

2021 Annual Report

Bellata Public School



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Introduction

The Annual Report for 2021 is provided to the community of Bellata 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.

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School vision

Our school is place of inclusion, belonging and learning, where all learners are equipped for life as confident, creative and resilient global citizens.

School context

Bellata Public School is a small rural school with an emphasis on personalised learning designed to meet the needs of all students in a supportive, safe and happy environment. Our students come from both rural and urban settings with a diverse range of learning experiences. The school community works collaboratively to ensure opportunities are made available for all students so they can each achieve their personal best. Students are caring, supportive and considerate of others, with a strong sense of belonging. Staff at Bellata Public School set high expectations for themselves and all students. They are committed to differentiated teaching and learning programs to ensure success for all. Staff acknowledge that the quality of teaching that occurs each and every day is the single most important influence on student performance. Teacher professional learning is focused on continually strengthening teaching skills to improve student outcomes. Classrooms are vibrant, flexible, fun and well-resourced to engage every learner. Modern technology is available in all areas of the school and students are encouraged to use it to aid their 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To support the individual learning needs of students, teachers will use, evaluate and refine data to drive quality differentiated teaching practices that are responsive to individual learning needs. Students become active participants who are aware of their own progress and feel confident working with teachers to help direct future learning in reading and numeracy and to build strong foundations for academic success in all key learning areas.

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.

- Explicit Teaching and Curriculum Differentiation
- Data Driven Practices

Resources allocated to this strategic direction

English language proficiency: \$2,075.00

QTSS release: \$4,260.00

Aboriginal background: \$5,814.00

Low level adjustment for disability: \$22,423.00

School support allocation (principal support): \$13,604.00

Location: \$6,668.00

Professional learning: \$2,700.00

: \$12,075.00

COVID ILSP: \$7,749.00

Summary of progress

There is a demonstrated commitment from all staff to ensure student learning is progressive. Staff have undertaken a considerable amount of professional learning in data concepts, analysis and using data as a tool to identify student achievement and progress and to inform future directions. Programs are differentiated to support high expectations and meet individual learning needs. Whole school well-being processes have been introduced to ensure individual learning needs are regularly monitored and programs personalized. In consultation with students and the broader educational community, systematic processes have been introduced to improve student attendance and engagement. Operational systems have been introduced to accommodate students learning flexibly during periods of isolation, such as flooding and imposed health orders. This has increased student learning opportunities, engagement and attendance.

Staff, students and parents have co-developed a Personalised Learning Pathways (PLP) template that provides each stakeholder with a balanced input to support student engagement, attendance and learning. These will continue to be used in 2022 with all students having a PLP that is regularly monitored and adjusted.

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
Data over a three year average indicates more than 28.5% of students perform in the top two NAPLAN bands in reading (system negotiated target).	The School is on target to meet its 2021 minimum system negotiated target in 2022.
Data over a three year average indicates more than 28.5% of students perform in the top two NAPLAN bands in numeracy (system negotiated target).	The School is on target to meet its 2021 minimum system negotiated target in 2022.
Data over a three year average indicates more than 60% of students achieve expected growth in NAPLAN	The School is on target to meet its 2021 minimum system negotiated target in 2022.

<p>reading (system-negotiated target baseline)</p> <p>Data over a three year average indicates more than 60% of students achieve expected growth in NAPLAN numeracy (system-negotiated target baseline)</p>	
<p>All students have a PLP in place, processes are monitored and scaffolding occurs as the trial implementation period occurs.</p>	<p>Personalised learning pathways in place for all students. Routine meetings to occur for regular revision and updating. To become standard classroom practice in 2022. and beyond.</p>
<p>Increase the percentage of students attending < 85% of the time to be at or above the 85% attendance (system-negotiated target 70 - 100%).</p>	<p>Overall attendance in 2021 has increased by 6.2% on 2020.</p> <p>The percentage of students attending < 85% of the time to be at or above the 85% attendance has increased by 17% in 2021.</p>
<p>School assessment in the School Excellence Framework (SEF) shows Developing or Sustaining and Growing in the following themes:</p> <ul style="list-style-type: none"> • Individual Learning Needs • Teaching and Learning Programs • Data Skills and Use • Literacy and Numeracy Focus • Performance Management and Development • School Plan 	<p>School assessment in the School Excellence Framework (SEF) shows Developing or Sustaining and Growing in the following themes:</p> <ul style="list-style-type: none"> • Individual Learning Needs - Delivering • Teaching and Learning Programs - Sustaining and Growing • Data Skills and Use - Sustaining and Growing • Literacy and Numeracy Focus - Sustaining and Growing • Performance Management and Development - Sustaining and Growing • School Plan - Sustaining and Growing

Strategic Direction 2: Quality Teaching

Purpose

To ensure every student is highly engaged and shows strong growth in their learning through explicit, research informed teaching. Staff will evaluate their effectiveness and reflectively adopt quality teaching practices through high impact professional learning, and use of student assessment data, to inform teaching.

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.

