

# 2023 Annual Report

## Dobroyd Point Public School



3873

# Introduction

The Annual Report for 2023 is provided to the community of Dobroyd Point 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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Dobroyd Point Public School

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## School vision

Dobroyd Point Public School community believes that every student should be provided with challenging opportunities to develop independent, future-ready, local and global citizens. We aim to educate the whole child through all learning domains by developing responsible, resilient and kind learners who strive to achieve their personal best. Our vision is to create a learning environment supported by high expectations for academic success in an inclusive environment that supports the wellbeing of all students. Our school prides itself on positive partnerships with parents and carers, as well as the broader community, through our ongoing commitment to community engagement.

## School context

Dobroyd Point Public School is situated in the federation suburb of Haberfield. In 2023 the school has an enrolment of 139 students with 7 classes from Kindergarten to Year 6. In 2023, 14 teachers and 4 non-teaching staff worked at the school.

The school enjoys a friendly nurturing culture where every student is valued and their learning is supported by strategic teaching and learning programs. The community has a strong sense of involvement, strongly supported by an active P&C who raise substantial funds to support programs and purchase resources for school initiatives.

Our school is supported by a strong and vibrant multi-cultural community, and our Italian Community Language Program supports students in maintaining and developing further communicative competence in their community language. 30% of our students have a language background other than English, 0.8% students identify as Aboriginal.

The school and its community have high expectations for our students and value the provision of a variety of learning opportunities. The school offers a broad curriculum with specialist areas including Italian, music, learning support, digital technology and high potential and gifted education programs.

The whole school community, involving students, staff and parents, were consulted to create a detailed situational analysis which informed the development of our strategic improvement plan. Through our situational analysis, we identified the need to communicate teaching and learning plans, along with support and extension strategies used in classrooms, to parents in a clearer format. We also identified the need to create more opportunities to engage parents and members of the wider community in school based initiatives and practices.

We identified the need to refine our use of data driven practices to ensure all students have access to stage appropriate learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, including those identified as high potential and gifted. Following NAPLAN analysis, the school has identified target areas in reading and numeracy.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

| Elements   | 2023 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Excelling              |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | 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                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |



## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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

- Tailored Learning
- Effective use of data

### Resources allocated to this strategic direction

#### QTSS release

Low level adjustment for disability

Per capita

Socio-economic background

Aboriginal background

English language proficiency

Professional learning

Beginning teacher support

AP Curriculum & Instruction

### Summary of progress

Tailored learning has continued to have a positive impact on student growth and attainment, especially in the areas of HP&G education and learning support. The strategic interventions put in place to support identified students has resulted in improved assessment results in both PLAN 2 and school based and external data.

The use of Instructional leaders and the Assistant Principal Curriculum & Instruction continued to support teaching practice in all classes. Teacher confidence improved and increased student achievement was evidenced through formal and anecdotal data analysis.

Data analysis, including NAPLAN, Plan 2 and other internal testing data supported the view that tailored learning has a positive impact on student achievement in both literacy and numeracy in 2023. The learning and support team will continue to monitor identified students to track their growth throughout 2024. Numeracy results have increased slightly in 2023, but numeracy will continue to be a focus in 2024.

The use of the Assistant Principal Curriculum & Instruction will continue in 2024. The use of instructional leaders will be reviewed in 2024.

### Progress towards achieving improvement measures

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

| Annual progress measure   | Progress towards achievement  |
|---|---|
| Increase the percentage of students achieving growth in reading in Year 3 and Year 5 to be above 2022 Check-in assessment data.     | Check-in assessment data for 2023 revealed an increase in student growth in reading across all grades.  |
| Increase in the percentage of students achieving growth in numeracy in Year 3 and Year 5 to be above 2022 Check-in assessment data. | Check-in assessment data for 2023 revealed an increase in student growth in numeracy across all grades. |

## Strategic Direction 2: Wellbeing

### Purpose

To create a learning community where students develop respect, responsibility and resilience and demonstrate care, compassion and empathy for others by developing skills and understanding about emotional intelligence and empathy for others through social emotional learning programs.

### Initiatives

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

- Positive Behaviour for Learning (PBL)
- The Resilience Project
- Peer Support

### Resources allocated to this strategic direction

#### Professional learning

#### Summary of progress

The continuation of the Positive Behaviour for Learning (PBL) and peer support sessions continued to have a positive impact on student wellbeing. The introduction of The Resilience Project provided opportunities for students to experience explicit teaching to increase their understanding of gratitude, empathy and mindfulness. Incidents of inappropriate behaviour further reduced, and students established positive support networks across the school, including the Kindergarten and Year 6 buddy program.

