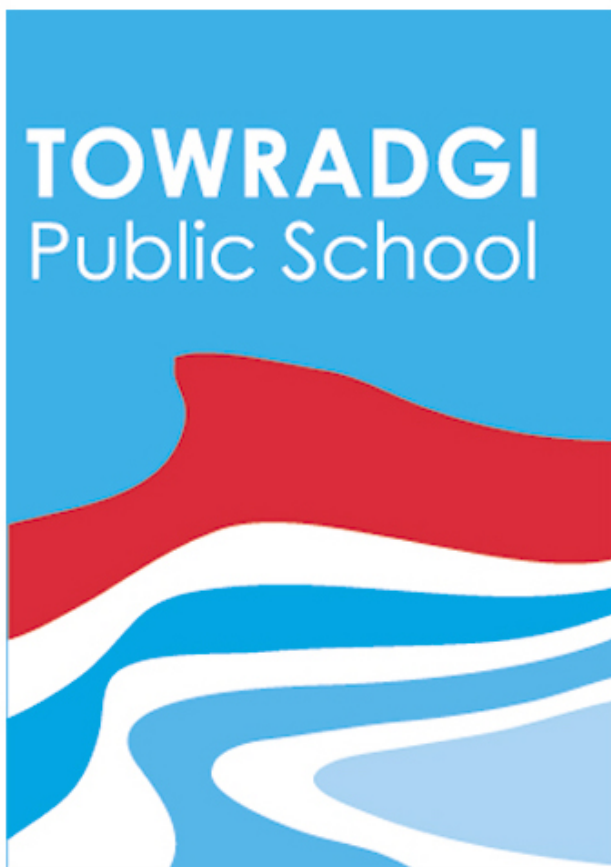


# 2024 Annual Report

## Towradgi Public School



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# Introduction

The Annual Report for 2024 is provided to the community of Towradgi Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Towradgi Public School

Carters Lane

Fairy Meadow, 2519

<https://towradgi-p.schools.nsw.gov.au>

[towradgi-p.school@det.nsw.edu.au](mailto:towradgi-p.school@det.nsw.edu.au)

4284 4527

## School background

### School vision

**Our vision is to learn together and nurture an inclusive environment, focused on maximising each child's capacity to connect, succeed and thrive, whilst developing essential life skills. At Towradgi Public School, we stand together, we stand strong.**

### School context

Towradgi Public School consists of seven mainstream classes and four support classes, including an Early Intervention Unit. School enrolment numbers consistently fluctuate and the school utilises funding to minimise disruption of these fluctuations by establishing an additional class. This additional class also supports our school strategic directions focussed on collaboration, inclusivity and whole school wellbeing.

The school is renowned for its inclusivity, acceptance of diversity and excellence in meeting individual learning needs from Preschool through to Year 6. Our school has an Aboriginal and Torres Strait Islander population of 11% and an EAL/D population of 30%.

Our school FOEI is 76. The FOEI is a school-level index of educational disadvantage related to socio-economic background. FOEI values range from 0 to approximately 300, with higher FOEI scores indicating higher levels of need.

Our high-level areas for improvement and further development are student performance, teacher quality and whole school wellbeing.

## Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

### Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
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	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 improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies.

### 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.

- Personalised Learning - High Expectations
- Know the content and how to teach it

### Resources allocated to this strategic direction

Professional learning  
AP Curriculum & Instruction  
Aboriginal background  
Socio-economic background  
QTSS release

### Summary of progress

#### Continue

- Staff will continue to utilise Check in Assessment, NAPLAN and Student Work Samples to triangulate and position student achievement in relation to the updated syllabus documents.
- Staff will follow the expectations of the school assessment schedule to guide and provide consistency in assessment practices.
- Teacher program feedback sheets will continue to be utilised to guide program sharing discussions and inform the development of future practice goals.
- Collaborative planning reflection and professional discussions with APCI provide additional information about student academic need and next steps in teaching.
- Formative assessment strategies are embedded practice in all reading, writing and mathematics instruction.

#### Change

- PAT testing data was trialled and not found to provide the scope and ease of access to assessment information that staff required. Essential Assessment, DoE Screening Tools and Check In Assessment Data has been added to the assessment schedule to provide a clear, triangulated understanding of student needs and achievement K - 6.
- Explicit teaching and formative assessment approaches indicated that student goals needed to change more frequently, making the record of student individual goal tracking an obsolete tool.

