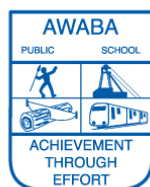


2021 Annual Report

Awaba Public School



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Introduction

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

Awaba Public School

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School vision

Awaba Public School strives for excellence in an inclusive environment. We value individuality, acceptance and tolerance. Every student is known, valued and cared for. We nurture students to be engaged citizens who confidently take their place in our dynamic society by maximising their potential - supported by strong community partnerships and a culture of high expectations. We are a small school, with big ideas!

School context

Awaba Public School has a current enrolment of 30 students and is a semi-rural school located on the western side of Lake Macquarie. A great deal of the zoned area for Awaba Public School is part of the Watagan's National Park and not urbanised, which in turn cause enrolments to fluctuate.

Student enrolment has been reasonably stable, in the mid to high 30's for the last five years. We anticipate that this trend will continue in the future. Our Aboriginal student enrolment is currently four students. Numbers have ranged from one to four for the last eight years. We have no EAL/D students enrolled. Our FOEI is 132 and ICSEA is 965, which identifies us as a low socio-economic school.

As a result of our evaluations, we will review whole school data literacy, assessment and evidence systems to inform teaching and learning programs.

Our current situational analysis has identified a gap in student achievement between reading and numeracy. Teaching staff are committed to undertaking self-assessment and employing evidence-based initiatives to improve teaching and learning programs and student achievement in numeracy.

Collaboration and professional learning opportunities are a focus across our Small Schools Alliance of Fassifern, Argenton and Boolaroo Public Schools (FABA). Collaborative practice and feedback, professional learning and the sharing of expertise and innovation will improve teaching and learning programs and student achievement.

Evaluation of student achievement and survey data has identified that further work is required to build partnerships with parents and carers, support agencies and service providers. Meaningful partnerships will contribute to a shared high expectations culture, resulting in sustained whole school improvement.



The gardening club testing soil quality.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards 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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, staff will use data to drive the learning needs of students and inform differentiated teaching for all students. Students will become self-directed learners, who plan their progress through goal-setting and are confident in working with teachers to help direct future learning.

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 Skills and Use
- Numeracy

Resources allocated to this strategic direction

COVID ILSP: \$22,000.00

QTSS release: \$6,278.61

Professional learning: \$2,000.00

Socio-economic background: \$34,397.00

Low level adjustment for disability: \$16,551.00

Literacy and numeracy: \$4,411.00

: \$2,583.00

Integration funding support: \$21,431.00

Summary of progress

Data Skills and Use

In 2021, teachers identified the range of internal and external assessment tools and the data in which they provide. Teachers explored the formulation of an assessment schedule, taking into consideration the evidence and data we required. Teachers worked through the "Use of Data to Inform Practice" over two terms this year. Throughout 2021, the Department of Education have released a suite of assessments in ALAN. Teachers utilised the assessments to support the implementation COVID Intensive Learning Support groups. Teachers will revise the schedule to determine a realistic and meaningful series of data collection opportunities for 2022. Teachers have completed professional learning to support the data analysis of PAT testing and will plan to move from paper tracking systems to the PLAN2 student tracking system in 2022.

Numeracy

Work in numeracy has focused on reflecting and refining our assessment schedule; student growth in Year 5 NAPLAN, SENA testing, and PAT Maths test data. Student growth in NAPLAN exceeds the Same Size School Group and the state level. Student growth in SENA testing results is equal to or greater than expected stage levels overall, and individual student targets will be the focus for COVID ILSP groups in 2022. We look forward to utilising the expertise of the Assistant Principal Curriculum & Instruction and unpacking professional learning opportunities in 'looking inward' and the 'Numeracy Self-Evaluation Tool' in 2022. The Learning Support Team identified the elements in 'Delivering' in the School's Excellence Framework that "the school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes" as being achieved. Our next steps are to plan for the 'Sustaining and Growing' elements, where we will compare our internal and external data of student achievement for consistency and deep dive into inconsistencies.

