

# 2023 Annual Report

## Melrose Park Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Melrose Park 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

Melrose Park Public School aims to nurture and inspire every student to be a successful learner.

Students are at the heart of everything we do. We are committed to providing a positive, safe and engaging environment for children to learn, where all are known, valued and cared for. As a learning community we want to build on individual strengths, develop positive learner qualities, demonstrating respect, responsibility and a commitment to growth and attainment.

## School context

Melrose Park Public School is a small suburban school located on the banks of the Parramatta River between West Ryde and Parramatta. Enrolment has grown steadily over the last five years with a current enrolment of 176 students. In the coming years, it is expected the school will increase its enrolment as new residential development is expanded within the catchment area.

Our school currently has seven class teachers including two assistant principals, an Assistant Principal Curriculum and Instruction and additional part-time support staff. Our school works hard to promote the values of honesty, empathy and respect for others. Staff work collaboratively to provide the best learning experiences for all students.

Our school plans and delivers learning to address the varied needs of the school community. These needs include: children of mothers from the women's shelter, Indigenous students and students from low socio-economic groups within the community.

Our parent community identifies that more responsive feedback is required so they can support their child's learning. Parents also believe that high expectations are essential for success in learning. Our motto of '*Forever Forward*' builds a common purpose as a school community of inspiring students to continually develop their skills, knowledge and understandings to aim for success.

Through our situational analysis, we identified the continued need to utilise deeper data analysis to drive reflective practice and ensure all students have access to appropriate learning. Our school has identified, through NAPLAN analysis and Check-in Assessments, negotiated targets for improvement in reading and numeracy. The focus for this improvement will be embedding quality teaching practices, utilising explicit instruction and identifying adjustments and personalised learning within a quality learning environment. The strategies will provide opportunities to improve pedagogy and ensure students achieve expected growth and attainment in their learning. This will be achieved through a focus on curriculum differentiation and engaging with innovative practices that empower student voice in their own learning.

We will continue to monitor targeted students and be responsive to the individual needs of these students. Through the use of the Learning and Support Teacher, we will put structures in place to assist these students to show growth in their learning. Continual monitoring of student performance data will determine growth and areas that need sustained support. As we achieve success, school planning and management processes will direct resources towards new target areas. We will continue to enrich learning across curriculum areas through teacher expertise and collaborative teaching strategies that maximise and scale success.

We will continue our whole school focus on wellbeing, promoting social and emotional learning where every student is known valued and cared for. Learning and working together as a collaborative community where students, teachers, parents and the wider community all value learning, is at our core as we strive for growth and success.

## 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	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

### Purpose

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*To maximise student proficiency and growth in all learning areas through the further development and refining of data driven teaching practices and the development of strong foundational skills in literacy and numeracy for every student.*

### Initiatives

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

- Literacy
- Numeracy

### Resources allocated to this strategic direction

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Professional learning  
AP Curriculum & Instruction  
New Arrivals Program  
Integration funding support  
Per capita  
English language proficiency  
Aboriginal background  
Low level adjustment for disability  
QTSS release

### Summary of progress

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#### Literacy

The focus in this initiative for 2023 was the implementation of the new K-2 English syllabus. Supported by our Assistant Principal Curriculum and Instruction (APCI) and the allocation of curriculum reform time, K-2 staff were able to plan, adjust and evaluate units of work. During Term 2, the curriculum reform timetable was adjusted to make the best use of this time. Due to staffing shortages, curriculum reform time was not always implemented consistently and K-2 teachers were prioritised, as resources supporting the implementation of the 3-6 English syllabus were delayed. In Term 4, all teaching staff navigated the 3-6 English syllabus and completed the available online microlearnings. Since the implementation of the K-2 English syllabus, the units have been successfully contextualised for our school. Initialit storybook component was removed from K-2 programs to deliver an integrated English teaching and learning program. As the year has progressed, K-2 teachers have increased their confidence, understanding and capabilities in delivering the units of work.

In 2024, K-2 will embed the curriculum by continuing with Initialit for component A and contextualising units of work for component B, moving from Multi age units to Year A for Year 1 and B for Year 2. Years 3-6 teachers will enact the 3-6 English curriculum by contextualising component B units of work and adapting current programs to meet syllabus content for component A.

