

# 2024 Annual Report

## Merewether Public School



2525

# Introduction

The Annual Report for 2024 is provided to the community of Merewether 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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Merewether Public School

6 Henry Street

MEREWETHER, 2291

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

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

4963 1318

## School background

### School vision

Merewether Public School is dedicated to empowering every student to achieve their best. Through differentiated learning, we actively engage students at their individual levels, enabling them to reach their full potential. We believe in challenging every student to learn and grow in a respectful, safe environment that upholds high expectations.

### School context

Merewether Public School is esteemed for its commitment to creating a high-achieving learning environment that emphasises inclusivity and community support. Our dynamic teaching and learning team is innovative and steadfast in delivering tailored instruction that meets each student's unique pace and capabilities, ensuring optimal academic results for all.

Serving a diverse student population from various socio-economic backgrounds, including a notable Aboriginal community, our school is a vibrant blend of cultures and experiences. In 2024, we have 145 students across 7 classes, with 36 identifying as Aboriginal, and we prioritise equity and inclusion in all facets of our educational approach.

Our dedicated staff, including the principal, assistant principals, teachers, support personnel, and community partners, collaborate to foster a nurturing environment that promotes student success. Through partnerships with the Parents and Citizens Association (P&C) and the Muloobinbah Local Aboriginal Education Consultative Group (LAECG), we ensure that our community is actively involved in shaping our educational goals.

While we celebrate our achievements, we remain focused on continuous improvement. Key areas identified for enhancement include reading, vocabulary, number sense, and additive thinking. To address these, we allocate a significant portion of our equity funding towards additional staffing and targeted initiatives as outlined in our 2023-2026 Strategic Improvement Plan.

Our comprehensive approach to education encompasses a wide range of sporting, academic, leadership, artistic, and cultural opportunities. Rooted in the principles of Positive Behaviour for Learning, we strive to create a positive, safe, and inclusive environment that supports the holistic development of each student.

As we progress, we are committed to delivering high-quality education that empowers students to excel academically, socially, and culturally. Through ongoing collaboration, innovation, and a shared vision of excellence, Merewether Public School continues to serve as a beacon of educational achievement and inclusivity in 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. 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>

Strategic Direction 1: Student growth and attainment

Purpose

To build strong foundations and maximise learning outcomes for every student in literacy and numeracy we will implement responsive evidence-based, data driven teaching practices.

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.

- Effective curriculum practices - learning culture

Resources allocated to this strategic direction

Professional learning  
QTSS release  
AP Curriculum & Instruction

Summary of progress

In 2024, significant progress was made towards our focus areas, particularly in embedding explicit phonics instruction. The integration of explicit instruction within phonics, orthography, and morphology within primary classrooms has been successfully implemented, with teachers consistently delivering these concepts to enhance literacy skills. Number Talks have been effectively embedded through the use of Department of Education units, supporting mathematical reasoning and communication. Formative assessment data has been regularly collected and analysed through observations in both mathematics and writing, allowing teachers to tailor their units of work to meet individual student needs. This data is systematically recorded on a fortnightly basis for mathematics K-6, providing valuable insights into student progress over time. Moving into 2025, the focus will shift to ensuring the consistent implementation of Component A across the school, supported by rotational team teaching with the Assistant Principal Curriculum and Instruction (APCI). Additionally, a consistent approach to program creation will be established using templates developed by the APCI, ensuring uniformity and quality across all grade levels. This ongoing commitment to data-driven, tailored teaching strategies is expected to further enhance student outcomes.

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 mean scaled score for students within reading in Year 5 2024 decreased by 9 points from 2023, for students (with only 17 students completing the assessment), in Year 6 it increased by 7 points. Due to extensive focus on phonics, vocabulary and comprehension there was an 11% decrease in the percentage of year 6 students performing in the lower quartile (35.3% in 2023 to 23.5% in 2024).
<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 mean scaled score for students within numeracy in Year 3 2024 increased by 3 points from scores in 2023. For students in Year 5 2024 it increased by 20 points. For students in Year 6 it increased by 15 points.