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
Reading • Between 14.6% and 25.6% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN reading. (Lower	Reading - Year 3 - 50% of students achieved the top two bands. Year 5 - 50% of students achieved the top two bands. K12 PM Benchmarking - 88% of K12 students achieved the expected

<p>bound system-negotiated target.)</p> <ul style="list-style-type: none"> • 70% of K-2 students will achieve the expected reading level as evidenced by PM Benchmarking <p>Numeracy</p> <ul style="list-style-type: none"> • Between 15.10% and 25.10% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy. (Lower bound system-negotiated target.) • Testing demonstrates student growth equal to or higher than expected stage levels using SENA. 	<p>reading level.</p> <p>Numeracy - Year 3 - 50 % of students achieved the top two bands. Year 5 - 16.7% of students achieved the top two bands, which is on target.</p> <p>SENA - Student growth is equal to stage levels. Students have been earmarked for support utilising the COVID intensive groups for 2022.</p> <p>Student Performance - The Learning Support Team identifies the elements in 'delivering' that "the school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes" as being achieved. In 2022, utilising the expertise of the AP C&I, teachers will analyse and report on how our school data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.</p>
<p>Data Skills and Use</p> <ul style="list-style-type: none"> • The school reviews practices K-6 with the support of the 'What Works Best Toolkit' and plans professional learning around 'Use of Data To Inform Practice'. • The school creates a data collection and student tracking schedule K-6. <p>Numeracy Self-Evaluation</p> <ul style="list-style-type: none"> • The school uses the 'Numeracy Self-Evaluation Tool' to <i>look inwards</i> on numeracy teaching and learning programs and explicit instruction. 	<ul style="list-style-type: none"> • "Use of Data to Inform Practice" looking inward document highlighted the vast suite of assessments. We pinpointed the assessments that would benefit teaching and learning programs and drive individual student progress. It was noted that certain assessments benefit certain teaching platforms, such as small group instruction, one-to-one instruction and whole class. • Student assessment schedules were implemented and analysed by the Learning Support Team, with implications for teaching and learning programs and student support. Revised schedules to include the new suite of diagnostic assessments in ALAN in 2022. • The school has deferred the looking inwards in the "Numeracy Self-Evaluation Tool" to 2022 as the new role of AP C&I will support this initiative.
<p>Student Performance</p> <ul style="list-style-type: none"> • The school identifies the elements of Delivering; assessment of syllabus outcomes against internal and external measures and plans for a move to Sustaining and Growing in the School Excellence Framework element of Student Performance. 	<ul style="list-style-type: none"> • Teachers analysed internal and external assessment data sources against the NSW syllabus and the A-E reporting descriptors. • Assessment data identified many areas where students were assessed against the same outcomes and we also found some gaps in assessment of outcomes. • In 2022, this information will be utilised to revise the assessment schedule and set the ground work for comparing internal and external data sources for consistent student outcomes.



Making lemonade procedure

Strategic Direction 2: Engaging Communities

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff collaborate effectively to embed evidence-based explicit teaching practice into their pedagogy. We will establish a high expectation, positive and cohesive school community that is purposeful, flexible and dynamic.

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.

- Professional Learning Communities
- Community Engagement

Resources allocated to this strategic direction

Aboriginal background: \$4,131.00

Summary of progress

Community Engagement

In 2021, new and innovative ways to engage our community were trialled. The introduction of Meet and Greet or "Stay and Play" sessions were received with overwhelming positivity and outstanding attendance by staff, students and parents. Ex-students and parents commended the idea, which allowed the community to come together socially. The school has purchased a variety of yard games with the intention of welcoming pre-schools and the greater community to our school in 2022. 3-way conferences were available to parents and carers, which reported on internal and external student testing and work samples, focusing on growth. We will offer information sessions in 2022 to inform the community around curriculum requirements. During Learning from Home, communications were open through TEAMS, texts and emails. Parents and carers were also contacted at intervals to gauge the level of parent support required and to check on family wellbeing. Attendance has been a consistent focus and we implemented a positive reward attendance chart, which introduced the notion of percentage of attendance. Whole school lessons were delivered, which provided students with information around absences and what it means over their school years. This will continue into 2022.

Professional Learning Communities

In 2021, Principals from four small schools have established a professional learning alliance and meet twice a term. It has positive effects for principal support, sharing, professional learning and vast opportunities for our school communities to interact in sporting and social events. There are plans to extend the benefits of the alliance to our teaching staff for combined staff development days and professional sharing in 2022. Our infants staff joined the Early Years Network to establish close links to Pre-school and day care centres with a focus on student transition to Kindergarten. We visited local operators and have begun to build relationships to strengthen 2022. Two Newcastle University students completed practicum with our K12 class in term 2. Our school has a commitment to opportunities for student teachers and further opportunities will be made available in 2022.

