

2024 Annual Report

Kelso Public School



2275

Introduction

The Annual Report for 2024 is provided to the community of Kelso 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

Kelso Public School
19 Gilmour Street
Kelso, 2795
<https://kelso-p.schools.nsw.gov.au>
kelso-p.school@det.nsw.edu.au
6331 1577

School background

School vision

Success through belonging, opportunity and excellence.

At Kelso Public School we will create a culture of high expectations in learning and belonging so that we fulfill the educational aspirations of every student. Together with the community we will connect, succeed, thrive and learn.

School context

Kelso Public School has a proud history as being the longest established school in Bathurst. We have a modern, open-planned learning environment where all classrooms are connected to a central picturesque courtyard where the school community can connect as one.

Our spacious, well-kept sporting fields and play areas welcome students from a diverse range of backgrounds. Our enrolment of 388 students is inclusive of 137 Aboriginal and Torres Strait Islander students, 14 Languages other than English and 83 students with additional needs.

Our school culture of belonging, opportunity and excellence allows students to engage in a broad range of additional activities including cultural, sporting, academic and creative programs.

We invite community connection through a model of wrap-around support inclusive of playgroup, Kelso Konnex and wellbeing initiatives that foster and nurture engagement.

Our skilled, caring team of teachers and ancillary employees are committed to quality teaching and creating positive, engaging learning environments.

Our school undertook a deep and thorough analysis of internal and external data to determine our future directions informing our school strategic improvement plan. Our data indicated that we will require explicit teaching in reading and numeracy with a focus on using data consistently and efficiently to support our students achieving at or above state system targets. We require a systematic approach to wellbeing and attendance to ensure that our students are attending every day and developing sustainable and resilient wellbeing strategies in partnership with our community.

We have engaged in authentic conversations with our community and local AECG to determine our future directions. As a result, we will focus on student growth and attainment, high expectations, learning culture and connection and belonging.

We will allocate human and financial resourcing to ensure that our activities are fully resourced. We will consistently monitor the impact of our planning through regular review with our finance team and school improvement team, sharing the findings and our successes with our community.

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 school 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 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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order for our students to consistently perform at high levels in performance measures in reading and numeracy and to ensure we reduce the equity gaps, we will develop an integrated approach to quality teaching, planning and assessment that promotes excellence and responsiveness in meeting the needs of all our 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 in reading and numeracy
- Data to inform our teaching

Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Professional learning

Socio-economic background

Low level adjustment for disability

Small group tuition (SGT)

Summary of progress

The focus for 2024 was on effective curriculum implementation. This involved teachers engaging in weekly professional learning with Assistant Principals, Curriculum & Instruction to deepen their understanding of syllabus expectations within focus areas of the curriculum (reading fluency and comprehension, and number sense). Stage teams collaboratively explored evidence-based teaching strategies which could be adapted into shared teaching programs with explicit and differentiated Learning Intentions and Success Criteria. Teachers engaged in co-teaching and assisted each other to assess student learning against agreed criteria.

As a result of this initiative, teachers have collaborated at a stage level to improve teaching and learning. This has been evident through productive professional dialogue and shared programs which have been differentiated to meet a broader range of student learning needs. Additionally, teachers have increasingly utilised opportunities to gather and track student assessment data, with close reference to syllabus and learning progression indicators, including use of PLAN2.

In 2025, ongoing coaching and mentoring will be provided for teachers to build their capacity to implement new syllabuses, as well as continued opportunities for colleagues to work collaboratively in classrooms. The school will need to continue prioritising the provision of release time for teachers to work collaboratively on refining teaching programs to provide appropriately differentiated learning and assessment opportunities for students. These future focuses will support further improvement towards excelling within the areas of assessment and effective classroom practice.

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 reading outcomes 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 mean scaled score in Check-in Assessment reading for Year 3 students increased by 7.6 points from 328.2 (2023) to 335.8 (2024). The mean scaled score in Check-in Assessment reading for Year 5 students decreased by 22.3 points from 391.2 (2023) to 368.9 (2024).
Improved numeracy outcomes 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 mean scaled score in Check-in Assessment numeracy for Year 3 students increased by 1.9 points from 320.2 (2023) to 322.1 (2024). The mean scaled score in Check-in Assessment numeracy for Year 5 students decreased by 12.4 points from 371.5 (2023) to 359.1 (2024).

Strategic Direction 2: High Performing Culture

Purpose

We will create a school culture that is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. When teachers work together, plan and design together, then student achievement and wellbeing will consistently improve.

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.