#### Numeracy

Identified high impact professional learning was undertaken throughout 2023 to build skills and knowledge in the implementation of the new mathematics syllabus. 43% of classroom teachers completed the Big Ideas to Start strong - Becoming Mathematicians course. This course provided opportunities for colleagues to explore big ideas and core concepts that are embedded in the NSW Mathematics syllabus. As a team, they collaboratively planned professional learning to upskill the rest of the teaching staff, showcasing examples of effective classroom practice, tasks and assessment tools related to some big ideas and core concepts. Additionally, as members of the Ryde Explicit Teaching Network with 3 other schools, Years 3-6 teachers participated in professional learning during the Term 3 Staff Development Day. Led by a Lead Specialist in Numeracy, they enhanced their evidence-based pedagogical knowledge and practised learning experiences that promote challenge, inquiry and mathematical discourse for our students to work and think mathematically. In Term 4, teachers engaged with the 3-6 syllabus and completed available microlearnings. To support the implementation of the new K-2 Mathematics syllabus, the K-2 Mathematics units were contextualised during Curriculum Reform time and implemented in K-2 classrooms. Due to a lack of in-depth assessments aligned to the new units, K-2 teachers developed new mathematics rubrics and assessments for Semester 1 and 2. Professional learning and effective use of curriculum reform time in 2023 has positively impacted the teaching practices of staff and has led to greater confidence in making authentic connections with mathematical concepts. Teaching strategies have been

implemented in classrooms and there has been a greater understanding of the mathematics syllabus and an increased knowledge to effectively assess and report on student learning.

In 2024, K-2 will embed the curriculum by contextualising units of work, moving from Multi age units to Year A for year 1 and B for year 2. We will enact the 3-6 curriculum, by contextualising and adapting units of work to cover all the stage outcomes and content. Further opportunities for other staff to participate in the Big Ideas PL will be provided. K-6 will develop and incorporate daily review into numeracy lessons.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>READING GROWTH</b></p> <p>An increase in Check-In Assessment mean scaled score for reading in Year 5 for 2023 compared with Year 5 in 2022.</p>	<p>An analysis of Check-In Assessment data for reading in Year 5 for 2023 compared with Year 5 2022 indicates an increase in mean scaled score from 394.5 to 437.6.</p>
<p><b>NUMERACY GROWTH</b></p> <p>An increase in Check-In Assessment mean scaled score for numeracy in Year 5 for 2023 compared to Year 5 in 2022.</p>	<p>An analysis of Check-In Assessment data for numeracy in Year 5 for 2023 compared with Year 5 2022 indicates an increase in mean scaled score from 402.4 to 436.6.</p>

## Strategic Direction 2: Quality Learning Environment

### Purpose

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*To consistently deliver high impact teaching strategies which meet the learning needs of every student. This will be achieved through a culture of high expectations, refinement of professional practices, curriculum differentiation and developing assessment capable students.*

### Initiatives

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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.

- High Impact Strategies
- Curriculum Differentiation

### Resources allocated to this strategic direction

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AP Curriculum & Instruction

QTSS release

Beginning teacher support

### Summary of progress

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#### High Impact Strategies

Professional learning was provided to all staff on the purpose, process and research behind the Teaching Sprint program. Data was initially collected through classroom observations by the APCI and Principal, to gain insight into school practices in relation to effective teaching strategies. Using Tom Sherrington's Walk Thru book, staff identified strategies that could enhance student engagement and achievement across K-6. The teaching sprint focus was co-constructed by teaching staff and implemented in classrooms in Term 2 and a new focus identified for Terms 3/4. Evidence-based research was examined, implementation of the focus was collaboratively planned then put into practice in all classrooms across the school. Initial reluctance of teachers to implement teaching sprints due to lack of time was overcome through regular staff check-ins, resources created for display and use in classrooms and the APCI supporting individual teachers as needed.

Significant growth in data collected in Term 1 compared to Term 4 indicated the positive impact of the focus on teaching strategies including questioning, student engagement and feedback. Student selection to answer teacher questioning increased from 22 to 238 occurrences in the same time frame. This is directly correlated to the teaching focus, cold calling, which is now embedded in all teachers' repertoire. Wait time, another teaching sprints focus, increased four fold. Every aspect from each of the teaching sprints showed significant improvement. Other positive impacts include the increased use of all student response systems (more than doubled), teacher feedback (increased by 1 and 1/2 times) and teacher prompts (almost doubled). Resources, including up-level charts displayed in classrooms, were utilised by students and teachers to increase awareness of high expectations relating to student responses and demonstrate student achievement in this area.

In 2024, we will continue our focus on Teaching Sprints and provide further opportunities for all staff to participate in walk throughs and classroom observations. Melrose Park Public School teachers will engage in selected Training 24/7 evidence-informed pedagogy and online modules with a focus on the Science of Learning and retrieval practice.

