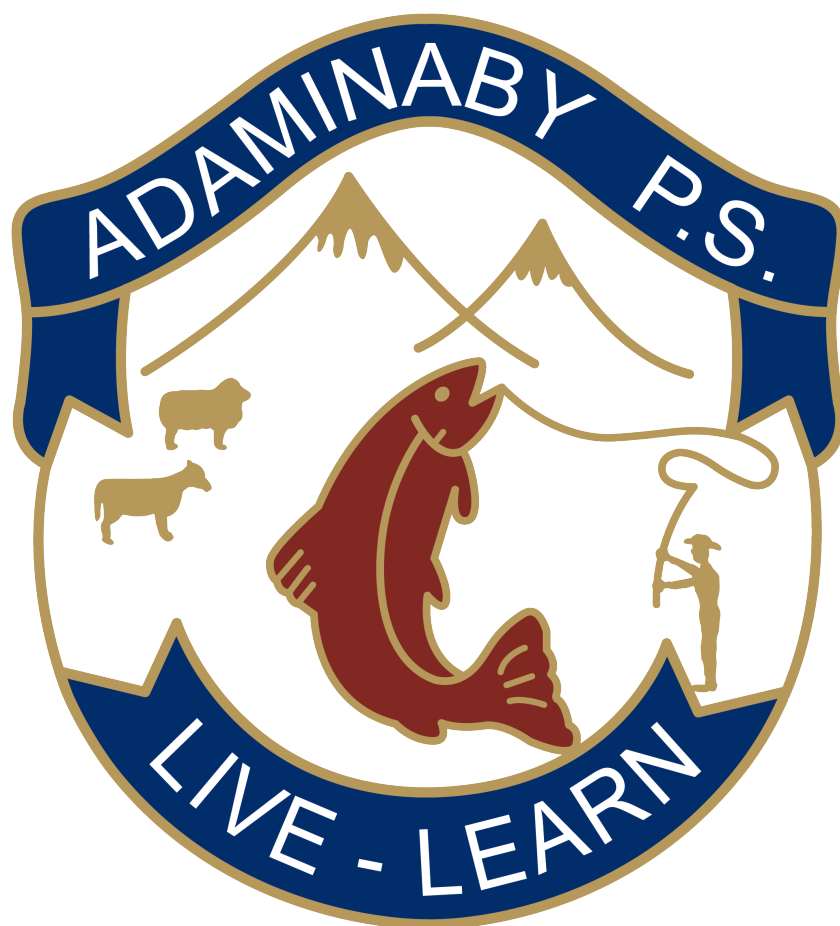


2021 Annual Report

Adaminaby Public School



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Introduction

The Annual Report for 2021 is provided to the community of Adaminaby 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

Adaminaby Public School

9 Cosgrove Street

ADAMINABY, 2629

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

adaminaby-p.school@det.nsw.edu.au

6454 2265

School vision

Walking together and working in partnership to live, learn and lead we aim to equip students with the knowledge, skills and personal resources for future success and wellbeing.

Our school vision is built upon the school motto 'Live Learn'. We believe in working in partnership across the school and within the wider community to provide a broad range of experiences and learning opportunities.

We provide a practical, innovative and flexible curriculum that will engage and motivate all students to learn, discover and apply their knowledge within their school day, and continuing to be life-long learners and critical and creative thinkers into the future.

We believe everyone is a leader and we are all committed to fostering a successful, safe and positive future for all.

School context

Adaminaby Public School is a small rural school in the Snowy Mountains of New South Wales, situated 54 kilometres from Cooma. The current school enrolment of sixteen students predominately draws from the rural areas of the northern Monaro region.

Our school structure consists of one multi-grade class with one full time Teaching Principal. The part time staff include; two temporary classroom teachers, two School Learning Support Officers, a School Administration Manager and a General Assistant.

The school is well resourced and has excellent facilities, including well-maintained classrooms, a comprehensive library and natural surrounds that provide a peaceful and relaxed learning atmosphere.