- Assessment and Feedback

Resources allocated to this strategic direction

Professional learning: \$5,815.00

Summary of progress

100% of staff began the Embedding Formative Assessment training. Due to the ongoing implications of COVID-19 restrictions and students learning remotely, Embedding Formative Assessment training was placed on hold until 2021. Staff who undertook the training all reported applying one or more of the learnt strategies within their classroom and had engaged in peer lesson observations.

Embedding Formative Assessment will be offered to our learning alliance school and will be reintroduced to BPS staff in 2021. Due to the COVID-19 pandemic staff were unable to engage in the training while students were remote learning. Lack of internet coverage contributed to an inability to apply theory into practice. As a result, EFA was placed on hold. Staff were further impacted when the EFA coordinator was unavailable to lead the professional learning, while relieving at another school. Observations of practice and written feedback indicated newly learnt strategies are being implemented within each classroom.

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
<p>70 - 100% of staff have undertaken the first year of training in Embedding Formative Assessment (EFA).</p> <p>100% of staff in training have attempted to address the five AFL strategies.</p> <p>Teachers who participated in EFA training in 2021 develop a common usage agreement on the strategies and techniques for formative assessment.</p> <p>100% of staff trained in EFA have engaged in peer lesson observations.</p> <p>EFA personal action plan is utilised to provide baseline data.</p>	<p>100% of teachers actively participated in the Introduction to Embedding Formative Assessment (EFA) Session. Mapping of the following nine learning sessions occurred with 80% of current teaching staff engaging in the professional learning.</p> <p>100% of staff who engaged in EFA training attempted an Assessment For Learning strategy.</p> <p>100% of staff who engaged in EFA training engaged in peer lesson observations.</p> <p>100% of staff who engaged in EFA training completed a Personal Action Plan.</p>
<p><i>School assessment in the School Excellence Framework (SEF) shows Delivering or Sustaining and Growing in the following themes:</i></p> <ul style="list-style-type: none">• Formative Assessment• Feedback	<ul style="list-style-type: none">• Formative Assessment - Delivering• Feedback - Sustaining and Growing• Explicit Teaching - Delivering• Lesson Planning - Delivering• High Expectations Culture - Sustaining and Growing

- *Explicit Teaching*
- *Lesson Planning*
- *High Expectations Culture*

Strategic Direction 3: Quality Partnerships

Purpose

Teachers will effectively collaborate with all sectors of the school community to establish a positive, high expectations, purposeful and professional learning community that is focussed on student learning and achievement.

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.

- Quality Partnerships

Resources allocated to this strategic direction

: \$1,060.00

Summary of progress

Engagement in Quality Teaching Rounds was impacted as a result of COVID-19 restrictions. Training was cancelled as a result of COVID and not rescheduled by the provider. Staff are undertaking professional learning in Embedding Formative Assessment and have found the teacher observations and collaborative teaching opportunities from this training are strengthening and supporting teachers to deliver quality teaching and learning. This, along with a focus on process quality have sculpted the future focus of the school, as a result staff feel there is no need to pursue Quality Teaching Rounds in the near future.

100% of staff had Professional Development Plans that linked directly to the School Improvement Plan. 100% of staff demonstrated evidence to support the achievement of their targets.

100% of staff engaged in the Tell them From Me surveys. Due to the size of the school and number of staff the results from these surveys is not available. From 2022 a school based survey will be implemented.

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
50 - 70% of staff have undertaken training in QTR in PLC. 50 - 70% of staff have engaged in one full rotation of 'coding' the lesson and engaged in PL discussions across the PLC. 100% of staff PDPs link to SIP. Teachers who participated in QTR training in 2021 collaboratively develop teaching and learning programs incorporating QT. QTR fidelity checklist is utilised to provide baseline data.	100 % of staff engaged in professional learning exploring Quality Teaching Rounds and how to develop and support a professional learning alliance across two schools to strengthen and support the development of teaching and learning experiences. 50% of teaching staff enrolled in the Quality Teaching Rounds training. This target (coding of the lesson) was not achieved due to the training being cancelled by the service provider. 100% of staff had Professional Development Plans that linked directly to the School Improvement Plan. 100% of staff demonstrated evidence to support the achievement of their targets. QTR target was not achieved due to the training being cancelled by the service provider. QTR target was not achieved due to the training being cancelled by the service provider.
100% of staff engage in TTFM Teacher surveys to establish base line data.	100% of staff engaged in the TTFM surveys.
All BPS staff have engaged in at least one PL day hosted by the COS.	100% of staff engaged in at least 1 professional learning day across the Barwon Community of Schools network.

