

2024 Annual Report

Melrose Park Public School



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Introduction

The Annual Report for 2024 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 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.

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School background

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 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>

Self-assessment using the School Excellence Framework

Elements	2024 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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

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.

- Literacy and Numeracy

Resources allocated to this strategic direction

Integration funding support
Aboriginal background
English language proficiency
Low level adjustment for disability
AP Curriculum & Instruction
Small group tuition (SGT)
Per capita
New Arrivals Program

Summary of progress

In 2024, our strategic direction focused on implementing the new English and mathematics curriculum. This involved:

- Targeted professional learning for all teachers.
- Reviewing and modifying units to suit our school's context.
- Developing Component A for English units.

Collaboration with the APC&I significantly enhanced teachers' understanding and confidence in implementing the new curriculum, creating formative and summative assessments, and analysing student achievement data. While the modification and creation of units and assessments required considerable time, our small school successfully completed all units except for Year B in Stage 2 English.

The impact on staff has been positive, as evidenced by increased self-confidence in implementing the new units. The Tell Them From Me Staff survey indicated that all classroom teachers felt curriculum reform time supported unit planning and collaboration. According to the 2024 Check-in data, students are performing better than Statistically Similar School Groups in both reading and numeracy in Years 3, 4 and 6 and numeracy in Year 5. Additionally, NAPLAN results indicated our school is performing significantly above Statistically Similar School Groups in English and mathematics.

Looking ahead, we will continue to build staff capacity through individualised Curriculum Reform time with APC&I, focusing on:

- Creating Stage 2 Year B English units.
- Modifying units to align with school activities and scope and sequences.
- Enhancing differentiation and assessment practices to support all students at their point of need.

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
Improved numeracy outcomes NUMERACY GROWTH All students demonstrate numeracy growth and achievement from Term 4 2023 to Term 4 2024 using PAT as a	PAT testing indicates that 88% of students have achieved growth in numeracy.

key data point.	
Improved reading outcomes READING GROWTH All students demonstrate reading growth and achievement from Term 4 2023 to Term 4 2024 using PAT as a key data point.	PAT testing indicates that 74% of students have achieved growth in reading.
Attendance Staff consistently implement the schools's attendance monitoring systems and processes.	The school's attendance monitoring processes and systems are consistently followed and implemented by staff.

Strategic Direction 2: Quality Learning Environment

Purpose

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

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.

- Explicit Teaching Practice

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
QTSS release
Beginning teacher support

Summary of progress

In 2024, our strategic direction centred on employing explicit teaching strategies informed by cognitive load theory and its practical implications for instruction. This included ongoing professional learning on the Science of Learning, enhancing teachers' understanding of schema, long-term memory and working memory and how these relate to information processing, storage and retrieval.

This led to the development of retrieval slides to address the forgetting curve, providing K-6 students with an explicit model of instruction to fluently recall and apply previously taught skills and content. We examined units of work, created a scope and sequence and produced daily retrieval slides for mathematics.

Creating daily retrieval slides was challenging due to time constraints. The school prioritised this project by allocating professional learning time for slide creation and collaborating with a local school to share the workload.

Teachers engaged in walk-throughs to observe and analyse the effectiveness of the retrieval slides. This facilitated ongoing improvement through a shared understanding of successful practices and necessary adjustments, leading to the establishment of whole school non-negotiables.

Analysis of pre and post student survey data indicated an increase in student engagement and confidence in mathematics lessons. PAT results indicated improved outcomes for students in Years 2-6.

In 2025, we will continue to enhance retrieval slides through differentiation and further develop explicit teaching strategies via the teaching sprints process.