Purpose

To ensure all students can connect, succeed, thrive and learn, we will continue to build on a strategic and planned approach to whole school wellbeing processes that support high levels of wellbeing, engagement and attendance.

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
- School community involvement

Resources allocated to this strategic direction

Summary of progress

Attendance:

In 2024, our primary focus was on improving whole-day attendance by implementing various school wellbeing initiatives, such as the Amazing Race, Live Free morning school bus and breakfast club and strengthening our engagement with the community. We built positive partnerships between the Home School Liaison Officer (HSLO), school and the local community to support and encourage regular attendance. These collaborative efforts have aimed to address barriers to attendance and promote a culture of consistent participation.

Looking ahead to 2025, we will continue this work by consistently implementing attendance rewards to motivate students and recognise their commitment to attending school regularly. We will also place a strong emphasis on fostering open communication between families and the school, highlighting the critical role that regular attendance plays in students' academic success, social connections and overall wellbeing. In addition, we will work collaboratively with families, to help identify and address any challenges that may prevent students from attending school consistently.

School community involvement:

In 2024, Merewether Public School's focus on improving student attendance and fostering wellbeing faced significant challenges, as evidenced by the achievement of only 47.95% of students attending more than 90% of the time, falling short of our 65% target. Despite these outcomes, the school has continued to remain committed to creating a positive and supportive learning environment through holistic and purposeful strategic initiatives.

Key initiatives have again included employing an additional Learning and Support Teacher (LaST) to address attendance and partial attendance concerns and enhance support for students and families. The community school bus initiative, operating five days a week, alongside the self-funded Chaplaincy and breakfast programs, provided essential resources to mitigate barriers to consistent attendance and promote overall student wellbeing.

Professional learning aligned with Positive Behaviour for Learning (PBL) principles was delivered to staff, focusing on effective classroom practices. In Term 3, targeted interventions for Tier 2 and Tier 3 students, including check-in and check-out plans with tailored reward systems, aimed to address complex needs and support positive behavioural growth.

Despite these efforts, attendance outcomes indicate a need for a renewed and more intensive approach in 2025. Moving forward, the school will emphasise deeper engagement with families, leveraging community partnerships and further enhancing PBL strategies. By maintaining a consistent focus on data-driven decision-making and aligning wellbeing initiatives with attendance goals, Merewether Public School remains dedicated to creating an environment where every student can thrive and achieve consistent attendance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Attendance</b></p> <p>Students attending school more than 90% of the time is greater than 65%.</p>	<p>We have 49.4% of students attending 90% or more of the time. Our whole school attendance rate stands at 83.8%. It is important to recognise the positive progress we have made with the implementation of programs that in their early stages. With time, we are optimistic that they will yield positive results and further improve our attendance rates.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Merewether Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs</li> <li>• Staffing release for targeted professional learning around MacqLit, Sounds Write, and self-regulation strategies</li> <li>• Employment of staff to provide additional support for students with high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with additional learning needs demonstrated improved engagement and participation in classroom activities as a result of targeted support. Tailored academic support provided by SLSOs contributed to measurable growth in literacy and numeracy outcomes for identified students. Staff reported increased confidence in implementing intervention programs such as MacqLit and Sounds Write following targeted professional learning. Consistent support in the playground led to a reduction in behavioural incidents and an improvement in students' social interactions and peer relationships. Individualised support enabled students with high-level needs to access the curriculum more effectively and experience success in their learning. Teachers were better equipped to implement and monitor PLaSPs, ensuring that learning goals were realistic, measurable, and regularly reviewed. Students also showed increased self-regulation and independence through strategies taught and reinforced by trained support staff. Collaborative planning between classroom teachers and support staff improved the consistency of support and the alignment of goals across settings.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2025, additional support will be provided to classroom teachers to assist them in developing PLaSPs with achievable goals. Further assistance will also be offered to SLSO staff to help them work towards these goals with students. In the playground, SLSO staff will be utilised to support structured social skills activities aimed at building social competence for students accessing IFS.</p>
<p>Socio-economic background</p> <p>\$56,355.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Merewether Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support the implementation of the Learning and Support program</li> <li>• Provision of educational materials, uniforms, equipment, and other items for students lacking financial support</li> <li>• Resourcing to improve equity in access to learning materials and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased targeted support for students has been provided through small group and one-on-one interventions, particularly focusing on literacy and numeracy. This has led to improved student outcomes, as evidenced by growth in both formative and summative assessments. Additionally, greater engagement in learning has been achieved through differentiated instruction and access to additional resources. Teacher capacity has been strengthened through professional development aligned with school priorities, while enhanced wellbeing support has resulted in improved attendance and a reduction in behavioural incidents.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2025, we will continue monitoring student progress to refine and adjust</p>

