

2021 Annual Report

Barmedman Public School



Introduction

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

Barmedman Public School

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School vision

At Barmedman Public School every student is known, valued and cared for. We inspire every student in their learning and wellbeing, so that they may grow in to confident, capable and resilient citizens that are inquisitive about the world around them. Through personalised learning, every student will grow and improve their understanding of literacy and numeracy to make sense of their world.

School context

Barmedman Public School was established in 1883. It is situated on the lands of the Wiradjuri people, in the Riverina just west of Temora. Most students that attend the school are from the village of Barmedman, which has recently shifted from a more transient population to a stable community. Barmedman is a village with affordable housing and some job opportunities. The school has excellent facilities, comprising large spacious classrooms, performing arts room, library, large shaded COLA, separate shaded equipment, synthetic basketball court and a well-equipped kitchen all located on well-maintained 5-acre grounds.

The staff at Barmedman Public School are passionate about education and are committed to creating safe, happy and academically challenging environments for all children. A strong and genuine bond between the staff and students ensures our school maintains a positive, nurturing environment where the learning, social and emotional growth of every child is the focus. Effective support programs are developed for children identified with additional learning needs which are frequently evaluated by an experienced, caring teaching and learning support team.

Barmedman Public school is well resourced with computers, iPads and smartboards in every classroom and attracts significant funding to support the learning and wellbeing of students. School funding is used primarily to employ a 2nd teacher for five days per week and an SLSO for five days per week. In addition to our curriculum learning, the school incorporates a range of activities to compliment our classroom learning through the Mindful Warriors program, tennis coaching, scripture and gardening.

The school has been involved in the Early Action for Success strategy. This includes an Instructional Leader allocated to the school fortnightly working closely with teachers and students providing support to improve literacy and numeracy outcomes for all students K-6.

The school is an active member of the Rural Innovative Educator's Network, a small schools' collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher quality, and outcomes for all our students. A range of extracurricular activities are offered to students through alliances with other local schools, including sport, public speaking, debating, curriculum focus days and excursions.

Through our situational analysis, high level areas for improvement or further development were identified as: enhancing formative and summative assessment practices and regularly analysing this data to inform teaching practices; high expectations for learning and wellbeing will continue to be a focus area, ensuring all staff are trained in evidence-based practices. In addition to this, strengthening meaningful and collaborative partnerships within our community.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to achieve student growth and attainment in reading and numeracy we will use student progress and achievement data, with evidence based practice to identify and support where to next in 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.

- Knowing our students and where to next

Resources allocated to this strategic direction

Socio-economic background: \$25,854.87

Low level adjustment for disability: \$11,211.80

Location: \$6,435.88

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

Integration funding support: \$2,674.00

Literacy and numeracy: \$1,365.30

Aboriginal background: \$6,492.12

Per capita: \$1,726.00

Professional learning: \$2,711.00

6100 Unassigned Operational Funds: \$2,839.70

Summary of progress

2021 saw staff analyse current literacy and numeracy practices, analyse data and recognise current gaps in our teaching and learning cycles. This led to staff seeking high impact, evidence-based programs and undertake professional learning in the MultiLit - InitialLit program.

Structured and targeted practices were embedded into the teaching and learning sequences with regular tracking and monitoring processes being implemented. In addition to this, the school scheduled peer mentoring and coaching for all staff to support the consistency of embedded quality teaching practices. Staff feedback showed more confidence and willingness to take a lead role in sharing their knowledge and expertise with their learning community.

Additional online professional learning was scheduled and completed to further up skill staff online with the school's focus areas of effective reading, phonics and phonological awareness e-learning. Feedback from staff was positive, resulting in adjustments to their daily teaching plans.

In 2022, all teaching staff will undertake professional learning in enhancing their knowledge and practices in numeracy. The school will continue to support and monitor staff implementation of effective reading, phonics and phonological awareness.

