

# 2021 Annual Report

## Abermain Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Abermain Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

*At Abermain Public School;*

*Our community is welcomed, involved and valued.*

*Our students are safe, engaged and achieve personal success.*

*Our staff build positive relationships and are committed and inspiring.*

## School context

*Abermain Public School is situated on Wonnarua, Awabakal, Darkinjung Country, in the Cessnock area of the Hunter Valley. Our school is an active member of the Cessnock Community of Great Public Schools, involving fifteen public schools serving the Cessnock community.*

*The school currently has an enrolment of 270 students and a team of staff, consisting of beginning and predominantly early career teachers, committed to providing an inclusive, future-focused, quality learning environment.*

*The school is driven by a deep belief that every student is capable of success and that it is through a learning culture focused on wellbeing that student engagement and positive student outcomes can be achieved with staff, parents and the wider community working to achieve this shared vision.*

*The Abermain Public School community includes a wide range of socio-economic backgrounds and predominately speaks English having been born in Australia. 65 of our students acknowledge their Aboriginal background, and as a school we actively support all students in their understanding of their own culture which is reflected in our school setting.*

*Relationships are at the centre of the school's core business. A high priority is given to building and maintaining effective partnerships between staff, students and parents. A professional learning community will be guided by continuous improvement of teaching and learning, supported by leadership.*

*Positive Behaviours for Learning (PBL) continues to guide student well-being strategies across the school learning environment. Universal values of Safety, Respect and Learning are supported by the community.*

*Leading into the development of strategic directions, staff reflected on the School Excellence Framework, CESE What Works Best research and the evaluation of the current School Plan. Consultative processes with students, community members and staff helped to drive future strategic directions and determine strengths and areas of growth for all. This approach has resulted in establishing a shared vision for Abermain Public School.*

*Through our situational analysis, we have identified focus areas of effective classroom practice, student performance and well-being. In response, professional learning will occur around the use of data informed practice, explicit teaching, effective feedback and trauma informed practice. Improved teacher practice will be defined by the use of joint success criteria, targeted teaching, timely feedback and student progress and achievement reflected across internal and external data. The continual monitoring of student assessment and performance data will inspire reflection, inform areas of need and determine success in each classroom and across the school as whole 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 Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and sustain data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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

- Data Driven Practices (Reading and Numeracy)
- Embedding Authentic Assessment

### Resources allocated to this strategic direction

**Professional learning:** \$6,000.00

**Socio-economic background:** \$223,635.40

: \$1,500.00

### Summary of progress

Our focus for 2021 was the use of data driven practices to maximise student outcomes in Reading and Numeracy. Our focus was to build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised across our four focus areas in Reading and Numeracy.

Professional development sessions throughout the year were accessed to build teacher ability to use formative assessment practices, with a major focus on the use of learning intentions and success criteria. Mentors met with teaching staff each week to review formative assessment data and support the review of programming to ensure teaching is reflective of student need. Curriculum teams have participated in Department lead professional learning courses in the areas of Fluency and Additive Strategies. These teams have lead professional learning sessions for all staff aimed at improving teacher knowledge and capacity in both key areas. All staff who have engaged in professional learning opportunities are now embedding new knowledge within their own classroom setting. As a result, student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Moving forward the school will continue to embed weekly data review sessions for all staff to ensure teachers continue to build their skills around data driven practice while embedding authentic assessment. We aim to introduce and embed regular collaborative data review sessions to ensure consistency of teacher judgement in data collection, leading to more reliable data sets that are used to monitor student learning and progress based on data analysis.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum of <b>19.8% Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy.</b> (Lower bound system-negotiated network target).	Achievement of the lower-bound system negotiated target is yet to be seen.
A minimum of <b>27.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading.</b> (Lower bound system-negotiated network target	Achievement of the lower-bound system negotiated target is yet to be seen, with 17.9% of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading.
A minimum of 32.7% of Year 3 and Year 5 <b>Aboriginal students</b> achieve in the top three bands in NAPLAN	36.8% of Aboriginal students have achieved results in the top three NAPLAN bands in Reading indicating achievement of the lower bound target.