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
<p>Explicit Teaching Practice High Impact Strategies</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 sustaining and growing in the element of Effective Classroom Practice.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$31,315.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to enable NAP students to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: NAP students feeling supported in their learning at their new school. Students' growth included one student who progressed two levels on the EAL/D Learning Progressions from BLL to Emerging and two students who progressed one level from Emerging to Developing.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ a specialist teacher to provide intensive English language support focusing on language development to enable NAP students to participate successfully in schooling. This will include utilising new resources, as well as the continued use of resources borrowed from the Henry Parkes Equity Resource Centre.</p>
<p>Socio-economic background</p> <p>\$12,047.50</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>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 19 families supported enabling students to successfully access the curriculum and fully participating in school activities - students have an increased sense of self-worth <p>After evaluation, the next steps to support our students will be: Continue to provide ongoing support for identified students.</p>
<p>Aboriginal background</p> <p>\$7,142.89</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>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs

<p>Aboriginal background</p> <p>\$7,142.89</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved literacy outcomes through individualised and in class support - funding supported Aboriginal students to attend incursions and excursions <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to build on the PLP process to ensure Aboriginal students meet their educational, social and emotional goals through differentiated learning and personalised support
<p>English language proficiency</p> <p>\$66,675.75</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>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • following EAL/D professional learning in 2023, teachers have been using the progressions throughout 2024 in joint discussions with the EAL/D teacher to assess student placement and progress • additional staffing to provide intensive support for students identified in beginning and emerging phases • additional staffing to implement co-teaching programs to provide support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact:</p> <p>24 students progressed one level on the EAL/D Learning Progressions.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to utilise the EAL/D teacher to provide intensive support for students identified in beginning and emerging phases and implement co-teaching programs to provide support for all students from EAL/D backgrounds. The EAL/D teacher will also support class teachers to assess student placement and progress on the EAL/D learning progressions. In addition to this, new EAL/D resources will be collated and stored for use by the EAL/D teacher and classroom teachers.</p>
<p>Low level adjustment for disability</p> <p>\$75,333.68</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>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [MiniLit, MultiLit and Spelling Mastery] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact:</p> <p>Additional staff were trained to implement intervention programs. This led to an increased number of students receiving targeted support. Data indicated an increase in the number of targeted students from Years 1-6 making progress in literacy and numeracy and achieving their learning goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To strengthen teacher capacity to cater for the diverse needs of individual students through differentiated programs. We will continue to refine our intervention programs and closely analyse data to ensure these programs meet the needs of students.</p>
<p>Beginning teacher support</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Melrose Park Public School during their</p>

<p>\$15,573.00</p>	<p>induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. • mentoring structures and collaborative practices within the school or across a cluster of schools <p>The allocation of this funding has resulted in the following impact: Beginning teachers received ongoing support from a school-based mentor which included lesson observations, team teaching, lesson demonstrations and reflective conversations. This provided personalised support at their point of need. Participation in the New Teacher Network resulted in ongoing self-reflection, the development of a supportive network of like-minded colleagues building skills and confidence in their teaching role.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen the capacity of beginning teachers through mentoring and in class support to ensure they meet the learning and wellbeing needs of students.</p>
<p>QTSS release</p> <p>\$37,764.52</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>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of learning walk throughs to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and enhanced teaching practices to implement the new English and mathematics curriculum and retrieval slides in mathematics. Systems for reflection were enhanced through collaborative conversations and learning walk throughs.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to reflect on and refine teaching and learning programs - develop differentiated activities to include in retrieval slides
<p>AP Curriculum & Instruction</p> <p>\$134,556.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Explicit Teaching Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p>

<p>AP Curriculum & Instruction</p> <p>\$134,556.00</p>	<ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • develop the capability of middle leaders and teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Teachers felt supported by the APCI to implement the new English and mathematics syllabuses in all components of the teaching and learning cycle. Differentiated professional learning opportunities provided to all staff.</p> <p>After evaluation, the next steps to support our students will be: - continue to strategically plan for and engage in differentiated professional conversations and to embed evaluative practices to analyse and enhance literacy and numeracy teaching and learning across the school. - APCI to continue to support teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy.</p>
<p>Integration funding support</p> <p>\$144,130.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Eligible students demonstrating progress towards their individual learning goals. Collaborative development of PLASPs, ensuring plans are responsive to student needs and specifically address student needs.</p> <p>After evaluation, the next steps to support our students will be: Incorporate integration funding decision making into learning and support team meeting agendas to prioritise the regular review of funding and resources ensuring they continue to meet student needs.</p>
<p>Professional learning</p> <p>\$13,961.46</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 procedures at Melrose Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • teacher relief for staff engaging in professional learning