<p>Community engagement and satisfaction survey developed by staff.</p> <p>50% of families respond to internal surveys to measure community engagement and satisfaction. Base line data established.</p>	<p>This was not achieved in 2021. Site specific surveys will be a focus into 2022.</p>
<p>Transition processes have been reviewed and updated by staff. Draft policies created for implementation in 2022.</p>	<p>Transition Policy is in Draft format. For continued review and implementation in 2022 continuing into 2023.</p>
<p>School assessment in the School Excellence Framework (SEF) shows Delivering or Sustaining and Growing in the following themes:</p> <ul style="list-style-type: none"> • Curriculum Provision • Collaborative Practice and feedback • High Expectations Culture • Continuous Improvement 	<ul style="list-style-type: none"> • Curriculum Provision - Delivering • Collaborative Practice and feedback - Sustaining and Growing • High Expectations Culture - Sustaining and Growing • Continuous Improvement - Sustaining and Growing

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$18,636.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bellata 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional classroom teacher to support stage related class structures. <p>The allocation of this funding has resulted in: Collaboration between classroom teachers to build capability in meeting the literacy needs of students, learning goals being achieved and PLAN 2 being regularly updated.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to split classes, within the infants section, into stage related cohorts to support the initial development of literacy and numeracy skills.</p>
<p>Aboriginal background</p> <p>\$5,814.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bellata 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing release to support development and implementation of Personalised Learning Plans • Employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: 100% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic.</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 to support students to achieve identified learning goals. Provide support to identified students through the employment of classroom teacher or trained SLSO.</p>
<p>English language proficiency</p> <p>\$2,375.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bellata 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"> • Explicit Teaching and Curriculum Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$2,375.00</p>	<ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives • Additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: Teachers participated in professional learning to plan an integrated unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$31,475.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bellata 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 Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supporting the employment of additional teaching staff to support the differentiation of 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: a more consistent approach to student learning support and interventions with greater collaborative practices between students, teachers and parents.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of classroom teachers to use differentiated teaching and learning practices. Provide support to identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$9,668.00</p>	<p>The location funding allocation is provided to Bellata 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"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Student assistance to support incursions and curriculum based sporting activities • Additional staffing for professional learning release <p>The allocation of this funding has resulted in: There has been an uplift in student attendance by 7.5% The employment of additional classroom teachers, resulting in improved personalized learning for students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Location</p> <p>\$9,668.00</p>	<p>The next steps to support our students with this funding will be to continue to engage a wider variety of teachers with specific areas of expertise to continue to increase student engagement, support professional learning and overcome some of the barriers associated with isolation.</p>
<p>Professional learning</p> <p>\$8,515.00</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 Bellata 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"> • Assessment and Feedback • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a casual teacher to provide time for the teaching principal to support classroom teachers to effectively record and use PLAN 2 data to initiate differentiated teaching and learning. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of Comprehension - Understanding Texts, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: to personalise and target professional learning in the form of mentoring and co-teaching.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.00</p>	<p>School support allocation funding is provided to support the principal at Bellata 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staff to support Professional Learning <p>The allocation of this funding has resulted in: the increased capacity of all teachers to embed differentiated and the explicit teaching of comprehension strategies, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of additional teaching staff to support intensive small group intervention programs.</p>
<p>Literacy and numeracy</p> <p>\$2,802.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bellata 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted professional learning to improve literacy and numeracy

<p>Literacy and numeracy</p> <p>\$2,802.00</p>	<p>The allocation of this funding has resulted in: differentiated teaching through on-going assessment followed by targeted literacy programs for identified students not achieving expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of additional teaching staff to support intensive small group intervention programs.</p>
<p>QTSS release</p> <p>\$4,260.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bellata 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 Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teaching Principal provided with additional release time to support classroom programs • Additional staffing to support staff collaboration in the implementation of high-quality differentiated curriculum delivery <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use PLAN 2 and NAPLAN data to deliver high impact, targeted, teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of additional teaching staff to support data driven, small group intervention programs.</p>
<p>COVID ILSP</p> <p>\$14,749.00</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 Driven Practices • 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 - Understanding Texts • Releasing staff to participate in professional learning and update PLAN 2 <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	11	11	6
Girls	14	13	7	6

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95	96.7	92.3	88.7
1	95.2	88.5	88.2	91.9
2	91.8	91.6	82.1	87.9
3	96.7	90.8	77.8	82.3
4	95.6	94.9	83.5	85.5
5	94.1	96.6	85.9	91
6	98.9	93.2	86.7	86.8
All Years	94.8	93.8	86.6	87.8
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)	1.88
Learning and Support Teacher(s)	0.2
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	96,770
Revenue	660,768
Appropriation	658,786
Grants and contributions	1,505
Investment income	77
Other revenue	400
Expenses	-627,893
Employee related	-499,744
Operating expenses	-128,149
Surplus / deficit for the year	32,875
Closing Balance	129,645

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	58,327
Equity - Aboriginal	5,814
Equity - Socio-economic	18,637
Equity - Language	2,400
Equity - Disability	31,475
Base Total	563,803
Base - Per Capita	4,437
Base - Location	10,340
Base - Other	549,026
Other Total	20,111
Grand Total	642,241

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

Tell them from Me surveys were completed in 2021 by students, staff and parents. However, due to the size of the school and cohorts Tell Them From Me Surveys are not a valuable source of information as most information is retained to ensure confidentiality. Parent engagement via internal surveys continues to be a challenge, in turn responding to and reporting on community satisfaction continues to be a challenge. Community engagement during school functions and activities is on average between 50 to 100% of families attending.

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.