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
Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top two bands trending towards the West Wyalong network small cohorts' group above the baseline in Literacy	Students participated in NAPLAN this year. There was no change in the percentage of students who achieved in the top two bands in reading in 2021. Due to the small size of the cohort actual percentages can not be reported. Individual student progress is reported directly to parents and carers throughout the year.
Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top two bands trending towards the	Students participated in NAPLAN this year. There was no change in the percentage of students who achieved in the top two bands in numeracy in 2021. Due to the small size of the cohort actual percentages can not be reported. Individual student progress is reported directly to parents and

West Wyalong network small cohorts group achieving above the baseline in Numeracy	carers throughout the year.
Data skills in use School excellence framework assessment in the element of 'data skills in use' indicates an on balanced judgement of delivering..	Self assessment against the school excellence framework shows the school currently performing at delivering in the element of data skills and use.

Strategic Direction 2: High impact teaching practice

Purpose

In order to ensure students are achieving at or above expected growth, staff will learn and apply evidence-based teaching practice in a collaborative approach.

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.

- High impact professional learning for student growth

Resources allocated to this strategic direction

Professional learning: \$2,570.51

Low level adjustment for disability: \$3,537.71

Location: \$321.01

QTSS release: \$1,457.53

6100 Unassigned Operational Funds: \$41,631.94

Summary of progress

Teaching staff, together with colleagues from the West Wyalong network, have embraced Lyn Sharratt's research on Clarity: What matters most in learning, teaching and leading as an online professional learning suite. A learning schedule was developed and undertaken by teaching staff during professional learning meetings to unpack learning and engage in professional dialogue with peers.

Due to change in staffing, changes to the schedule were implemented, with staff revisiting prior learning and participating in conversations with new staff around learning. Staff feedback showed this to be a positive experience that deepened their own knowledge as well as expanding their understanding, changing practice.

In 2022, staff will continue to engage in Clarity professional learning, implementing the parameters they learn into the teaching and learning cycles. Staff will explore opportunities to collaborate with colleagues to share the learning and see how others are implementing into their settings.

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
Improvement in the number of students achieving at or above expected growth in NAPLAN reading above the baseline.	There was representation of student growth and representation of students who did not achieve expected growth. Due to the small size of the cohort actual percentages can not be reported. Individual student progress is reported directly to parents and carers throughout the year.
Improvement in the number of students achieving at or above expected growth in NAPLAN numeracy above the baseline.	There was representation of student growth and representation of students who did not achieve expected growth. Due to the small size of the cohort actual percentages can not be reported. Individual student progress is reported directly to parents and carers throughout the year.
Learning and development School excellent framework assessment in the element of learning and development indicates an on balanced judgement of delivery.	Self-assessment against the school excellence framework shows the school currently performing at delivering in the element of learning and development.

Strategic Direction 3: High expectations culture in learning and wellbeing

Purpose

In order to further develop a highly aspirational school culture that values all voices - students, parents and staff collaborate to meet individual learning needs.

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.

- Partnerships for success

Resources allocated to this strategic direction

6100 Unassigned Operational Funds: \$6,119.67

Summary of progress

During 2021, attendance data was regularly reviewed and analysed to inform self assessment, meet department guidelines, strengthen regular communications with parents and to streamline approaches to recording student absences.

A school wide approach to behaviour was identified titled Positive Behaviour for Learning (PBL). Staff participated in online professional learning with a team of teaching staff completing the online learning modules. Staff collaborated and drafted signs, language and ideas to embed next year across the whole school.

Moving forward, additional staff will complete the PBL and online learning modules and parent information sessions will be held outlining the PBL system. Time will be spent unpacking the Tell Them From Me survey data to ascertain if these results could be utilised within the context of Barmedman Public School to monitor student wellbeing. Fortnightly newsletter snippets and awards will be embedded into practice and to encourage improved student attendance of students attending more than 90% of the time.