The main classrooms are fitted with interactive whiteboards and every student has access to school laptops and tablets to support student learning. The school provides a broad range of activities including the performing arts, cultural, leadership and sporting experiences, environmental education and a kitchen garden program.

Through our situational analysis, we have identified a need for continual emphasis on effective classroom practices in literacy and numeracy. We will focus on working collaboratively to build a school wide pedagogy that embeds high impact teaching strategies to improve teacher practice, enabling students to achieve expected growth and attainment in their learning.

Following the 2019-2020 bushfires and Covid-19 pandemic, the wellbeing and engagement of our students remains a priority. Exploring and implementing the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Our school is committed to continuing to strengthen its partnership with the local community. This partnership has a strong focus on motivating students, raising expectations and promoting lifelong learning.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student achievement, growth and performance in literacy and numeracy we will further develop and refine data driven teaching practices that are responsive to individual learning needs and develop students' knowledge and skills to become self-directed learners.

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
- Effective Data Skills and Use

Resources allocated to this strategic direction

Socio-economic background: \$10,248.47

Low level adjustment for disability: \$14,787.00

QTSS release: \$3,924.00

School support allocation (principal support): \$13,604.80

Literacy and numeracy: \$2,121.66

Summary of progress

Effective Classroom Practice

The school maximised the allocation of financial and human resources to create temporary staffing positions to release staff for professional learning, to monitor student progress, to provide stability across the school and to provide consistent teaching and learning practice. Teaching staff undertook professional learning around the What Works Best framework, and the NSW Department of Education's ALAN suite of online tools to assess student learning and achievement against literacy and numeracy learning progressions and syllabus outcomes.

School resourcing and an ongoing commitment by staff to work collaboratively, team teach and engage in professional learning built staff capacity around reading comprehension and multiplicative thinking. This resulted in collaborative planning and common language when assessing student progress and mapping progress against literacy and numeracy progressions.

Due to unforeseen disruptions throughout the year, some of the planned face-to-face professional learning was impacted and resulted in more self-paced, online training being undertaken that minimised opportunities for professional and collaborative dialogue to occur.

Teachers identify, promote and model evidence-based teaching methods in comprehension and multiplicative thinking to plan for student learning and improve classroom practice. Teaching and learning programs are responsive to the individual students' capabilities and needs, showing evidence of effective feedback, use of data to help teachers plan what to do next, and high quality assessment to monitor student progress and achievement.

Classroom assessments and online assessment tools accessed through Assessing Literacy and Numeracy (ALAN) indicate that students are maintaining or showing improvement in reading comprehension, and continuing to build multiplicative thinking strategies. Analysis of student performance data and other student feedback will continue to be used to evaluate the effectiveness of teaching and learning practices.

Allocating needs based funding has helped to provide the necessary time teachers need to implement the teaching, learning and assessment cycle to improve literacy and numeracy outcomes.

In the next steps of this initiative, we will undertake professional learning based on Lynne Sharrat's 14 Parameters of System and School Improvement, because the framework will provide clarity and tools to lead and improve teaching and learning practices.

Effective Data Skills and Use

Teaching staff completed professional learning in PLAN2 and reviewed the school's assessment tools and practices to develop a whole school assessment schedule. The school also utilised the NSW Department of Education's evidence-based online assessments such as Check-in assessment, Phonics assessment and Interview for Student Reasoning

mathematics assessments to identify student learning needs and monitor student progress against learning progressions.

Collaborative discussions between staff, and evaluation of current assessment practices resulted in a review of assessment tools and strategies to determine their viability in data collection and analysis. The school consulted with neighbouring small schools to compare assessment schedules, resulting in a whole school assessment plan that utilises the NSW Department of Education's evidence-based online assessments.

The assessment schedule has not been finalised as it is continuing to be adapted to accommodate new resources that have been added to the NSW Department of Education's suite of assessment tools.

The school is strengthening systematic and reliable assessment to evaluate student learning over time and implement changes in teaching that lead to measurable improvements.

Staff have accessed the suite of online assessment tools to conduct student assessments to identify learning strengths and areas for future development. This has resulted in the collection and analysis of data to inform teacher practice, such as reading comprehension and multiplicative strategies.