### 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
<b>Improved reading outcomes</b> An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 11.9%.
<b>Improved numeracy outcomes</b> An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 5.7%.

<p><b>Formative Assessment</b> Increase in whole school implementation of formative assessment practices in Reading, Writing and Mathematics sessions.</p>	<p>100% of staff include learning intentions, success criteria and explicit modelled processes in Reading, Writing and Mathematics teaching and learning sessions as evidenced by program sharing and in class observations.</p>
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## Strategic Direction 2: Evaluative Practice

### Purpose

To ensure all staff are making informed decisions, focused on collection, analysis, reflection and evaluation of evidence, a focus on evaluative practice is required. A combination of professional learning and allocated time for analysis will be designed and implemented.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Data Literacy
- Collaborative Practice

### Resources allocated to this strategic direction

**Professional learning**  
**AP Curriculum & Instruction**  
**Aboriginal background**  
**Socio-economic background**

### Summary of progress

#### Continue:

- Staff survey data demonstrates 100% classroom teacher co-planning approach at a stage level is evident.
- Integrated unit supports and assessments to ensure consistency across teaching and learning in all stages.
- Teaching programs are consistent across stage teams, utilising updated syllabus documents as they are implemented.
- Regular (termly) planned consistent teacher judgement sessions with APCI will occur and drive the report writing process, ensuring A-E data is accurate.
- 100% of staff engage in feedback observations, giving and receiving feedback on teaching instruction and assessment practices across various learning areas. Observation tools demonstrate individual improvements in teaching practice across selected focus areas.
- Student report data will be triangulated with DoE assessment tools, selected external assessment tools, and classroom results for relevant KLAs. This will be used to measure impact twice per year and inform milestones for each following year.
- Whole school data collection practices are followed according to the
- Learning Support data and written summaries from learning support meetings will be used to triangulate school level and diagnostic external assessments.

#### Change:

- Planning for integrated units and assessments demonstrate collaborative input from all staff members.
- Student report data will be triangulated with PAT testing for relevant KLAs. This will be used to measure impact twice per year and inform milestones for each following year. PAT data has been replaced with DoE assessment tools and other external assessment and tracking tools.

#### Future Barriers:

- Classroom structures.

### 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
<b>Collaborative Practices</b> Improvement in School Excellence Framework (SEF V3): Learning Domain, Assessment. 2023 Self	Self-assessment against the School Excellence Framework in the element of Assessment shows the school currently performing at Sustaining and Growing.

<p>Assessment in this theme ranked at Sustaining and Growing.</p> <p>Improvement in School Excellence Framework (SEF V3): Teaching Domain, Data skills and use. 2023 Self Assessment in this theme ranked at Sustaining and Growing.</p> <p>Improvement in Tell them From Me teacher survey data in the measure of 'Collaboration'.</p> <p>Maintenance and/or improvement in School Excellence Framework (SEF V3): Teaching Domain, Learning and Development, Collaborative Practice and Feedback. 2023 Self Assessment in this theme ranked at Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Sustaining and Growing.</p> <p>Tell Them from Me teacher survey shows a score of 6.9 in the measure of Collaboration.</p> <p>Self-assessment against the School Excellence Framework in the element of Learning and Development shows the school currently performing at Sustaining and Growing.</p>
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### Strategic Direction 3: We Stand Together, We Stand Strong

#### Purpose

To support all students in becoming confident and creative individuals, successful lifelong learners, and active and informed members of the community, we will implement wellbeing approaches that ensure all students are known, valued and cared for.

#### 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.

- Whole School Wellbeing
- Inclusive Classrooms

#### Resources allocated to this strategic direction

Professional learning

Socio-economic background

Aboriginal background

Low level adjustment for disability

Integration funding support

#### Summary of progress

##### Continue:

- Wellbeing language/terminology evidenced in every classroom (Connect, Succeed and Thrive).
- 100% of students participate in the whole-school 'ToPS United' wellbeing program.
- Zones of Regulation and whole school visuals evidenced in 100% of classrooms.
- Wellbeing data is collected on a regular basis, through Living Ripples, to inform individual wellbeing approaches and differentiation for all students.
- Language classes, additional lunch clubs and multicultural community dinners established to support extra-curricular engagement in response to wellbeing data received from students and families.
- Regular analysis of school behaviour data completed as part of ongoing Learning and Support Meetings.
- School behaviour management plan established for consistent implementation across all school staff.
- School-level inclusion and support plan policies utilised by all staff to support a culture of whole school inclusion.
- Integration plans created for 100% of support unit students to support integration processes, in alignment with established school-level policies.
- Attendance flow-charts and policies embedded into regular practice.
- Ongoing reflective discussions are embedded as part of regular staff meetings.