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
Professional Learning Communities <ul style="list-style-type: none">• Establish a small school learning alliance• The school establishes connections with Little Miracles Pre-school and the University of Newcastle.	<ul style="list-style-type: none">• Small school principals from Awaba PS, Argenton PS, Fassifern PS and Boolaroo PS (FABA) have established a professional learning alliance and meet twice a term. Plans for staff to be included in joint professional learning have been placed on hold due to restrictions and are set to continue in 2022.• Staff have joined an Early Learning Years Network, which encompasses Lake Macquarie primary schools, pre-schools and day care centres. The network meets once a term and has plans to work together to improve transitioning from early learning centres to school settings. Our school has extended connections to involve students from Little Miracles and Toronto

<p>Professional Learning Communities</p> <ul style="list-style-type: none"> • Establish a small school learning alliance • The school establishes connections with Little Miracles Pre-school and the University of Newcastle. 	<p>Community Pre-School in school events, transition activities and excursions.</p> <ul style="list-style-type: none"> • Awaba PS has a commitment to pre-service teacher training and has had two student teachers in 2021. Ongoing relationships have been established with the students and support is shared in their learning.
<p>Community Engagement</p> <ul style="list-style-type: none"> • The school establishes meet and greet sessions for teachers, student and parents. • Establish a shared ownership of individual education programs with parents/carers, students and teachers that reflect student assessment data. • Establish regular parental information sessions on student stage requirements in the curriculum. • The school establishes a schedule for regular parent/carer and student satisfaction surveys, which are considered for future directions. • The Attendance Policy and school systems are reviewed by staff and the school consults the P&C. • Tell Them From Me survey conducted to elicit feedback on students' sense of belonging and positive wellbeing. Data analysis to plan for interventions. 	<ul style="list-style-type: none"> • Most sessions planned in 2021 were halted due to COVID restrictions. Sessions are planned for 2022 by popular community demand. • 3-way conferences enhanced student goals setting and parents shared in comprehensive reporting with the inclusion of COVID ILSP groups. Individual Education Programs were built around assessment, class observations and parental input. • Parent information on curriculum sessions were put on hold in 2021. • Parent surveys have been conducted via email, text and phone to gauge the impact of student learning and progression in 2021. A final internal survey is issued in December to gauge Parent Voice and is compared to 2020. • Our staff have accessed the Attendance Matters Website to gain ideas to address poor attendance. We have introduced a morning check in and positive reward chart. The chart also has opportunities to teach students and parents about the importance of attending school regularly and the implications of missing school. It has been tabled at the November P&C meeting favourably. • TTFM was completed in term 4.



NAIDOC excursion to Biraban PS

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$21,431.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Awaba Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs. • Consultation with external providers for the implementation of occupational therapy goals and language and speech programs. • Intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in:</p> <p>The employment of additional staff to provide support for students with additional needs. This provision has delivered student progress towards individualised targets in numeracy. Staff have worked along side allied health providers to develop programs for students, whilst undertaking professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The continuation of the funding model of expenditure will ensure individualised progress into 2022. Staff will continue to benefit from the professional relationship between allied professionals, ensuring maximum learning outcomes for students.</p>
<p>Socio-economic background</p> <p>\$34,397.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Awaba 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff in PAT testing to support student learning <p>The allocation of this funding has resulted in:</p> <p>Providing provision of a full-time classroom teacher K-2. This has allowed for LaST time and additional staffing to drive PLSP, PLP and COVID ILSP individualised support. Individual student results in reading benchmarking and numeracy testing reached the 2021 targets.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to provide the current model for individualised support for students and the provision of a 1.0 K-2 teacher.</p>
<p>Aboriginal background</p> <p>\$4,131.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Awaba 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</p>

<p>Aboriginal background</p> <p>\$4,131.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Creation of school literacy resources. • Staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in: The purchase of early literacy and cultural resources, including a reading scheme. This has resulted in a comprehensive collection of resources, reflecting indigenous culture, providing an integrated approach towards cultural inclusion and whole school learning. Student PLPs have utilised the resources for learning goals and also learning for their peers.</p> <p>After evaluation, the next steps to support our students with this funding will be: For teachers to integrate the resources into class teaching and learning programs and to continue the provision in student PLPs. Teachers will undertake professional learning in 8-Ways Competency Modules to further the development of teaching pedagogies.</p>
<p>Low level adjustment for disability</p> <p>\$16,551.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Awaba 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists. • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. <p>The allocation of this funding has resulted in: Additional staff to provide support for students with additional needs. This has improved student progress towards individualised targets. Staff have worked along side allied health providers to develop programs for students, whilst undertaking specialised professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the model of expenditure to ensure individualised progress into 2022. Staff will continue to benefit from the alliance between allied professionals, ensuring maximum learning outcomes for students.</p>
<p>Literacy and numeracy</p> <p>\$4,411.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Awaba 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy. <p>The allocation of this funding has resulted in:</p>