#### Curriculum Differentiation

Throughout the year qualitative and quantitative data was collected by staff in all key learning areas to give an overview of student learning and the effectiveness of programs. Fortnightly data meetings gave teachers time to meet in K-2 and 3-6 teams to investigate different data sources and ensure consistent teacher judgement, essential in a small school and where students were in composite classes. The APCI initiative also allowed for deeper analysis of data across English and mathematics for 3-6, in particular the triangulation of data that compared school, state and national data. This improved teacher awareness of expected levels of students and distribution of reporting grades. The effectiveness of data meetings was reduced due to staff illness and it was noted that additional staff such as the Learning and Support teacher were not effectively included. Teachers participated in professional learning to improve differentiation. They used pretests to identify students requiring remediation or extension in all KLAs and adjusted programs as required. There was a regular review of learning support and EAL/D programs and alterations were made as needed.

In 2024, stage meetings will encompass the effective and timely inclusion of data on a regular basis. Support staff including EAL/D, Learning and Support and the teacher librarian will also be involved to produce data and to make

decisions about teaching and learning programs. For areas, such as writing, where less data is available on a state wide basis, we intend to connect with other schools in the local area, to ensure grading is consistent and to assist in the triangulation of school data. Teachers will continue to be upskilled in the differentiation of teaching and learning programs.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>School Internal Data</b></p> <p>The percentage of teachers tracking student progress using school data measures in spelling, reading, writing and mathematics. which identify effective programs for student growth is moving towards the school identified target of 100%.</p> <p>TTFM teacher survey identifies increased confidence in use of data practices.</p>	<p>Analysis of school data measures shows that 100% of teachers track student progress using school data measures in spelling, reading, writing and mathematics indicating achievement of the school identified target.</p> <p>TTFM teacher survey data indicates a school mean of 8.1 for Data Informed Practices which is higher than the state norm of 7.8.</p>
<p><b>High Impact Strategies</b></p> <p>Self-assessment against the School Excellence Framework shows the school moving towards the school identified target of excelling in the element of Effective Classroom Practice.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at <b>sustaining and growing</b> in the element of Effective Classroom Practice.</p>



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$20,319.00</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 Melrose Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> <li>• professional learning for classroom teachers to enhance understanding of the EAL/D progressions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the two students who received NAP funding progressed from emerging to developing along the the English learning proficiency.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the EAL/D teacher will enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible. NAP students will continued to be supported by EAL/D teacher with both small group and in class support.</p>
<p>Socio-economic background</p> <p>\$10,180.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Melrose Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* 14 students received financial support to access the curriculum.</li> <li>* an inclusive school environment with all students being able to participate in school activities and events.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> provide ongoing welfare support for identified families.</p>
<p>Aboriginal background</p> <p>\$8,092.05</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Melrose Park 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> </ul>

<p>Aboriginal background</p> <p>\$8,092.05</p>	<ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the development of stronger consultation processes to develop and support student goals identified in PLPs. Students developed greater empathy and confidence understanding the history, culture, knowledge and contributions of the First Nation people.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to build on the PLP process to ensure First Nations students are meeting their educational, social and emotional goals through differentiated and personalised support.</p>
<p>English language proficiency</p> <p>\$66,360.19</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Melrose Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are being supported through in class support, withdrawal groups and adjusted lesson resources. Teacher understanding of the EAL/D progressions has been built through PL delivered by the network's EAL/D Education Leader. This PL guided and supported teachers to integrate and reflect on EAL/D students and targeted teaching strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to capitalise on teacher confidence and their capacity to design units of work that integrate targeted teaching strategies for all EAL/D learners. The EAL/D teacher will make adjustments to other programs such as Science, History and Geography, to ensure EAL/D learners can access the content and vocabulary and have appropriate scaffolds to support their learning.</p>
<p>Low level adjustment for disability</p> <p>\$76,147.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Melrose Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MiniLit, MultiLit and Counting for Life to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> additional funding for a Learning and Support teacher and SLSOs resulted in an increase in the number of students receiving targeted support within the classroom and through intervention programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to use data to identify students in need of additional support. Ongoing evaluation of support programs to ensure they are responsive to</p>

<p>Low level adjustment for disability</p> <p>\$76,147.53</p>	<p>the identified needs.</p>
<p>QTSS release</p> <p>\$37,522.66</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Melrose Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Explicit Teaching Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> high impact professional learning linked to the school's initiatives and ensuring consistency in teaching strategies across all teachers K-6. Student data was analysed by the executive team and shared with all teachers to address student learning and inform teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to develop structured and planned lesson observations and learning walks to strengthen quality teaching practices. Continue to use funds towards executive release for mentoring, administration, school planning and evaluation and instructional support of teams.</p>
<p>COVID ILSP</p> <p>\$34,691.84</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in numeracy</li> <li>• development of resources and planning of small group tuition for the delivery of the Counting for Life program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program have shown growth in their number fact recall.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the learning and support team will use resources from the Counting for Life program to further develop and build on student's knowledge and understanding of number facts. We will continue to analyse data and triangulate various sources to identify students who may require additional support.</p>
<p>Integration funding support</p> <p>\$108,773.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Melrose Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul>