<p>Socio-economic background</p> <p>\$56,355.17</p>	<p>intervention strategies as needed. Successful programs will be extended across additional year levels or student groups to maximise their impact. Ongoing professional learning will be provided for staff to support the implementation of consistent, high-impact practices. Strengthening home-school partnerships will also be a priority to support learning beyond the classroom. Furthermore, data will be utilised to identify students requiring additional support, ensuring the targeted use of resources for optimal outcomes.</p>
<p>Aboriginal background</p> <p>\$58,757.41</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Merewether 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>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of an additional teacher to act as a Literacy and Numeracy mentor for students performing below the expected stage level</li> <li>• Employment of additional staff to provide personalised academic support for Aboriginal students</li> <li>• Engagement of a specialist community member to strengthen cultural connections and support cultural engagement within the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has led to improved academic outcomes for Aboriginal students, particularly in literacy and numeracy, through targeted interventions and personalised support. Student engagement and attendance have also increased, with students feeling more connected to their cultural heritage thanks to the involvement of a specialist community member. Teacher capability has been enhanced through the employment of additional staff and a Literacy and Numeracy mentor, who provided focused guidance to students performing below the expected stage level. Furthermore, the funding has strengthened cultural identity and community connections, offering students greater opportunities for cultural expression and support within the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2025, we will continue to target literacy and numeracy interventions, focusing on students who still require additional support to meet grade-level expectations. There will also be an expansion of cultural engagement activities to involve more students and integrate a broader range of cultural perspectives into the curriculum. Additionally, ongoing professional learning will be provided for staff to further enhance their ability to support Aboriginal students, ensuring that teaching remains culturally responsive and inclusive. Increased collaboration with local community members will also be prioritised to maintain a strong connection between school and home, reinforcing cultural identity and wellbeing.</p>
<p>English language proficiency</p> <p>\$2,631.29</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Merewether Public School.</p> <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 the delivery of targeted initiatives</li> <li>• Provision of extra EAL/D support both within classrooms and as part of broader differentiation strategies</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Classroom-based interventions contributed to significant improvements in English language proficiency for targeted students. These students increasingly demonstrated the ability to engage with peers, build relationships, and participate meaningfully in learning activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2025, in response to changing enrolment demographics, Merewether</p>