<b>Reading</b> (lower bound system negotiated target)	
.A minimum of 29.7% of Year 3 and Year 5 <b>Aboriginal students</b> achieve in the top three bands in NAPLAN <b>Numeracy</b> (lower bound system negotiated target)	40% of Aboriginal students have achieved results in the top three NAPLAN bands in Numeracy indicating achievement of and beyond the lower bound target.
A minimum of 51.6% of Year 5 students achieve expected growth in NAPLAN <b>Reading</b> (lower bound system negotiated target ).	The percentage of students achieving expected growth in Reading increased to 55.17% indicating achievement of and beyond the lower bound target.
A minimum of 47.5% of Year 5 students achieve expected growth in NAPLAN <b>Numeracy</b> (lower bound system negotiated target).	The percentage of students achieving expected growth in numeracy was 42.4% indicating progress towards the lower bound target.
<b>NAPLAN Value-Add</b> <ul style="list-style-type: none"> <li>• Value Add moves for K-3 to Sustaining and Growing</li> <li>• Value Add moves for 3-5 and 5-7 to Delivering</li> </ul>	Best Start K to NAPLAN 3 Value Add is not available for 2021 due to changes in Best Start Kindergarten in 2018.  Value Add for 3-5 and 5-7 moved to Delivering.
70% of E/Stage 1 students will achieve within the expected end of year progression for Phonological Awareness ( PhA5), Phonic Knowledge and Word Recognition (PKW5) in Literacy and Quantifying Number (QuN6)and Additive Strategies (AdS2) in Numeracy.	Progress has been made in both Literacy and Numeracy with the school demonstrating achievement in this measure, making gains beyond the 2020 baseline.
70% of Stage 1 students will achieve within the expected end of year progression for Understanding Texts (6) and Fluency (4) in Literacy and Quantifying Numbers (8) and Additive Strategies (7) in Numeracy.	Progress has been made towards this measure in Literacy and Numeracy. Stage 1 students demonstrated the achievement of this measure in Fluency, Quantifying Number and Additive Strategies while the measure for Understanding Text is yet to be met.
70% of Stage 2 students will achieve within the expected end of year progression for Understanding Texts (8) and fluency (5) in Literacy and Quantifying Numbers (10) and Additive Strategies (8) in Numeracy.	Progress has been made towards this measure in Literacy and Numeracy. Stage 2 students demonstrated achievement of this measure in Fluency, Quantifying Number and Additive Strategies while the measure for Understanding Text is yet to be met.
70% of Stage 3 students will achieve within the expected end of year progression for Understanding Texts (9) and fluency ( 6) in Literacy and Quantifying Numbers (12) and Additive Strategies (8) in Numeracy.	Progress has been made in Literacy and Numeracy. Stage 3 students demonstrated achievement of this measure in Fluency and Additive Strategies while the measures for Understanding Text and Quantifying Number are yet to be met.
Maintaining Sustaining and Growing in the element of Data Skills and Use as measured by the SEF  Moving towards Sustaining and Growing in the element of Assessment as measured by the SEF  Delivering in the element of Student Performance Measures measured by SEF	Self-assessment against the School Excellence Framework (SEF) at the end of 2021 indicated achievement of all three progress measures, with significant growth in the element of Student Performance Measures being assessed at Sustaining and Growing.

## Strategic Direction 2: Effective Classroom Practice

### Purpose

To ensure that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### Initiatives

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

- Effective Classroom Practice

### Resources allocated to this strategic direction

**QTSS release:** \$50,901.00

**Early Action for Success (EAFS):** \$171,512.00

**Socio-economic background:** \$209,500.00

**Literacy and numeracy intervention:** \$22,423.60

**Low level adjustment for disability:** \$65,960.34

**English language proficiency:** \$3,730.40

**Aboriginal background:** \$40,000.00

**Professional learning:** \$1,000.00

### Summary of progress

Our focus in 2021 has been to upskill staff in evidence-based practice driven by CESE's What Works Best Research, with a particular focus on Explicit Teaching. All staff identified opportunities for student growth in the areas of Reading and Numeracy and used explicit teaching strategies to create differentiated learning opportunities that met the needs of all students. Interventionists supported the delivery of differentiation learning programs.