In the next steps of this initiative we will implement the new whole school assessment schedule, strengthen staff skills in using the assessment tools and include any new assessments identified in the DoE resources that are relevant to our students and school context. This is because of the ongoing need to strengthen the collection of systematic and reliable assessment information to evaluate student learning over time, and implement changes in teaching that lead to measurable improvements.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands NAPLAN Reading.	An increased percentage of students achieved in the top two skill bands for reading since 2019, indicating progress towards the lower bound target was achieved. Due to the small size of the cohort accurate/actual percentages cannot be reported.
Increase the percentage of students achieving in the top two bands NAPLAN Numeracy.	A decreased percentage of students achieved in the top two skill bands for numeracy since 2019, indicating progress is yet to be seen towards the lower bound target. Due to the small size of the cohort accurate/actual percentages cannot be reported.
Increase in the percentage of students achieving expected growth in reading.	A decreased percentage of students achieved expected growth in reading since 2019, indicating progress is yet to be seen towards the lower bound target. Due to the small size of the cohort accurate/actual percentages cannot be reported.
Increase in the percentage of students achieving expected growth in Numeracy.	A decreased percentage of students achieved expected growth in numeracy since 2019, indicating progress is yet to be seen towards the lower bound target. Due to the small size of the cohort accurate/actual percentages cannot be reported.
Sustaining and growing is maintained and value add increases K-3, 3-5 and 5-7 from the 2019 baseline results.	Value added K-3 is not available for 2021 due to changes to the Best Start Kindergarten assessment in 2018. Value added for 3-5 and 5-7 decreased to delivering.

Strategic Direction 2: Quality Systems and Processes to Support Wellbeing and Engagement

Purpose

Our aim is to develop a planned and strategic approach to supporting student wellbeing and engagement in an environment where effective partnerships between students, staff and families support every student to connect, succeed and thrive.

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
- Strengthening Student Engagement

Resources allocated to this strategic direction

Per capita: \$4,684.00

Location: \$11,343.43

Professional learning: \$6,060.00

Aboriginal background: \$869.76

Summary of progress

Wellbeing

The wellbeing framework was presented to staff to develop understanding, and build teacher capacity to lead the effective implementation of proactive wellbeing programs across the school. The school continued to embed the Smiling Minds mindfulness-based social and emotional learning program, and worked towards creating learning spaces that promote a culture of high expectations, independence, and collaboration.

Feedback and observations from students, staff and parents identified that the Smiling Minds program is promoting common language, resilience, mindfulness and wellbeing strategies that are evident at school and at home. Staff continue to embed wellbeing techniques as part of our school culture by explicitly teaching and modelling strategies on a daily basis. Staff also worked collegially, and supported each other informally to maintain their own wellbeing and mental health during the difficult and uncertain times of 2021.

Although staff had a strong focus on maintaining student wellbeing, opportunities for staff to access and implement professional learning and resources to support their own wellbeing and mental health was challenged due to events beyond their control throughout the year.

Despite uncertainty and ongoing challenges, staff continued to maintain strong wellbeing practices for students. This was evident in teaching programs, classroom expectations and practices; demonstrating that well-planned teaching was taking place, so that all students could engage in productive learning, with minimal disruption. Students and teachers maintained a positive and effective partnership, and established a child-centred learning environment that fostered a culture of high expectations, independence and collaboration.

Feedback and surveys from staff, students and families indicate that student baseline data of wellbeing is being established in order to compare in future years. Evaluations measuring wellbeing also indicate that respectful and positive relationships are evident throughout the school. Self assessment against the School Excellence Framework shows the school achieved progress towards its target.

In the next steps the school will continue to maximise funding to create temporary staffing positions to support students in the multi-stage K-6 classroom, maintain consistent school practices and operations, and release staff to conduct additional roles and responsibilities to implement learning and wellbeing programs. The school will access the Be You wellbeing resources to improve whole school wellbeing.