##### Change:

- Wellbeing continuum tracking data not utilised as a primary evidence collection strategy, due to available data received from other sources.

##### Future Barriers:

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#### 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
<b>Attendance</b> Staff consistently implement the school's attendance monitoring systems and processes.	The implementation of a whole school approach to attendance data analysis has helped to identify trends and areas for growth. The school's attendance monitoring systems and processes are consistently implemented by staff.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$352.50</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence 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>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Collective responsibility for embracing and supporting students who are new arrivals to create a sense of belonging.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>New Arrivals Program</p> <p>\$21,308.00</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 Towradgi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence 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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students received both in class support and individual support according to their needs to engage appropriately in literacy and numeracy activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$67,606.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Towradgi 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 Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusive Classrooms</li> <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>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• consultation with external providers for the implementation of [strategy]</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> All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p>

<p>Integration funding support</p> <p>\$67,606.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>English language proficiency</p> <p>\$45,212.29</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Towradgi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence 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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$120,574.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Towradgi 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 Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusive Classrooms</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <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> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Meetings in 2024 were divided into tier 2 and tier 3 focus groups, allowing for more consistent and purposeful discussion around student support needs. A flexible timetable was introduced to allow for adjustments and changes in student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$17,930.91</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 Towradgi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning - High Expectations</li> <li>• Know the content and how to teach it</li> </ul>

<p>Professional learning</p> <p>\$17,930.91</p>	<ul style="list-style-type: none"> <li>• Data Literacy</li> <li>• Collaborative Practice</li> <li>• Whole School Wellbeing</li> <li>• Inclusive Classrooms</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>• using expertise within the school to provide professional learning for all staff designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to use our collaborative curriculum support to ensure personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$49,184.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Towradgi Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Know the content and how to teach it</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 time for APCI to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employing the APCI an additional day each week to lead improvement and support for teachers in curriculum implementation and evaluation.</p>
<p>Aboriginal background</p> <p>\$19,237.02</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Towradgi 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 Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning - High Expectations</li> <li>• Know the content and how to teach it</li> <li>• Data Literacy</li> <li>• Collaborative Practice</li> <li>• Whole School Wellbeing</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 language</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> </ul>

<p>Aboriginal background</p> <p>\$19,237.02</p>	<ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release for AP to attend DiG STEM - CSIRO events and professional learning as a school ambassador</li> <li>• Teacher Professional Learning course costs and staffing replacement costs for AP</li> <li>• employment of local cultural providers to support the teaching and learning of Aboriginal perspectives, CAPA and history content</li> <li>• employment of staff to release staff and Aboriginal students to participate in community of schools events, eg. Reconciliation Walk.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Community engagement and support in Aboriginal education and cultural events impacting the well-being of Aboriginal and students. Increased teacher confidence and engagement in teaching and learning programs with Aboriginal perspectives across all key learning areas. Increased student engagement in their individual learning journeys. Students value and consistently access and update their Personalised Learning Pathways with teacher and family support. Improved planning, programming and inclusion of Aboriginal perspectives in key learning areas.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to build community connections with families and local community members to support the engagement of all students in Aboriginal education. Continue to analyse individual student data to assist with the development of English and mathematics learning goals included in Personalised Learning Pathways. Continue to provide all staff in professional learning to support the inclusion of Aboriginal education across all key learning areas.</p>
<p>Socio-economic background</p> <p>\$27,933.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Towradgi 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 Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning - High Expectations</li> <li>• Know the content and how to teach it</li> <li>• Data Literacy</li> <li>• Collaborative Practice</li> <li>• Whole School Wellbeing</li> <li>• Inclusive Classrooms</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>• resourcing to increase equitability of resources and services</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• employment of external providers (Dance 2b Fit, AFL) to support students with additional opportunities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The purchase of effective literacy and numeracy resources including those which support literacy and numeracy growth. Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To analyse and adjust access to online learning platforms and diverse technology devices to suit student needs.</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 Towradgi Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p>