Effective teaching methods, including the use of learning Intentions, success criteria and quality feedback were identified and promoted through professional learning sessions and modelled during in class demonstration by expert staff. All staff participated in a Mini Action Research process aimed at upskilling teachers in using student data to reflect on their teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities. Gains were evident in student progression data across all four focus areas of Fluency, Quantifying Number, Additive Strategies and Understanding Text.

Moving forward, the school will continue to grow a learning culture that supports students to receive feedback and articulate their learning goals leading to improved student outcomes. Additionally creating teachers who expertly embed evidence based, explicit teaching strategies as a part of their daily practice will continue to be a focus.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<i>Explicit teaching in Reading and Numeracy is evident in all teaching and learning programming and observations.</i>	All teaching and learning programs and lesson observations reflect explicit teaching strategies in one focus area in both Reading and Numeracy.
<i>PLAN data indicates 70% of students have made progress against the school Learning Progressions focuses in both literacy and numeracy.</i>	The school demonstrated achievement in this progress measure making gains beyond the 2020 baseline.
<i>Aboriginal student reporting data indicates expected growth for 70% of students against the Learning Progressions elements of</i>	65.1% of Aboriginal students have demonstrated expected growth against school focus areas in Literacy.  52% of Aboriginal students have demonstrated expected growth against

<p><i>Understanding Texts and Fluency, in Literacy and Quantifying Numbers and Additive Strategies in Numeracy.</i></p>	<p>school focus areas in Numeracy.</p>
<p><i>65% of students indicate through the Tell Them From Me (TTFM) survey that they feel challenged in English and Mathematics and feel confident of their skills in these subjects.</i></p>	<p>51% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt Norm for this category is 53%. This is an increase of 3% against previous surveying period.</p>
<p><i>Teacher Tell Them From Me (TTFM) survey data indicates that staff self-reflection sees school scoring above NSW Govt Norm across five drivers of student learning and the three dimensions of classroom practice.</i></p>	<p>Tell Them From Me (TTFM) staff self-reflection survey saw staff assess against the Eight Drivers of Student Learning, with 5 out of 8 drivers sitting at or above NSW State Norms.</p> <p>The same data capture saw staff reflect on the the four dimensions of classroom practice. "Challenging and Visible Goals, Planned Learning Opportunities and Overcoming Obstacles to Learning" all sat at or above NSW State Norms.</p>
<p><b>School Excellence Framework (SEF) measures;</b></p> <p><i>Within the element of Effective Classroom Practice the school will be Working towards Sustaining and Growing as measured by the SEF in the themes of Explicit Teaching and Feedback</i></p>	<p>Self-assessment against the School Excellence Framework within the element of Effective Classroom Practice indicates that the school is working towards Sustaining and Growing across the themes of Explicit Teaching and Feedback.</p>



## Strategic Direction 3: Wellbeing and Engagement

### Purpose

To embed a strategic and planned approach to developing whole school processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

### Initiatives

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

- Wellbeing and Engagement
- Attendance

### Resources allocated to this strategic direction

**Integration funding support:** \$139,676.00

**Low level adjustment for disability:** \$112,118.00

**Aboriginal background:** \$30,000.00

**Socio-economic background:** \$3,000.00

### Summary of progress

Our focus in 2021 was to ensure all classrooms and other learning environments were well managed with a consistent, school wide approach. There is a strategic and planned approach to whole school wellbeing processes that support the wellbeing of students so they can connect, succeed, thrive and learn.

Through constant refinement of our whole school Positive Behaviour strategies, we have ensured whole school wellbeing processes are current, effective and supporting the engagement and wellbeing of the school community. End of year, school self-evaluation reflects a judgement of Excelling in the element of Wellbeing as measured against the School Excellence Framework. Professional learning in the area of Trauma Informed Practice resulted in teachers demonstrating increased expertise in teaching students with complex trauma. Gains were seen in student wellbeing across the school.