Strengthening Student Engagement

Our initiative for Strengthening Student Engagement included the school developing strategies to manage student attendance, complete professional learning around Aboriginal and Torres Strait Islander histories, culture and personalised learning pathways, and the implementation of digital technologies across the curriculum.

With the support of the Home School Liaison Officer, Aboriginal Education and Wellbeing Officer, and access to the

Rural Access Gap program, staff reviewed school attendance systems and processes, worked with local schools to develop a consistent template for personalised learning pathways, and implemented digital tools and applications to support student learning.

Although the school's attendance processes improved, a significant barrier to maintaining effective and reliable systems was disrupted due to not having full time administrative personnel or efficient systems readily available for staff to access. Unfortunately, the manual handling, tracking and maintenance of student absence data, still remained ineffective compared to the systems available to larger schools. This resulted in the principal and staff deciding to implement Sentral (a digital cloud-based school management system) to manage school operations such as attendance, behaviour and wellbeing information in 2022.

In the areas of Aboriginal education and digital technologies, staff feedback supported professional learning that included Turning Policy into Action, Aboriginal Histories and Culture, Personalised Learning Pathways, Acknowledgement of Country and digital learning and teaching tools such as Canva, Jamboard, Microsoft Teams and other applications to support classroom practice.

Staff reported improved confidence in engaging with families and students who identify as Aboriginal or Torres Strait Islander, based on their increased awareness of cultural protocols to build relationships. The use and range of technology in the classroom has also increased with students and staff as they are starting to independently discover and try new tools as they become more proficient.

The next steps are to purchase and implement the Sentral management system, continue to build practices that support Aboriginal students and their families and embed digital tools and technologies into all areas of the curriculum.

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 in the proportion of students attending 90% or more of the time.	Proportion of students attending 90% or more of the time has increased since 2019. Due to the small size of the cohort accurate/actual percentages cannot be reported. Progress has been made towards the lower bound target.
Establish baseline data through whole school implementation of surveys to measure wellbeing.	Data collection of surveys indicates that student baseline data of wellbeing was established in order to compare in future years. Due to the small size of the cohort accurate/actual percentages cannot be reported.
In the element of <i>Wellbeing</i> , against the School Excellence Framework Self Assessment the school is 'Delivering' in the following themes: <ul style="list-style-type: none"> • Caring for students • A planned approach to wellbeing • Behaviour • Individual learning needs 	Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the element of wellbeing in the themes of caring for students, a planned approach to wellbeing, behaviour and Individual learning needs. Progress towards target was achieved.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$10,248.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Adaminaby Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of additional temporary staff to provide stability across the school, and continuity of teaching practices within the multi-age K-6 classroom to support student learning needs. • Professional development of staff through the digital learning resource hub to support student learning • Teaching staff work collaboratively and use student data in order to identify teacher professional learning needs <p>The allocation of this funding has resulted in: The school combined low level adjustment for disability and socio-economic background flexible, as well as QTSS release and school support allocation (principal support) to maintain whole school student engagement, wellbeing, and consistent teaching practice within the K-6 classroom to cater for the diverse needs of students. All students have benefited from access to consistent staff members to support their individual learning needs. Teacher knowledge and understanding around comprehension and multiplicative thinking has increased as evidenced by collaborative practice and common language, and implementation of teaching and learning programs. Student progress was tracked through PLAN2 and the Learning Support Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: To use a combination of equity funds to employ regular staff to promote positive relationships and maintain consistent teaching, learning and wellbeing practices across the school. Further investigation into reading domains such as phonics and the use of decodable texts to strengthen student understanding.</p>
<p>Aboriginal background</p> <p>\$869.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Adaminaby 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The release of teaching staff to support the development and implementation of personalised learning pathways. • The purchase of indigenous resources to promote Aboriginal education and cultural identity. <p>The allocation of this funding has resulted in: Positive teacher-student relationships, and targeted support to address student goals identified in Personal Learning Pathways. Strengthening all students' understanding of Aboriginal culture, history and identity which was evident through classroom observations, student</p>