<p>Professional learning</p> <p>\$13,961.46</p>	<p>The allocation of this funding has resulted in the following impact: Professional learning increased knowledge of cognitive load and was used to create daily mathematics retrieval slides. Four staff members completed the high impact professional learning: Mathematics - Big Ideas to Start Strong; learnings then utilised in the classroom to improve student outcomes.</p> <p>After evaluation, the next steps to support our students will be: - to adapt mathematics retrieval slides to include differentiation and to fill gaps in the new units of work. - further professional learning to focus on differentiation, reading and vocabulary.</p>
<p>Small group tuition (SGT)</p> <p>\$8,165.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Melrose Park Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing target and explicit small group tuition for identified students in literacy. <p>The allocation of this funding has resulted in the following impact: 100% of students in the small group MiniLit program completed the program. Of these, 50% advanced to the MultiLit intervention program, while the remaining 50% returned to the mainstream classroom and are being monitored.</p> <p>After evaluation, the next steps to support our students will be: Continue to analyse student data and monitor student progress, adding new students to intervention programs as needed. Sourcing appropriate mathematics programs (possibly Counting for Life) to support small groups as needed.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2021	2022	2023	2024
Boys	97	97	96	95
Girls	114	93	89	80

Student attendance profile

School				
Year	2021	2022	2023	2024
K	94.3	91.6	92.5	93.8
1	95.9	91.0	89.2	94.0
2	93.7	88.7	90.8	91.1
3	92.7	92.8	93.6	92.0
4	94.2	88.9	94.9	92.4
5	92.7	89.8	91.3	91.0
6	95.8	91.3	92.6	91.7
All Years	94.2	90.5	92.2	92.2
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	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 was 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)	2.8
Classroom Teacher(s)	5.89
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	645,875.42
Revenue	2,464,220.07
Appropriation	2,256,724.92
Sale of Goods and Services	1,299.00
Grants and contributions	174,772.35
Investment income	30,623.80
Other revenue	800.00
Expenses	-2,397,134.26
Employee related	-2,176,175.93
Operating expenses	-220,958.33
Surplus / deficit for the year	67,085.81
Closing Balance	712,961.23

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	143,718
Equity Total	161,200
Equity - Aboriginal	7,143
Equity - Socio-economic	12,048
Equity - Language	66,676
Equity - Disability	75,334
Base Total	1,601,815
Base - Per Capita	31,778
Base - Location	0
Base - Other	1,570,037
Other Total	280,597
Grand Total	2,187,330

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

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:

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

- 69% have a positive sense of belonging (NSW Govt Norm 69%)
- 88% reported positive behaviour at school (NSW Govt Norm 87%)
- 74% indicated they feel advocacy at school (NSW Govt Norm 76%)
- 84% reported that staff hold high expectations for all students to succeed (NSW Govt Norm 81%)

Parents

A small number of parents (6) responded to the 'Partners in Learning' parent survey. The survey included seven separate measures and were scored on a ten point scale. Results indicated:

- The school supports child's behaviour - 7.0 (NSW Govt Norm 6.9)
- School supports learning - 6.9 (NSW Govt Norm 6.9)
- Parents support learning at home - 5.7 (NSW Govt Norm 6.8)
- Parents are informed - 6.2 (NSW Govt Norm 6.2)

Teachers

12 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 leadership** - 8.3 (NSW Govt Norm 7.0)

I work with school leaders to create a safe and orderly school environment - 9.2

School leaders have provided guidance for monitoring student progress - 8.6

- **Collaboration** - 8.5 (NSW Govt Norm 7.6)

I work with other teachers in developing cross-curricular or common learning opportunities - 8.6

I talk with other teachers about strategies that increase student engagement - 8.6

- **Learning Culture** - 8.6 (NSW Govt Norm 7.8)

I set high expectations for student learning - 9.2

Students become fully engaged in class activities - 7.5

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.