Moving forward the school will continue to enhance its wellbeing strategies in 2022, by continuing to embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning, success and attendance. We will conduct the Wellbeing Framework Self-Assessment and action recommendations.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of <b>ALL</b> students attending > 90% demonstrating an upward trend towards the lower bound system negotiated target of 73.1%	This progress measure is yet to be met.
Tell Them From Me (TTFM) Wellbeing data (Advocacy, Belonging, Expectations) increases to be at or above the lower bound system-negotiated target of 85%	Tell Them from Me (TTFM) Student Wellbeing Survey Data reflected 79.47% against the lower bound system-negotiated target of 85%, indicating that the improvement measure is yet to be met.  The three measures of Wellbeing Data; Advocacy at School (84.09%), Expectations of Success (88.51%) and Sense of Belonging (65.91%).
Decrease negative recorded behaviours and suspensions for <b>ALL</b> students by a minimum of 15% determined by a two year baseline of	The impact of wellbeing strategies implemented has seen a 47% reduction in formal notifications and a 50% reduction in suspension data.

<p>incident reports as at year end 2020.</p>	
<p><b>School Excellence Framework (SEF) measures:</b></p> <p>Sustaining and Growing in Well-being as measured by the SEF.</p> <p>Sustaining and Growing in Learning Culture as measured by the SEF.</p>	<p>Self-assessment against the School Excellence Framework indicates through the element of Wellbeing that the school is sitting within Excelling.</p> <p>Self-assessment against the School Excellence Framework indicates through the theme of Learning Culture to be Sustaining and Growing while working within the Excelling Domain in two out of three elements.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$139,676.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Abermain 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's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Engagement</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 to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved outcomes for students in the areas of literacy, numeracy and wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued implementation and refinement of current practices to support all students across all areas of learning.</p>
<p>Literacy and numeracy</p> <p>\$12,516.16</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Abermain Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</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>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> provision of ongoing resources for the school community, with an aim to support the development of literacy and numeracy in homes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> a reflection on current school resources and the Universal Hub resources that will support this space in 2022.</p>
<p>Socio-economic background</p> <p>\$436,135.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Abermain Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Socio-economic background</p> <p>\$436,135.40</p>	<ul style="list-style-type: none"> <li>• Data Driven Practices (Reading and Numeracy)</li> <li>• Effective Classroom Practice</li> <li>• Wellbeing and Engagement</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>• supplementation of extra-curricular activities including Imaginaturalist, Kinder Orientation, PSSA levy, Yr 6 farewell</li> <li>• additional staffing to implement and support identified students with additional needs (SLSO and LAST )</li> <li>• Additional Instructional leadership positions created across the school</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved student outcomes in literacy, numeracy and wellbeing for students from low socio-economic backgrounds.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to ensure students experience classrooms that develop skill and knowledge while providing challenge.</p>
<p>Aboriginal background</p> <p>\$80,676.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Abermain Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Wellbeing and Engagement</li> <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 specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved outcomes for Aboriginal students in the areas of literacy, numeracy and wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued implementation of quality school systems and practices to ensure Aboriginal student success.</p>
<p>English language proficiency</p> <p>\$3,730.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Abermain Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</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>• 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:</b> improved student outcomes across all learning areas.</p>

<p>English language proficiency</p> <p>\$3,730.40</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> to review and refine current practices ensuring continued student achievement.</p>
<p>Low level adjustment for disability</p> <p>\$178,078.34</p>	<p>Low level adjustment for disability equity loading provides support for students at Abermain Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Engagement</li> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved student outcomes across literacy, numeracy and wellbeing for students identified with a disability.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to ensure Learning and Support Systems support identified students by embedding differentiation and adjustment.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Abermain Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</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>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b> upskilling of staff across K-2 in data informed practice and effective classroom practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued focus on supporting staff to become experts in data informed practices and effective classroom practices. throughout 2022.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Abermain</p>

<p>\$50,901.00</p>	<p>Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</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 staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> embedded collaborative and supportive systems and practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued focus on data driven practices and effective classroom practice that support teacher skill and knowledge and in turn impact positively on student outcome achievement.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Abermain Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</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>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved student outcomes across the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to embed literacy and numeracy differentiation and intervention across whole school through data informed practice.</p>
<p>COVID ILSP</p> <p>\$234,032.88</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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 teachers and educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy in line with school priority areas of Understanding Texts, Fluency, Quantifying Number and Additive Strategies</li> <li>• employing and releasing staff to coordinate the program</li> <li>• releasing staff to analyse school and student data to identify students for</li> </ul>