Analysis of data including student welfare data, Tell Them From Me and anecdotal evidence has continued to demonstrate consistent levels of student satisfaction at school. The introduction of The Resilience Project was well-received by students and staff in 2023. The project will be continued in 2024 to consolidate student learning and will be re-evaluated at the end of 2024.

#### Progress towards achieving improvement measures

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

| Annual progress measure  | Progress towards achievement   |
|--|--|
| The proportion of Year 5 students reporting positive outcomes for advocacy at school will increase (uplift) by 3% to achieve the lower bound system- negotiated target.              | The proportion of Year 5 students reporting positive outcomes for advocacy at school increased in 2023.                      |
| The proportion of Year 5 students reporting positive outcomes for feelings of belonging at school will increase (uplift) by 3% to achieve the lower bound system- negotiated target. | The proportion of Year 5 students reporting positive outcomes for feelings of belonging at school increased by more than 3%. |

## Strategic Direction 3: Parents and Carers: Partners in Learning

### Purpose

To further develop partnerships and relationships with members of our school community to enhance cultural understanding and learning opportunities for every student.

### Initiatives

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

- Parent Information Sessions
- Showcasing Students' Work
- Developing Partnership with Local AECG

### Resources allocated to this strategic direction

### Summary of progress

Parent and caregiver engagement across the school continued to increase in 2023.

Data analysis revealed an increase in the percentage of families attending parent / teacher interviews and responding to correspondence from the school. The information sessions conducted at the beginning of the year and an information session about the curriculum reform were well attended by parents and caregivers. A larger percentage of parents and caregivers attended the parent/teacher interviews held in Term 1 and Term 2 and a larger number of parents requested in-person meetings with class teachers to discuss their child's progress throughout the year.

The school has not developed stronger connections with the local AECG. This will be a priority for 2024. Indigenous artists were engaged to perform during NAIDOC week.

### Progress towards achieving improvement measures

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

| Annual progress measure   | Progress towards achievement  |
|---|---|
| At least 80% of families in the school will subscribe to electronic communication from school (school newsletter and Enews notifications) | Over 95% of families now subscribe to online communications, including the School Bytes parent app.                       |
| Engagement with parent/teacher interviews and information evenings will increase to >75% for each class.                                  | Over 85% of parents and caregivers in each class engaged with parent/teacher interviews and information evenings in 2023. |
| Parent and caregiver participation in feedback surveys will increase to > 40% of families in the school.                                  | Parent and caregiver participation in feedback surveys remained constant in 2023.   |

| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Socio-economic background</p> <p>\$3,750.62</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dobroyd Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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>• Tailored Learning</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 additional staff to support numeracy program implementation.</li> <li>• Creation of small groups to address specific needs of students to improve results in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students demonstrated an increase in on-task behaviour and completion of class activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to provide support for identified students to ensure goals in IEPs are achieved.</p>  |
| <p>Aboriginal background</p> <p>\$1,717.44</p>        | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dobroyd Point 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>• Tailored Learning</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>• Creation of school literacy resources embedding local culture</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Increased resources in the school to support the understanding of Aboriginal culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to monitor students to ensure they are achieving personal goals and provide increased opportunities for authentic Aboriginal experiences, such as visiting artists.</p> |
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dobroyd Point 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>• Tailored Learning</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>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The use of SLSO staff in conjunction with the Learning &amp; Support Teacher</p>   |



|   |  |
|---|--|
| <p>English language proficiency</p> <p>\$2,400.00</p>         | <p>provided targeted support for identified students and resulted in improved literacy outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to monitor student achievement and provided targeted support to identified students.</p>   |
| <p>Low level adjustment for disability</p> <p>\$71,742.17</p> | <p>Low level adjustment for disability equity loading provides support for students at Dobroyd Point 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>• Tailored Learning</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>All students selected to participate in the small group program for reading intervention showed positive growth in their reading results.</p> <p>The numeracy support program operated in all classes until the end of Term 3. The program involved upskilling teachers as well as providing direct instruction to selected students. The program had a measurable impact on student engagement and achievement of numeracy outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to operate the small groups specifically targeting identified students to develop reading skills. The Learning &amp; Support teacher will continue to facilitate the groups with the support of SLSO staff.</p> <p>Numeracy skills will be addressed by class teachers. The implementation of the new mathematics curriculum in all classes will increase the explicit teaching of mathematics.</p> |
| <p>Professional learning</p> <p>\$14,949.01</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 Dobroyd Point 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>• Tailored Learning</li> <li>• Positive Behaviour for Learning (PBL)</li> <li>• The Resilience Project</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>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Improved teacher knowledge and confidence in delivering curriculum-based lessons.<br/>Improved feeling of wellbeing for both students and staff across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Ensure appropriate and targeted professional learning is provided to support the implementation of the new English and mathematics curriculums.</p>  |
| <p>QTSS release</p>   | <p>The quality teaching, successful students (QTSS) allocation is provided to</p>  |