<p>Small group tuition (SGT)</p> <p>\$8,165.00</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>• Small Group Tuition in reading and numeracy delivered by Assistant Principal.</li></ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Improved individual student data in area of focus as outlined in PLAN 2.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Ensure individualised instruction for all students is provided at point of need. Continue to provide small group learning support for specific targeted students in English and mathematics.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	101	84	81	74
Girls	83	80	76	62

### Student attendance profile

School				
Year	2021	2022	2023	2024
K	93.5	85.2	90.1	94.9
1	94.4	85.7	88.6	90.7
2	95.8	87.4	87.8	87.2
3	93.1	88.3	90.2	89.3
4	91.3	86.1	92.3	90.5
5	91.2	83.9	90.0	91.5
6	92.9	83.8	92.7	85.7
All Years	93.1	85.7	90.2	89.7
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

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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)	3.8
Classroom Teacher(s)	7.18
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	5.21

\*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 <sup>1</sup>	2024 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	159,858.73
<b>Revenue</b>	2,866,114.89
Appropriation	2,791,541.93
Sale of Goods and Services	11,297.99
Grants and contributions	57,678.26
Investment income	4,915.46
Other revenue	681.25
<b>Expenses</b>	-2,939,396.48
Employee related	-2,698,288.24
Operating expenses	-241,108.24
<b>Surplus / deficit for the year</b>	-73,281.59
<b>Closing Balance</b>	86,577.14

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.

	2024 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	56,325
<b>Equity Total</b>	212,957
Equity - Aboriginal	19,237
Equity - Socio-economic	27,933
Equity - Language	45,212
Equity - Disability	120,574
<b>Base Total</b>	2,155,111
Base - Per Capita	30,070
Base - Location	0
Base - Other	2,125,041
<b>Other Total</b>	337,219
<b>Grand Total</b>	2,761,612

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

## Students

45 students from Years 4-6 participated in the survey.

### Social-Emotional Outcomes

78% of students had a positive sense of belonging. The NSW Govt norm was 69%

86% of students considered that they display positive behaviour at school. The NSW Govt norm was 87%

18% of students identified incidences of bullying compared to the NSW Govt norm of 29% and 76% of students identified that they knew what to do if bullying occurred

### Drivers of Student Outcomes

6.8 out of 10 students felt that learning time was used effectively. The NSW Govt norm was 6.7

Advocacy for students was rated 8.1 out of 10. The NSW Govt norm was 7.6

8.2 out of 10 students believe that staff held high expectations for their success. The NSW Govt norm was 8.1

7.4 out of 10 students recognised that staff use explicit teaching practices and feedback to enhance student outcomes, equal to the NSW Govt norm

## Parents

Only 7 parents from Years 4-6 participated in the survey in 2024.

### Two-way Communication with Parents

6.2 out of 10 parents feel welcome at school. NSW Govt norm was 7.2

5.0 out of 10 parents feel informed. NSW Govt norm was 6.6

7.6 of 10 parents support their child's learning at home. NSW Govt norm was 6.8

### School Supports Learning

5.3 out of 10 parents believe that the school supports learning. NSW Govt norm was 6.9

6.0 out of 10 parents believe that the school supports positive behaviour. NSW Govt norm was 7.3

### School Supports Child's Behaviour

4.9 out of 10 parents believe that the school supports safety at school. NSW Govt norm was 6.9

4.7 out of 10 parents believe that the school is inclusive. NSW Govt norm was 6.6

## Staff

15 respondents participated in the survey in 2024.

### School Context

8.5 out of 10 staff members describe the school as inclusive. The NSW Govt norm was 8.1

7.3 out of 10 staff members acknowledged parent involvement. The NSW Govt norm was 6.6

7.3 out of 10 staff members believe the leadership has a positive impact. The NSW Govt norm was 7.0

7.0 out of 10 staff members identified collaborative practices. The NSW Govt norm was 7.6

### Classroom Context

8.0 out of 10 staff members believe that classrooms have a positive learning culture. The NSW Govt norm was 7.8

8.1 out of 10 staff members believe they use effective teaching strategies. The NSW Govt norm was 7.8

5.8 out of 10 staff members feel confident using technology. The NSW Govt norm was 6.7

7.8 out of 10 staff members believe data informs practice. The NSW Govt norm was 7.7

# 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.