- High Expectations
- Collaboration

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Aboriginal background

Summary of progress

In 2024, Strategic Direction 2 centred on high expectations and collaboration. The high expectations theme focused on High Potential and Gifted Education (HPGE), which involved the implementation of targeted identification and intervention strategies to support HPG students. The school has seen a moderate impact at a whole school level, demonstrated through processes such as meeting schedules, focused professional development, and dedicated collaboration time. Through these efforts, several students have shown notable progress in their areas of strength.

In 2025, the school will continue to engage staff in professional development around talent identification and growth, guided by the principle that 'a rising tide lifts all ships.' This will support further improvement towards embedding innovative and sustainable practices in our teaching and learning programs through the ongoing development of the DCO Tech and a new Legacy Project.

This aligns with our commitment to fostering a culture of high expectations and inclusive excellence. Evidence of activity includes the implementation of meeting schedules and focused professional development sessions, and engagement of staff in talent identification and growth initiatives.

Evidence of process quality is shown through structured collaboration time that facilitated targeted support and data-driven decision-making, and development of a tailored program for K-2 HPG students, integrating creative and literary elements to cater to their strengths. Evidence of impact is seen in notable progress in several students' areas of strength, as reported in the HPGE survey, and positive feedback from staff regarding professional development initiatives. In 2025, the school will introduce a formal evaluation process for programs such as the Aboriginal Cultural Immersion Program (Dirraybang) to better assess their effectiveness.

Additionally, the school will build on its case management approach to identify HPG students early and enhance teaching strategies that cater specifically to their needs. Structured collaboration time will remain crucial in establishing high expectations, utilising expert input, and refining teaching practices to drive student growth.

Collaboration focused on enhancing the case management and collaboration approach. A whole school collaborative model of inquiry involving using Lyn Sharratt's training to upskill our executive staff, which was subsequently extended to teachers through the implementation of the case management approach during collaboration time. This was piloted throughout Kindergarten, Year 1 and Year 2 (mainstream and support) and it will be commencing in Stage 2 and Stage 3 in 2025. This strategy enabled targeted support and data-driven decision-making to enhance student outcomes. The school has seen moderate impact at a whole school level, demonstrated through improved collaboration among staff and the implementation of targeted support strategies that positively influenced student learning. In 2025, the school will further develop the case management approach to identify HPG students early. This will support further improvement towards enhancing teaching strategies that cater specifically to the needs of these students, using expert support to ensure effective practices.

Evidence of activity includes the implementation of Lyn Sharratt's training for executive staff and teachers, and regular collaboration sessions that incorporated the case management approach.

Evidence of process quality is shown through structured collaboration time that facilitated targeted support and data-

driven decision-making, and strong partnerships between Assistant Principals Curriculum & Instruction (APCIs) and stage teams to establish high expectations.

Evidence of impact is seen in enhanced student outcomes as a result of targeted support strategies, and positive feedback from staff regarding the effectiveness of the case management approach.

In 2025, the school will continue to refine the case management approach to ensure early identification of HPG students. The school will also focus on enhancing collaboration among staff to maintain high expectations and further improve teaching practices that drive student growth.

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
Collaboration A whole school collaborative model of inquiry is developed and piloted across all stages and support unit.	In 2024 our aims were to: <ul style="list-style-type: none">• School self-assessment of the School Excellence Framework (SEF) elements <i>Effective Classroom Practice: Lesson Planning</i> indicates improvement from Delivering to Sustaining and Growing.• School self-assessment of the School Excellence Framework (SEF) element Assessment: <i>Formative assessment</i> indicates maintaining at Delivering.

Strategic Direction 3: Connection and Belonging

Purpose

We will embed research-based and innovative wellbeing practices that promote social, emotional, behavioural and intellectual engagement and foster positive relationships across the school community. We will build authentic connections and a strong sense of belonging.

Initiatives

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

- Attendance
- Community High Expectations
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Professional learning
Low level adjustment for disability

Summary of progress

Attendance and Connection

In 2024, our strategic focus was on improving overall attendance and reducing unexplained absences. This involved targeted engagement programs for the whole school, with a particular emphasis on Stage 3 female students. By conducting analyses of individual attendance, the school aimed for over 90% attendance. Detailed analysis of Scout data and fortnightly meetings with the attendance team (including the Home School Liaison Office and Community Liaison Officer) enabled the school to track progress. Budget allocation for student motivators contributed to this success.

The school has seen overall school attendance improved to 84.5%, surpassing the network average, with Year 1 students showing the highest rates. Despite targeted efforts, Stage 3 students remained the poorest attenders, reflecting only short-term gains.

The school's connection initiatives aimed to strengthen community ties through joint wellbeing projects, utilising Konnex and Gowrie facilities for community-focused programs. Enhanced communication, including the Kelso Konnect newsletter and social media campaigns, facilitated family engagement. While student wellbeing increased over the past 12 months, staff and community wellbeing declined. Students expressed a sense of autonomy, but sustaining strategies proved challenging due to time and staffing constraints. The school has seen a moderate impact on students' wellbeing which was positively reflected in the TTFM survey.