<p>Literacy and numeracy</p> <p>\$4,411.00</p>	<p>Teachers utilise the PAT testing suite to target student learning outcomes and to assist in the formulation of classroom teaching and learning programs, small group COVID ILSP programs and individual PLSPs.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, teachers will analyse the PAT data against internal data systems. This will provide a comprehensive snapshot of students' achievement and provide targets for improvement. Teachers will analyse student achievement data for consistency between data sources.</p>
<p>QTSS release</p> <p>\$6,278.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Awaba 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in: The employment of additional staffing has provided teachers with resources to assess student targets with classroom learning programs. The analysis of student data has given teachers direction to provide explicit teaching sequences that have delivered a high level of student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, teachers will have professional learning opportunities in PLAN2, enhancing the internal recording measures and strengthening the use of the teaching supports for student needs.</p>
<p>COVID ILSP</p> <p>\$46,583.00</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"> • Data Skills and Use • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Providing targeted, explicit instruction for student groups in literacy/numeracy. • Providing intensive small group tuition for identified students who are to reach stage level. <p>The allocation of this funding has resulted in: Student benchmarking data from internal and external measures enabled students to be targeted for intensive support in COVID ILSP groups. Students received individualised learning support in literacy and numeracy three times a week, providing outstanding achievement in student growth data.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will utilise COVID ILSP funding and self-funded staffing to continue with the model of support in 2022.</p>



Awaba sunflower

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	23	23	23	16
Girls	15	14	17	12

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	95.7	96.4	95.7
1	89.2	91.1	91.2	97
2	93.5	96.1	88.8	92.5
3	95.4	92.6	89.2	93.6
4	97.5	91.8	87.6	96.1
5	94.9	91.4	86.5	90.1
6	95.9	89.5	89.2	92.7
All Years	94.9	91.8	89.4	93.3
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.



2021 School Environments Awards - school captains.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	84,736
Revenue	623,001
Appropriation	612,785
Sale of Goods and Services	1,103
Grants and contributions	9,077
Investment income	36
Expenses	-664,971
Employee related	-622,082
Operating expenses	-42,888
Surplus / deficit for the year	-41,969
Closing Balance	42,767

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.



Awaba staff

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	67,193
Equity Total	55,079
Equity - Aboriginal	4,131
Equity - Socio-economic	34,397
Equity - Language	0
Equity - Disability	16,551
Base Total	496,370
Base - Per Capita	9,861
Base - Location	0
Base - Other	486,509
Other Total	9,245
Grand Total	627,886

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.



Cooking pancakes

Parent/caregiver, student, teacher satisfaction

The school has conducted a variety of formal and informal surveys throughout 2021. This information has been used to support findings and is part of our community consultation. We asked parents and carers about our communication systems in order to boost community interaction and attendance at school events. 100 percent of people surveyed said they like the multi faceted communication systems we use and that they feel well informed about school events and activities. 75% reported that they feel listened to and this is an area for review. Interestingly, 50% somewhat agreed that they like the idea of homework. The P&C will be consulted regarding this finding in 2022. We surveyed parents and carers about the impact of Learning from Home. 75% agreed that they felt supported and the remaining 25% reported that the question did not apply to them.

Students in years 4 to 6 completed two snapshots of the Tell Them From Me Survey in 2021. Unfortunately our sample size was too small in some areas and therefore the results are partially unavailable. We have compared the two snapshots from August and November to target relevant areas of review for our 2022 Inclusive, Engaging and Respectful Schools Reform. In the area of social emotional outcomes, students who have friends that they trust increased from 58% to 92%. Students that valued school as having a meaningful bearing on their future rose from 92% to 100%. Students who strongly agreed they felt a sense of school pride increased from 67% to 77%. Interestingly, 51% of students that reported having positive homework behaviours in snapshot 1, decreased to 23% in November's snapshot, which aligns with the parent survey.

Skills-challenge

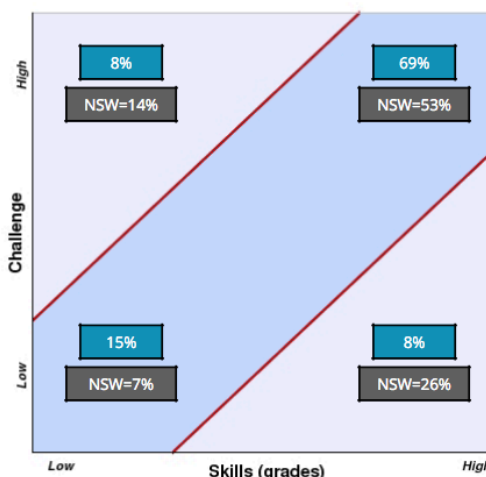
Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

69% 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%.

8% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.

8% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.

15% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.



Snapshot 2 - Social Emotional Outcomes

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.