<p>Aboriginal background</p> <p>\$869.76</p>	<p>reflections and discussions incorporating Aboriginal perspectives and history.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to recognise and embed Aboriginal culture in school programs and provide all staff with access to DoE Turning Policy into Action training, and additional Aboriginal Cultural Education training modules. Strengthen student and family engagement to improve the effective implementation of Personalised Learning Pathways.</p>
<p>Low level adjustment for disability</p> <p>\$14,787.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Adaminaby Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom Practice • Effective Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of additional staff to provide differentiated learning support for students performing below the expected stage level. • Professional development of staff through the digital learning resource hub to support student learning. • Teaching staff work collaboratively and use student data in order to identify teacher professional learning needs. <p>The allocation of this funding has resulted in: The school combined low level adjustment for disability and socio-economic background flexible, as well as QTSS release and school support allocation (principal support) to maintain whole school student engagement, wellbeing, and consistent teaching practice within the K-6 classroom to cater for the diverse needs of students. Differentiated teaching was evident through on-going observations and formative assessment to address students' individual learning goals. Students receiving additional support, demonstrated marked improvement in literacy and numeracy, based on their individual learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to provide additional support for students' identified areas of need, and strengthen the systems and processes to maintain individual learning plans. This will be evident in our referral, support and tracking of students with individual needs.</p>
<p>Location</p> <p>\$11,343.43</p>	<p>The location funding allocation is provided to Adaminaby Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support student learning and wellbeing across key learning areas through a regular music program with an experienced music teacher. • Subsidising travel costs for students to engage in interschool visits, sporting activities and extra-curricular activities. <p>The allocation of this funding has resulted in: Strengthening student engagement and wellbeing through quality educational opportunities to support the individual talents, interests and</p>

<p>Location</p> <p>\$11,343.43</p>	<p>abilities of students. Inter-school visits took place with neighbouring small schools (prior to Covid-19 restrictions) to establish a wider student network. Data was gathered in relation to students' personal identity and friendship groups which gave teachers a deeper understanding of students social and emotional wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: To minimise isolation and extend student learning opportunities, the school will regularly join students from surrounding small schools to engage in a range of social, sporting and curriculum events face-to-face or through online platforms. Continuation of the music program, Smiling Minds and inter-school connections to enhance social and emotional learning.</p>
<p>Professional learning</p> <p>\$6,060.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Adaminaby Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Strengthening Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Principal and staff undertaking professional learning to support and improve student attendance, the implementation of digital technologies, Aboriginal cultural awareness, student wellbeing and engagement. <p>The allocation of this funding has resulted in: Increased student knowledge and engagement of digital technologies in the classroom. All students were able to utilise Google classroom which was evident during the learning from home period. Capacity of teachers increased to establish student wellbeing guidelines underpinned by the Wellbeing for Schools Excellence Framework, and integrating Cultural Awareness practices across curriculum areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: Providing release to allow teachers to strengthen school processes to foster student wellbeing and interpersonal skills, increase student use of digital technologies through the Rural Access Gap program, and develop explicit personalised learning pathways to support student goals and aspirations.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Adaminaby Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom Practice • Effective Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provision of additional staff to provide consistent and dependable support for the whole school. • Releasing staff to analyse collected data to inform teaching and learning practices. <p>The allocation of this funding has resulted in: The school combined low level adjustment for disability and socio-economic background flexible as well as QTSS release and school support allocation (principal support) to maintain whole school student engagement, wellbeing, and consistent teaching practice within the K-6 classroom to cater for the</p>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>diverse needs of students. All students have benefited from access to consistent staff members to support their individual learning needs. Teachers continued to build their understanding and use of the learning progressions and have worked collaboratively and independently to plot students against the literacy and numeracy progressions. PLAN2 data analysis demonstrates that most students are showing steady growth on internal school performance measures.</p> <p>After evaluation, the next steps to support our students with this funding will be: Reviewing staff roles and responsibilities to maximise effective use of human resources to improve school operations and achieve student outcomes. Continuation of data analysis to identify student need and teacher professional learning.</p>
<p>Literacy and numeracy</p> <p>\$2,121.66</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Adaminaby Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release to undertake professional learning and implement the ALAN suite of assessment tools such as Number and Place Value assessment and Phonological Awareness Diagnostic Assessment. <p>The allocation of this funding has resulted in: Understanding student gaps in learning which led to building staff capacity to analyse student assessment tasks in line with the DoE procedures. Baseline data was established to monitor student progress in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to build staff capacity to analyse student data and implement High Impact Professional Learning to address identified literacy and numeracy focus areas.</p>
<p>QTSS release</p> <p>\$3,924.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Adaminaby Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teaching staff to implement quality teaching initiatives and continuity of teaching practices within the multi-age classroom <p>The allocation of this funding has resulted in: The school combined low level adjustment for disability and socio-economic background flexible as well as QTSS release and school support allocation (principal support) to maintain whole school student engagement, wellbeing, and consistent teaching practice within the K-6 classroom to cater for the diverse needs of students. All students have benefited from access to consistent staff members to support their individual learning needs. Whole school support around quality teaching has enabled teachers to cater for the diverse needs of students and provide additional support in literacy and numeracy which increased learning outcomes.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>QTSS release</p> <p>\$3,924.00</p>	<p>funding will be: Continuing to provide additional staffing to support teachers to build quality teaching practices and strategies to improve student outcomes in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$13,766.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of educators to deliver small group tuition • Providing targeted, explicit instruction for students in literacy/numeracy - comprehension strategies <p>The allocation of this funding has resulted in: The majority of the students in the program achieved significant progress as noted by PLAN2 towards their personal literacy learning goals with a focus on comprehension strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will continue to involve regular monitoring of students and providing additional in-class support for some students to meet their personal learning goals.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	12	12	10
Girls	8	7	7	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K	82.9	86.8	96.9	92
1	91.7	87.5	92.5	93.5
2	94.7	96	88.5	96.8
3	96.6	99	94.5	87.1
4	90.8	93	95.3	89.1
5	89.5	97.1	96.8	93.3
6	90.2	94.9	94	88.2
All Years	90.7	92.8	93.5	90.8
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