|  |   |
|--|---|
| <p>\$33,971.62</p>   | <p>improve teacher quality and enhance professional practice at Dobroyd Point 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>• Tailored Learning</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>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Increased capacity to identify individual student's needs and implement targeted programs. Instructional leaders have developed teacher capacity in classrooms to identify and address individual student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Identify ways the school can continue to support class teachers in 2024.</p>  |
| <p>COVID ILSP</p> <p>\$18,340.09</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>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Identified students received small group tuition. Students involved demonstrated growth against the learning progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Ensuring identified students continue to receive appropriate support moving forward and data is used to inform planning.</p>   |
| <p>AP Curriculum &amp; Instruction</p> <p>\$124,070.40</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><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>• Tailored Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers</li> <li>• strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Increased knowledge of the new curriculum and confidence in presenting lessons demonstrated by teachers. An increase in the understanding and effective use of explicit teaching strategies and feedback to improve student engagement and academic achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to engage the AP Curriculum &amp; Instruction in 2024 to support the implementation of the new curriculum.</p> |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2020       | 2021 | 2022 | 2023 |
| Boys     | 107        | 95   | 90   | 73   |
| Girls    | 104        | 89   | 83   | 66   |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2020 | 2021 | 2022 | 2023 |
| K         | 97.4 | 95.8 | 94.3 | 93.5 |
| 1         | 96.8 | 94.7 | 92.7 | 94.0 |
| 2         | 96.3 | 96.3 | 92.9 | 95.5 |
| 3         | 96.3 | 95.1 | 91.5 | 94.4 |
| 4         | 95.6 | 94.2 | 89.6 | 92.7 |
| 5         | 97.1 | 95.6 | 91.2 | 91.4 |
| 6         | 94.5 | 95.9 | 86.7 | 90.7 |
| All Years | 96.1 | 95.3 | 90.8 | 93.1 |
| 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)                    | 4.84 |
| Learning and Support Teacher(s)         | 0.4  |
| Teacher Librarian                       | 0.2  |
| School Administration and Support Staff | 1.81 |
| Other Positions                         | 1    |

\*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>                | 362,092.49       |
| <b>Revenue</b>                        | 2,042,485.39     |
| Appropriation                         | 1,906,772.69     |
| Sale of Goods and Services            | 12,944.46        |
| Grants and contributions              | 111,030.13       |
| Investment income                     | 11,738.11        |
| <b>Expenses</b>                       | -2,184,628.43    |
| Employee related                      | -1,940,839.13    |
| Operating expenses                    | -243,789.30      |
| <b>Surplus / deficit for the year</b> | -142,143.04      |
| <b>Closing Balance</b>                | 219,949.45       |

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>   | 0                                 |
| <b>Equity Total</b>     | 79,610                            |
| Equity - Aboriginal     | 1,717                             |
| Equity - Socio-economic | 3,751                             |
| Equity - Language       | 2,400                             |
| Equity - Disability     | 71,742                            |
| <b>Base Total</b>       | 1,341,627                         |
| Base - Per Capita       | 45,025                            |
| Base - Location         | 0                                 |
| Base - Other            | 1,296,602                         |
| <b>Other Total</b>      | 328,889                           |
| <b>Grand Total</b>      | 1,750,126                         |

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

The *Tell Them From Me (TTFM)* surveys provide us with information to guide our school planning and help us identify improvement initiatives. The responses are summarised as follows:

### *Parents/Carers - highest areas of satisfaction:*

- Feeling welcome when I visit the school
- Easily speak with the school principal
- I am well informed about school activities
- Teachers show an interest in my child's learning
- My child is encouraged to do their best work
- My child is clear about the expectations for school behaviour
- My child feels safe at school
- Teachers help students develop positive friendships

### *Students - highest areas of satisfaction:*

- Participation in school sports
- A positive sense of belonging
- Positive relationships
- Value schooling outcomes and believe schooling is useful in everyday life
- Positive behaviour at school
- Interest and motivated at school
- Trying hard to succeed at their learning

### *Staff- highest areas of satisfaction:*

- School leaders have helped me improve my teaching
- Opportunities to discuss learning problems of particular students with other teachers
- High expectations are set for student learning
- New concepts are linked to previously mastered skills and knowledge
- Students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter
- Clear expectations are in place for classroom behaviour

# 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.