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
Improvement in the percentage of students attending school more than 90% of the time trending above the baseline towards the school level target.	The data reveals that we have had a small number of students who have not met this progress measure. Due to the small size of the cohort actual percentages can not be reported. Strategies have been put into place and it is expected the school will see growth next year.
The school will develop and grow positive levels of wellbeing according to the three domains in the Tell Them From Me surveys and internal surveys.	Due to the school's small cohort, a statement specifically in relation to Barmedman Public School students from the Tell Them From Me (TTFM) survey data cannot be made. The TTFM information received is a capture of data for the cluster of small schools who participated in the survey. As a result Barmedman Public School conducted internal surveys throughout the year in Term 2 and Term 4. The survey results highlighted a 10% increased percentage of students reporting positive wellbeing in the areas of sense of belonging and feeling safe at school, students getting along and being happy at school as well as having expectations of success.
Learning Culture School excellent framework assessment in the element of learning culture indicates an on balanced judgement of sustaining and growing.	Self assessment against the school excellence framework shows the school currently performing at sustaining and growing in the element of learning culture.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$70,366.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Barmedman 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"> • Knowing our students and where to next • 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 SLSO for 5 days per week <p>The allocation of this funding has resulted in: integration of students with disabilities to support learning in the mainstream classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ SLSO staff to support these students in their learning activities in the mainstream classroom. After evaluation, the next steps to support our students with this funding will be: to support teachers in the differentiation process and adjustments to classroom programs which will incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Barmedman 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"> • Knowing our students and where to next <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • InitialLit resources • PAT assessment testing subscription <p>The allocation of this funding has resulted in: teaching staff to implement the InitialLit professional learning into the teaching and learning sequences. PAT testing subscription was purchased to gather baseline data of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of InitialLit program to be implemented into the teaching and learning cycle.</p>
<p>Professional learning</p> <p>\$5,281.51</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 Barmedman 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"> • Knowing our students and where to next • High impact professional learning for student growth

<p>Professional learning</p> <p>\$5,281.51</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Clarity online learning suite and Clarity - What matters most in learning, teaching and leading Lyn Sharratt - Book • InitialLit course fees training <p>The allocation of this funding has resulted in: Staff are feeling more confident in their knowledge and understanding of Phonics through the commencement of PL.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of Clarity of online learning and to target less of the professional learning with each term to make sure the content has more of an impact and to ensure the continuation of the professional learning takes place. Time will be scheduled with the staff to make sure this content is reflected within the classroom and consultation takes place. This space is also open for any other professional learning that will take place for the needs that have been identified in our Strategic Improvement Plan across 2022.</p>
<p>Socio-economic background</p> <p>\$25,854.87</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Barmedman 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"> • Knowing our students and where to next <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Classroom Teacher staffing allocation. <p>The allocation of this funding has resulted in: Allocation of this funding contributes to employing a Classroom teacher to assist and provide engaging quality and teaching opportunities. Having this second teacher has provided invaluable educational benefit to students providing the positive learning for each and every student.</p> <p>After evaluation, the next steps to support our students with this funding will be: In providing this second teacher as a continuation of our next steps, will enable students to continue to engage in quality learning opportunities and will see positive gains to occur with individual learning goals.</p>
<p>Aboriginal background</p> <p>\$6,492.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Barmedman 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"> • Knowing our students and where to next <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Students being supported in the PLP process and having additional programs used to help them with their identified needs.</p>

<p>Aboriginal background</p> <p>\$6,492.12</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The next step will be continue to allocate funding to gain additional help within the classroom to work with the needs students have and to boost literacy and numeracy in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$14,749.51</p>	<p>Low level adjustment for disability equity loading provides support for students at Barmedman 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"> • Knowing our students and where to next • High impact professional learning for student growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>This funding contributes to the funding of the second teacher at the school. This is of huge benefit in assisting the personalised learning of each and every student at Barmedman Public School. It provides countless learning experiences for the students and allows the goals of the school plan to be embedded into the school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to utilise this funding to employ a classroom teacher. This proved to be extremely beneficial in providing stability in the learning environment. Through the employment of a second teacher has enormous benefits in enabling collaboration, discussions and support of staff, programs, data and school and personal goals.</p>
<p>Location</p> <p>\$6,756.89</p>	<p>The location funding allocation is provided to Barmedman 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"> • Knowing our students and where to next • High impact professional learning for student growth <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in:</p> <p>This funding was used with the socio-economic funding to source a casual teacher and contributing to the second teacher allocation so that time could be given off class for the two teachers to share curriculum knowledge and develop where to strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Allocation has supported Professional Learning to assist staff in delivering quality teaching and learning. Funding has also enabled collaborative practice to take place. Funding was allocated to provide release to the staff of the school at the same time so that they could alter targets and encourage progression of learning throughout the year.</p>
<p>QTSS release</p> <p>\$1,457.53</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Barmedman Public School.</p>