<p>COVID ILSP</p> <p>\$234,032.88</p>	<p>small group tuition groups and to monitor progress of student groups</p> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* the majority of the students in the program feeling supported, with all achieving personal success of their learning goals</li> <li>* 44 % of Year 1-3 students working above NNP level for Fluency</li> <li>* 72% of Stage 2 and Stage 3 literacy focus groups correctly answering expected NLLP level inferential based question in Term 4 Check-in assessment</li> <li>* 81% of K-3 students working at expected NNP level for Quantifying Number</li> <li>* 46% of Year 1 students working above NNP for Quantifying Number</li> <li>* 83% of K-6 students working at expected NNP level for Additive Strategies</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue the implementation of small group tuition in literacy and numeracy priority areas underpinned by best practice initiatives supported and driven by data. Revision of program implementation will now involve support structures being timetabled to support students across consecutive sessions in a mixture of in class and withdrawal delivery where most appropriate to the students learning need.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	150	138	139	140
Girls	150	141	131	133

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.7	93.9	95.2	93.5
1	90.1	91.7	94.5	91
2	91.8	92	93.8	88.8
3	92	88.3	94.8	88.1
4	91.5	91	92.4	91.1
5	90.5	88.5	93.2	88.7
6	90.4	90.3	92.1	87
All Years	91.1	90.8	93.7	89.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 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 has 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.

## 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
Classroom Teacher(s)	9.72
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.72

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	350,301
<b>Revenue</b>	3,775,527
Appropriation	3,748,132
Sale of Goods and Services	91
Grants and contributions	27,078
Investment income	226
<b>Expenses</b>	-3,708,565
Employee related	-3,284,045
Operating expenses	-424,520
<b>Surplus / deficit for the year</b>	66,962
<b>Closing Balance</b>	417,263

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	114,377
<b>Equity Total</b>	698,421
Equity - Aboriginal	80,676
Equity - Socio-economic	435,936
Equity - Language	3,731
Equity - Disability	178,078
<b>Base Total</b>	2,122,951
Base - Per Capita	66,560
Base - Location	0
Base - Other	2,056,391
<b>Other Total</b>	323,184
<b>Grand Total</b>	3,258,932

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

2021 saw the Abermain PS Community manage the impact of COVID -19 while ensuring our students, families and staff felt supported and cared for. Students continued to access learning through the dedication and professionalism of staff and the commitment of parents/ carers.

Student, staff and parents/carers were given the opportunity throughout the year to reflect on current systems and practices through the Tell Them From Me (TTFM) surveying tool.

"Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and at school". As a school we will continue to foster communication with parents while encouraging parental involvement in their child's learning. In 2021, parents reflected positively on the school's ability to promote a safe and inclusive learning environment and indicated that they aim to support their child's learning at home while feeling welcome and informed. 94% of parents surveyed indicated that their child was enrolled in their first-choice school while 90% indicated they would recommend our school to other parents.

Teaching staff self- assessed against the "Eight Drivers of Student Learning and the Four Dimensions of Classroom and School Practices" through the TTFM survey. Within the Eight Drivers of Student Learning they scored Leadership at 8.3 against NSW Gov Norm of 7.1. Collaboration at 8.2 against NSW Gov Norm of 7.8. Learning Culture, Data Informed Practice and Parents are Informed all sat equivalent to NSW Gov Norms. Teachers assessed five out of Eight Drivers at or above NSW Gov Norms. Three of the "Four Dimensions of Classroom Practice" were scored at or above NSW Gov Norms with Quality Feedback sitting 0.1 below NSW Gov Norms at 7.2 against 7.3.

The student TTFM survey reflects on Social- Emotional Outcomes and the Drivers of Student Outcomes. Students reflected on Explicit Teaching Practices and Feedback scoring 7.9 which is above the NSW Govt Norm of 7.5. Teachers setting clear goals for learning, establishing expectations, checking for understanding and providing feedback led to this reflection. Students scored Advocacy at School at 7.7 equivalent with the State Norm, feeling they have someone at school who consistently provides encouragement and that they can be turn to for advice.

# 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.