<p>English language proficiency</p> <p>\$2,631.29</p>	<p>Public School will apply for new arrivals funding and continue providing support for students who attract EAL/D funding.</p>
<p>Low level adjustment for disability</p> <p>\$69,767.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Merewether Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• The employment of an Additional Learning and Support Teacher (LaST) to monitor student attendance</li> <li>• Engaging specialist staff to work alongside classroom teachers in building their capability to address the literacy needs of identified students.</li> <li>• Providing in-class support for targeted students through the employment of School Learning and Support Officers (SLSOs).</li> <li>• Support for students involved in the Good Blokes program, Up and Up, the Breakfast program, and Positive Behaviour for Learning (PBL).</li> <li>• Employment of a Speech Pathologist (SPiNs) to focus on phonological awareness, articulation, receptive and expressive language, and self-regulation for identified students</li> <li>• Employment of a Speech Pathologist (SPiNs) to focus on phonological awareness, articulation, receptive and expressive language, and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The ongoing involvement of an additional LaST teacher has had a significant impact on improving student attendance and overall wellbeing. The continued employment of extra SLSOs, who are focused on delivering evidence-based literacy programs, has allowed all students to receive targeted support in areas such as phonics, spelling, and reading. The SPiNs program continues to be a consistently successful speech pathology intervention for identified students. Life skills programs, such as Good Blokes and the Up and Up program, provide students with essential strategies for self-regulation and promote social development in a safe and supportive environment. The breakfast program consistently ensures that many students have access to a nutritious meal to start their day.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2025, we will maintain and expand targeted support programs within Literacy through our LaST and SLSOs. By working collaboratively, we aim to not only sustain, but enhance the level of support provided to students, creating an environment that prioritises effective, tailored interventions.</p>
<p>Professional learning</p> <p>\$16,266.98</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 Merewether 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>• Effective curriculum practices - learning culture</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 participating in professional learning</li> <li>• Course costs for staff undertaking recognised courses</li> <li>• Presentations by qualified facilitators, such as diabetes or first aid workshops</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Merewether Public School has provided various professional learning opportunities for staff, driven by the specific needs of students. In 2023, staff participated in training on Cardio Pulmonary Resuscitation, Trauma Informed Practice, Verbal Intervention, Sounds Write, Coach to Cope, Aboriginal Histories and Culture, the new English and Mathematics syllabuses, number talks, phonological awareness, and spelling. This</p>

Professional learning \$16,266.98	<p>training has fostered collaborative learning and professional growth across the staff team.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2025, we will maintain and expand targeted support programs in Literacy through our LaST and SLSOs. By working collaboratively, we aim to not only sustain, but enhance the level of support provided to students, creating an environment that focuses on prioritising targeted interventions.</p>
QTSS release \$31,016.22	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Merewether 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>• Effective curriculum practices - learning culture</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 staffing to support the delivery of high-quality curriculum</li> <li>• Extra release time for executive staff to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Teacher quality improved, and student learning outcomes were enhanced through a reduced teacher-to-student ratio. All teachers (100%) reported increased confidence and competence in implementing the digital syllabuses for English and Mathematics.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2025, QTSS funding will be used to support professional learning focused on embedding evidence-informed practices in English and Mathematics across the school.</p>
Per capita \$23,360.92	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Merewether Public School</p> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Effective use of funds to resource the school, depending on identified needs</li> <li>• Upgrades to classroom furniture and learning spaces to support flexible and inclusive learning</li> <li>• Purchase of additional digital devices and learning technologies to enhance student access</li> <li>• Improvements to outdoor learning and play areas to support student wellbeing and engagement</li> <li>• Ongoing maintenance and upgrade of school infrastructure and utilities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The school was adequately resourced with infrastructure, utilities, and materials to support classroom learning and administrative functions. Upgraded environments contributed to improved student engagement, staff satisfaction, and access to quality teaching and learning opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2025, we will continue to provide infrastructure, utilities, and classroom and administrative resources as funds permit, with a focus on enhancing learning environments, upgrading technology, and supporting student wellbeing through improved physical spaces.</p>
AP Curriculum & Instruction \$168,195.00	<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 Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective curriculum practices - learning culture</li> </ul>