The school recorded moderate impacts in program attendance and engagement, with improved participation in partnership programs and increased positive feedback in the Tell Them From Me Survey. The school has observed significant growth in community partnerships and family engagement within Kelso Public School.

In 2025, the school will focus on enhancing parent and community wellbeing which will address the need for improved wellbeing processes and to strengthen relationships within the Kelso community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance Our school aims to achieve 100% data completeness for attendance every day, so that we know which students are not attending and why.	Attendance data completeness was 99.9% in 2024, thus it is concluded that we are maintaining accuracy around data collection. On one day a class roll was marked correctly but did not ent roll over into ERN correctly. Improving attendance and reducing unexplained absences will continue to be a focus in 2025. A clearer outline around awards/rewards and how to

Attendance

Our school aims to achieve 100% data completeness for attendance every day, so that we know which students are not attending and why.

attain these with attendance of 95% and over, will be established and communicated to students, whole school and the parent/carers, throughout the year.

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Kelso 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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: All eligible students demonstrated progress towards their personalised learning goals. All personalised learning plans were regularly updated and were responsive to student learning needs, ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue to prioritise student need. The Deputy Principal Inclusion and Support will closely liaise with the Learning and Support Team, parent/carers and outside agencies to determine and focus on student need. The use of integration funding will be adjusted throughout the year in response to student plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$805,775.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kelso 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"> • Data to inform our teaching • High Expectations • Attendance • Other funded activities <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 community engagement (Community Liaison Officer) program implementation. • executive release to enable staff expertise to be deployed to; enhance use of technology through Digital Classroom Officer program, and delivery of extracurricular programs including school band and HGPE. • additional Assistant Principal Curriculum & Instruction to provide professional development of staff through collaboration meetings, to support student learning • subsidising excursions and resources to increase equitability of participation in educational programs <p>The allocation of this funding has resulted in the following impact: Support was provided to address educational disadvantage to ensure student participation in school activities. Additional staff expertise was deployed to implement school programs which improved educational outcomes for students.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ staff to support school identified initiatives that include high expectations for student growth in literacy and numeracy, and connection with community to promote attendance.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kelso Public School. Funds under this equity</p>

<p>\$270,182.24</p>	<p>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"> • High Expectations • Attendance • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • community consultation and engagement of a respected Aboriginal educator to support the development of cultural competency across the school community <p>The allocation of this funding has resulted in the following impact: Delivery of an authentic cultural awareness and immersion program, alongside greater community connection.</p> <p>After evaluation, the next steps to support our students will be: To engage in more authentic conversations between staff, students and families to establish and monitor literacy and numeracy PLP goals.</p>
<p>English language proficiency</p> <p>\$10,507.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kelso 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling professional learning to staff <p>The allocation of this funding has resulted in the following impact: The Learning Support Coordinator and APCIs have been able to work with teachers of EAL/D students to assess proficiency against the EAL/D progressions, enabling an accurate EAL/D census completion and improved reporting to parents.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide professional learning to teachers of EAL/D students around appropriate differentiation support in the classroom, and ensure currency of knowledge around progressions, assessment and reporting is maintained for all necessary staff.</p>
<p>Low level adjustment for disability</p> <p>\$233,740.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Kelso 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"> • Data to inform our teaching • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students

<p>Low level adjustment for disability</p> <p>\$233,740.61</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Individual students and cohorts of small groups of students have received targeted literacy and numeracy support by a teacher. This has been targeted strategic intervention and has led to improved learning outcomes for students involved.</p> <p>After evaluation, the next steps to support our students will be: To develop and maintain a stronger routine and structure between APCI and LST coordinator in order to prioritise students receiving additional support.</p>
<p>Location</p> <p>\$2,014.54</p>	<p>The location funding allocation is provided to Kelso Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Equity for all students to participate.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide opportunities for all students to participate in offsite activities by subsidising costs.</p>
<p>Professional learning</p> <p>\$52,156.19</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 Kelso 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 in reading and numeracy • High Expectations • Attendance • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning, both off-site and in collaborative stage-team meetings • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: All classroom teachers have been provided with professional learning opportunities in weekly collaboration meetings, to strengthen their knowledge and skill in implementing the new curriculum</p> <p>After evaluation, the next steps to support our students will be: To continue to provide additional release time for teachers to work alongside assistant principals and APCIs to build their expertise in explicit classroom practices and effective assessment strategies</p>
<p>QTSS release</p> <p>\$104,858.20</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kelso 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 in reading and numeracy