<p>QTSS release</p> <p>\$1,457.53</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"> • High impact professional learning for student growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Allocation of the second teacher <p>The allocation of this funding has resulted in: QTSS allocation has supported Professional Learning to assist staff in delivering quality teaching and learning. Funding has also enabled collaborative practice to take place using the second teacher. Funding was allocated to provide release to the staff of the school at the same time so that they could alter targets and encourage progression of learning throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation to use the funding allocation to contribute to second teacher allocation so that team teaching can occur.</p>
<p>COVID ILSP</p> <p>\$7,866.65</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"> • Teacher allocation <p>The allocation of this funding has resulted in: Allocation of this funding contributed to employing a Classroom teacher to assist and provide engaging quality and teaching opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between staff. Plan additional intervention for identified students not yet meeting their learning goals.</p> <p>Ensure ongoing PL has been undertaken to enable consistent delivery of effective practice into next term. Continue to seek further PL to enhance teacher capacity to successfully implement small group targeted tuition.</p>
<p>6100 Unassigned Operational Funds</p> <p>\$50,591.31</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Barmedman 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"> • Knowing our students and where to next • High impact professional learning for student growth • Partnerships for success <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • teaching and learning resources/office supplies • Staffing allocation • professional learning

<p>6100 Unassigned Operational Funds</p> <p>\$50,591.31</p>	<p>The allocation of this funding has resulted in: Used as an additional funding source to help top up the budget allocation areas to align with the school plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps will be to use the allocation to assist in any additional interventions or programs to assist in teaching and learning programs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	6	6	3	5
Girls	3	3	4	5

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	84.9	100	89.9
1	92.5	97.3	85.3	94.6
2	97.3	83.5	100	83.7
3		95.8	100	95.7
4	100	75.5	99.2	91.8
5		100		97.3
6	98.9		100	100
All Years	96.1	90.2	97.7	92.2
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	92.1	92.7
4	93.4	92.9	92	92.5
5		92.8		92.1
6	92.5		91.8	91.5
All Years	93.3	92.9	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)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.69

*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	145,226
Revenue	490,197
Appropriation	482,275
Grants and contributions	7,002
Investment income	121
Other revenue	800
Expenses	-478,487
Employee related	-416,310
Operating expenses	-62,177
Surplus / deficit for the year	11,710
Closing Balance	156,936

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	70,366
Equity Total	47,097
Equity - Aboriginal	6,492
Equity - Socio-economic	25,855
Equity - Language	0
Equity - Disability	14,750
Base Total	313,729
Base - Per Capita	1,726
Base - Location	6,757
Base - Other	305,247
Other Total	6,751
Grand Total	437,943

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

This year we have had a slight change in the principal role due to the substantive principal taking Maternity leave and the classroom teacher Mrs Christina Haisell successfully relieving for the Principal of Barmedman Public School from Term 1 through until the end of Term 3.

A wonderful year of learning has occurred for the students of Barmedman Public School. This year the Covid19 has stayed with us and has shaped how we as a school and staff choose to deliver our learning to our students in the best possible way that has been easy for parents and still ensure students are learning to the very best of their ability. The teachers certainly did tell us how the zoom platform has been a blessing for them in being able to engage with colleagues and to gain feedback and have conversations with some of their friends and that they really enjoyed seeing our faces.

Whilst Covid19 has impacted the learning across many levels it certainly has given staff opportunities to engage and reflect upon programs to put into place and what matters for students for when they get back into the classroom. I believe that the teachers handled the procedures with ease throughout this very chaotic time and we have all learnt valuable insights as a result. Feed back from parents is that they appreciate what the teachers do each day and love the children coming back to the school.

Although times were quite challenging it has made our community engagement that bit stronger as the students and parents. It has made our school community that bit more grateful and appreciative and students have really demonstrated that they sure do love coming to school and the teachers do a wonderful job of teaching us each and every day. During this time we also gained an old family that were at our school a long time ago, they came back to our school because they wanted to leave the city and be safe in their old house in Barmedman, which has been a wonderful way to celebrate our connections that we have with past families that have left and wanted to return to us again and we have our long lost friend, join us again.

This year has been a tremendous year at Barmedman Public School. I am going to really miss Barmedman Public School and being the oldest at the school. I am going to miss my class mates and teachers so very much but I am looking forward to starting my new journey into High School. I thank everyone very much for being there for me throughout the year and I wish everyone the very best of luck.

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.