<p>AP Curriculum &amp; Instruction</p> <p>\$168,195.00</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school</li> <li>• 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 across the curriculum</li> <li>• lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> As a result of the assistant principal, curriculum and instruction mentoring and coaching staff, there was a large focus on the consolidation of assessment practices and using assessment data to inform individualised teaching and learning. With the establishment of new support classes there was a significant need for professional learning and mentoring in the implementation of evidence informed strategies for curriculum differentiation for students with additional needs. Evidence-informed teaching strategies within spelling have been focused on through consistent professional conversations, team teaching collaborative practice. There has been a positive impact on student results within phonics and spelling across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2025 we will continue our focus on embedding current evidence-informed practices that support the educational achievement of all students, enhancing the quality instruction our teachers provide. Merewether Public School will focus on spelling, fluency and grammar.</p>
<p>Small group tuition (SGT)</p> <p>\$9,767.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Merewether 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>• employment of student learning support officers to deliver small group tuition providing targeted, explicit instruction for student groups in literacy</li> <li>• employing/releasing teaching staff to support the administration of the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of 1 teacher and 1 SLSO enabled the provision of explicit small group instruction in a high quality phonics program (MacqLit) for primary students. 15 students were included in the program in 2025. 100% of students who accessed the program showed positive growth with an average increase in words per minute read of 53%. Targeted small-group instruction was delivered by a highly experienced teacher within sentence level grammar. There was a demonstrated improvement in the quality and complexity of sentences produced by all students who participated.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2025 Merewether Public School will continue to provide evidence-informed targeted small group instruction for students who require additional support. Student assessment data will be used to drive planning across Literacy and Numeracy.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2021	2022	2023	2024
Boys	87	78	69	76
Girls	62	73	67	69

### Student attendance profile

School				
Year	2021	2022	2023	2024
K	85.6	85.1	89.1	82.5
1	93.4	85.2	86.5	87.7
2	89.4	87.7	88.0	85.9
3	90.7	78.9	87.6	85.1
4	90.7	78.7	84.2	81.0
5	91.7	87.9	80.3	83.3
6	90.1	81.1	85.6	78.7
All Years	89.9	83.5	86.2	83.7
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)	4
Classroom Teacher(s)	6.96
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	4.01

\*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>	409,527.48
<b>Revenue</b>	3,227,222.30
Appropriation	3,078,642.45
Sale of Goods and Services	9,914.40
Grants and contributions	122,826.31
Investment income	12,745.39
Other revenue	3,093.75
<b>Expenses</b>	-3,236,013.93
Employee related	-2,923,979.91
Operating expenses	-312,034.02
<b>Surplus / deficit for the year</b>	-8,791.63
<b>Closing Balance</b>	400,735.85

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>	310,185
<b>Equity Total</b>	187,511
Equity - Aboriginal	58,757
Equity - Socio-economic	56,355
Equity - Language	2,631
Equity - Disability	69,767
<b>Base Total</b>	1,872,093
Base - Per Capita	23,361
Base - Location	0
Base - Other	1,848,732
<b>Other Total</b>	711,948
<b>Grand Total</b>	3,081,737

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

Merewether Public School remains committed to building strong, open lines of communication with our parent and caregiver community. We regularly shared updates and important information through our school newsletter, the Audiri app, and our Facebook page.

According to the *Tell Them From Me* (TTFM) survey:

- More than **60%** of parents rated the school newsletter as **highly informative**, and another **30%** said it helped them stay informed

In addition, parent interviews showed:

- **70%** of families found formal discussions with teachers to be extremely valuable in understanding their child's learning and progress

We also hosted regular P&C meetings and yarning circles, which provided significant opportunities for families to be actively involved. Feedback from these events was overwhelmingly positive.

These strong partnerships between school and families continue to make a meaningful impact on student learning and wellbeing.

### Student Voice - 2024 TTFM Survey Results

Students from Years 4 to 6 shared their perspectives through the *Tell Them From Me* survey. Here's what they told us:

- **88%** felt they were receiving **high-quality teaching**
- Students reported feeling **well-prepared** for the transition to high school
- More than **50%** of Year 4 students demonstrated **high perseverance**
- **77%** felt respected by their teachers, especially regarding their **cultural backgrounds**
- **80%** said they felt good about expressing their culture at school
- Students said teachers clearly set learning goals, explain expectations, check for understanding, and give helpful feedback
- A majority of the students reported having friends they trust and who encourage **positive behaviour**

### Staff Reflections and 2024 Focus

Teachers indicated high confidence in areas such as:

- Building a **strong learning culture**
- Apply effective **teaching strategies**
- Promoting an **inclusive school environment**

Internal data shows that staff continue to strengthen their skills in delivering **explicit instruction**.

Looking ahead to 2025, teachers have identified a need for more time to work together on how best to use assessment data to support student learning.

# 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.