<p>QTSS release</p> <p>\$104,858.20</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of classroom visits to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Stage teams have been able to participate in weekly collaboration sessions to engage in curriculum reform professional learning and collaborative programming opportunities. APCIs have strategically led this to meet staff and student need.</p> <p>After evaluation, the next steps to support our students will be: To continue this process in 2025 with executive cohesively delivering the familiarisation of new Key Learning Areas and syllabuses.</p>
<p>AP Curriculum & Instruction</p> <p>\$235,473.00</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"> • Explicit teaching in reading and numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • develop the capability of teachers to use formative and summative assessment strategies and tools effectively when identifying and monitoring progress of students in literacy and numeracy • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement • 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 have collaborated to improve teaching and learning, as evidenced by shared teaching programs which have been differentiated to meet a broader range of student learning needs, and improved formative assessment of student learning in English and mathematics.</p> <p>After evaluation, the next steps to support our students will be: To continue the ongoing coaching and mentoring for teachers to build their capacity to implement new syllabuses, and continuing the provision of release time for teachers to work collaboratively on refining teaching programs to provide appropriately differentiated learning and assessment opportunities for students</p>
<p>Small group tuition (SGT)</p> <p>\$52,093.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kelso 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"> • Data to inform our teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators to deliver small group tuition in literacy and numeracy • APCI analysing school and student data to identify students and to monitor progress of SGT groups <p>The allocation of this funding has resulted in the following impact:</p>

Small group tuition (SGT) \$52,093.00	<p>Students made measurable progress towards personal learning goals, where programs were delivered consistently. Staffing shortages at certain points of the year resulted in disruption to the tuition planned for some groups.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition, with the APCIs and LST coordinator to regularly review school and student data to refine allocation of tutors towards students requiring additional support.</p>
--	---

Student information

Student enrolment profile

	Enrolments			
Students	2021	2022	2023	2024
Boys	177	187	189	195
Girls	145	160	173	173

Student attendance profile

School				
Year	2021	2022	2023	2024
K	91.5	87.3	87.6	87.8
1	89.4	88.5	87.4	87.9
2	87.5	85.1	88.6	85.1
3	87.6	86.2	83.6	87.6
4	92.5	87.7	84.6	86.8
5	85.8	88.5	82.8	81.3
6	91.2	83.6	88.9	82.4
All Years	89.4	86.8	86.3	85.4
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
Deputy Principal(s)	1
Assistant Principal(s)	6.4
Classroom Teacher(s)	22.17
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	13.42

*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	290,368.96
Revenue	8,250,454.10
Appropriation	8,091,084.68
Sale of Goods and Services	36,589.21
Grants and contributions	112,325.82
Investment income	10,354.39
Other revenue	100.00
Expenses	-8,001,810.65
Employee related	-7,115,221.72
Operating expenses	-886,588.93
Surplus / deficit for the year	248,643.45
Closing Balance	539,012.41

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	198,830
Equity Total	1,320,206
Equity - Aboriginal	270,182
Equity - Socio-economic	805,775
Equity - Language	10,508
Equity - Disability	233,741
Base Total	5,017,581
Base - Per Capita	71,045
Base - Location	2,015
Base - Other	4,944,522
Other Total	1,288,936
Grand Total	7,825,553

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.

Students

- In 2024, we observed a continued increase in students' sense of belonging within our school community. This positive trend is complimented by a rise in explicit teaching methods and clear expectations for success, which have significantly contributed to fostering an inclusive and supportive learning environment. Advocacy efforts at the school have remained steady, and there has been a decrease in instances of bullying. Additionally, student engagement in extra curricula activities, particularly in sporting opportunities, has continued to thrive, highlighting the importance of holistic development and encouraging students to participate in a variety of interests beyond the classroom.
- Our teaching staff has shown a remarkable increase in collaboration with colleagues, which has positively impacted whole school programs. This enhanced teamwork has led to a noticeable improvement in student engagement, with more students remaining on task and actively participating in lessons. While we celebrate these achievements, we acknowledge that parent involvement remains an area for growth. We are committed to fostering stronger partnerships with families to further support student learning. Furthermore, we have made continued strides in the implementation of technology in the classroom, equipping our teachers with the tools they need to enhance teaching and learning experiences.
- Communication between the school and parents has continued to improve significantly, with positive feedback regarding our social media platforms. These channels have proven effective in keeping families informed and engaged with school activities and initiatives. There has been a continued emphasis on students consistently displaying good behaviour, which reflects our shared commitment to fostering a respectful and positive school culture. As we move forward, we will continue to seek ways to enhance parent involvement and collaboration, ensuring that we work together to support our students' success both academically and personally.

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.