending consistently.

Funding sources	Impact achieved this year
Integration funding support	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 Excellence Plan including: • Effective Teaching Programs • Wellbeing and Engagement Overview of activities partially or fully funded with this targeted funding include: • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of speech therapy • 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. Continued implementation of speech therapy to support speech and language development.
Socio-economic background \$13,407.95	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 Excellence Plan including: • Effective Teaching Programs • Wellbeing and Engagement Overview of activities partially or fully funded with this equity loading include: • employment of external providers to support students with additional learning needs • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items 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 activities to develop student vocabulary 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 vocabulary teaching
Aboriginal background \$8,275.65	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

Aboriginal background \$8,275.65	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 Excellence Plan including: • Attendance Overview of activities partially or fully funded with this equity loading include: • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways The allocation of this funding has resulted in the following impact: Provision of opportunities to build on the potential and interests of Aboriginal students to support engagement and wellbeing Implementation of small group interventions and one-to-one support for Aboriginal students Development of Personalised Learning Pathways After evaluation, the next steps to support our students will be: Continued implementation of small group interventions and one-to-one support for Aboriginal students Continued development of Personalised Learning Pathways
Low level adjustment for disability \$20,256.03	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 Excellence 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 The allocation of this funding has resulted in the following impact: Improved student outcomes in Literacy and Numeracy, evident in PLAN 2 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: Continued implementation of small group interventions and one-to-one support for students with additional needs Staff PL in student wellbeing identification and support
Location \$769.68	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 Excellence Plan including: • Wellbeing and Engagement Overview of activities partially or fully funded with this operational funding include: • subsidising student excursions to enable all students to participate

Location \$769.68	• incursion expenses • 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: Provision of programs to support high potential and gifted students Provision of resources and programs to support transition between learning settings
Professional learning \$4,838.96	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 procedures at Congewai Public School. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Data and Assessment 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 • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops The allocation of this funding has resulted in the following impact: Improved capacity for teachers to collect and analyse data resulting in improved cycles of goal-setting-teaching-assessment and 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 School-wide staff knowledge of diabetes to support student needs After evaluation, the next steps to support our students will be: Continued professional development in the area of goal setting and tracking Co-teaching and lesson observations to support teacher capacity building in Literacy and Numeracy Inter-school PL for writing CTJ
QTSS release \$2,335.95	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Congewai Public School. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Data and Assessment Overview of activities partially or fully funded with this initiative funding include: • additional teaching staff to implement quality teaching initiatives The allocation of this funding has resulted in the following impact: Improved data quality through deeper understanding and a focused approach After evaluation, the next steps to support our students will be: Continue implementation of data conversations and goal-setting for students

Small group tuition (SGT)	These funds have been used to support improved outcomes and the achievements of staff and students at Congewai Public School Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Effective Teaching Programs Overview of activities partially or fully funded with this targeted funding include: • Improved outcomes for K-6 students across focus areas in literacy and Numeracy through cycles of goal setting, teaching and assessment The allocation of this funding has resulted in the following impact: Improved capacity for staff to engage with goal setting to strengthen student progress Improved outcomes for K-6 students across focus areas After evaluation, the next steps to support our students will be: Continued monitoring of individual students' skill development. Continued use of goal-setting and adjustment cycles to support student progress.
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Student information

Student enrolment profile

	Enrolments			
Students	2021	2022	2023	2024
Boys	4	3	3	4
Girls	5	6	8	6

Student attendance profile

School				
Year	2021	2022	2023	2024
K	-	-	-	-
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
All Years	88.2	87.6	86.1	84.6
State DoE				
Year	2021	2022	2023	2024
K		87.9	91.1	91.0
1			90.5	90.2
2	92.6			90.3
3	92.7	87.6		
4	92.5	87.4	90.6	
5		87.2	90.3	89.6
6	91.5		89.8	89.1
All Years	92.3	87.5	90.5	90.0

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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	0.8

*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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	23,923.92
Revenue	513,887.56
Appropriation	511,591.26
Sale of Goods and Services	49.09
Grants and contributions	1,615.02
Investment income	632.19
Expenses	-478,037.00
Employee related	-423,193.85
Operating expenses	-54,843.15
Surplus / deficit for the year	35,850.56
Closing Balance	59,774.48

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.

	2024 SBAR Adjustments (\$)
Targeted Total	35,579
Equity Total	41,940
Equity - Aboriginal	8,276
Equity - Socio-economic	13,408
Equity - Language	0
Equity - Disability	20,256
Base Total	337,365
Base - Per Capita	1,889
Base - Location	770
Base - Other	334,706
Other Total	55,601
Grand Total	470,485

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,

Over 90% 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 area of Professional Development and leadership Opportunities, with a goal of improving embedding professional standards
- has continued to develop a cohesive framework of policies and procedures
- 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.

Over 90% 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.