<p>Integration funding support</p> <p>\$108,773.00</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* identified students were provided with targeted support in the classroom and on the playground.</li> <li>* greater transparency with parents and stakeholders through regular meetings. Parents were involved in the process of setting and reviewing the student's personalised learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>continue to provide targeted support and interventions for identified students who receive Integration funding support. Meetings with parents and stakeholders will continue to ensure student needs are being met.</p>
<p>Professional learning</p> <p>\$15,144.60</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 Melrose Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• course costs for staff undertaking recognised courses</li> <li>• teacher relief for staff engaging in professional learning</li> <li>• opportunities for collaboration and classroom observations linked to our teaching sprints</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* a greater understanding of the new English and mathematics curriculum.</li> <li>* teachers who participated in the Big Ideas to Start Strong built on their understanding to connect mathematical concepts and embed effective teaching strategies in mathematics. They delivered in school PL to other staff members to share their knowledge.</li> <li>* teachers appreciated the time to observe others during walk throughs and gained valuable insights into effective classroom practices.</li> <li>* Big Write assessment rubrics were updated in response to teacher feedback and student results.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* evidence-based pedagogy observed during visits to other high performing schools will guide professional learning in line with our SIP for 2024.</li> <li>* additional staff members will participate in the Big Ideas to Start Strong PL.</li> <li>* a focus on professional learning for the implementation of the 3-6 English and mathematics curriculum.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	93	97	97	96
Girls	119	114	93	89

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.4	94.3	91.6	92.5
1	92.2	95.9	91.0	89.2
2	92.3	93.7	88.7	90.8
3	91.3	92.7	92.8	93.6
4	93.7	94.2	88.9	94.9
5	95.5	92.7	89.8	91.3
6	94.7	95.8	91.3	92.6
All Years	93.3	94.2	90.5	92.2
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

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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)	2.8
Classroom Teacher(s)	5.91
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	583,004.49
<b>Revenue</b>	2,526,113.57
Appropriation	2,263,212.51
Sale of Goods and Services	518.00
Grants and contributions	236,135.41
Investment income	24,572.65
Other revenue	1,675.00
<b>Expenses</b>	-2,463,242.64
Employee related	-2,143,577.36
Operating expenses	-319,665.28
<b>Surplus / deficit for the year</b>	62,870.93
<b>Closing Balance</b>	645,875.42

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	78,287
<b>Equity Total</b>	160,780
Equity - Aboriginal	8,092
Equity - Socio-economic	10,181
Equity - Language	66,360
Equity - Disability	76,148
<b>Base Total</b>	1,517,648
Base - Per Capita	49,449
Base - Location	0
Base - Other	1,468,198
<b>Other Total</b>	212,242
<b>Grand Total</b>	1,968,957

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year students, teachers and parents provide feedback through the Tell Them From Me (TTFM) surveys and other school based surveys to ensure we are working to achieve the best results for our students.

### Students

77 students from Years 4-6 completed the TTFM survey providing feedback in the areas of social, institutional and intellectual engagement. Key findings included:

- \* 84% have positive relationships at school which is comparable to the NSW Government norm
- \* 92% value schooling outcomes which is comparable to the NSW Government norm
- \* 88% reported positive behaviour at school which is above the NSW Government norm
- \* 85% indicated that staff hold high expectations for students to succeed which is comparable to the NSW Government norm
- \* 60% of students indicated that they are interested and motivated in their learning which is below the NSW Government norm

### Parents

A small number of parents (19) completed the 'Partners in Learning' parent survey. The survey includes seven separate measures and were scored on a ten point scale. Results indicated:

- \* Parents feel welcome - 7.8
- \* Written information from the school is in clear, plain language - 7.6
- \* Parents support learning at home - 7.3
- \* The school supports positive behaviour - 7.4

### Teachers

10 teachers provided feedback on the 'Focus on Learning' survey. The survey assessed the eight most important Drivers of Student Learning and the four Dimensions of School and Classroom Practice. Scores were converted to a ten-point scale. Results indicated:

- \* School leaders have provided guidance for monitoring student progress - 8.9
- \* I talk with other teachers about strategies that increase student engagement - 8.6
- \* Students become fully engaged in class activities - 7.9
- \* Parents understand the expectations for student in my class - 7.9
- \* Students receive feedback on their work that brings them closer to achieving their goals - 8.4

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.