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
Classroom Teacher(s)	0.58
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.02

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	135,168
Revenue	474,070
Appropriation	462,388
Grants and contributions	11,582
Investment income	100
Expenses	-453,705
Employee related	-386,282
Operating expenses	-67,423
Surplus / deficit for the year	20,365
Closing Balance	155,532

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	25,905
Equity - Aboriginal	870
Equity - Socio-economic	10,249
Equity - Language	0
Equity - Disability	14,787
Base Total	374,192
Base - Per Capita	4,684
Base - Location	11,343
Base - Other	358,165
Other Total	35,438
Grand Total	435,536

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

The Department of Education requested all schools conduct the Tell Them From Me parent survey to obtain formal feedback on parent satisfaction. Although our school was too small to report on the data collected, the parent satisfaction responses will contribute to the overall data to improve student wellbeing and engagement in NSW schools.

Communication through the Parent & Community Association, parent meetings and informal daily discussions throughout the year with parents, staff, students and members of the wider school community indicated a consistent level of satisfaction by all stakeholders. Students, staff and parents found the school environment welcoming, friendly, and supportive.

Students indicated that they can achieve good results at school and that the teachers expect high standards of them. The majority of students reported that they look forward to coming to school and enjoy the learning experiences provided.

Students, parents and staff value the opportunities students have to participate in a range of inter-school visits, external activities and excursions to enhance student learning. Unfortunately, students and their families shared their disappointment that many internal and external activities did not occur.

Overall parents were positive in their responses to the change in leadership in 2021 and how their children's education had been catered for through face-to-face and remote learning. Communication was identified as an area that could be improved, therefore communication channels will be reviewed to assist the school in keeping parents better informed and up to date with school events and learning.

Teachers and staff agree that students and parents support school programs and that parents expect high standards of teaching programs. Staff also agreed that teaching programs cater for students' individual learning needs, and identified student attendance as a concern due to the impact missed days has on student learning and consistent classroom practice.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.