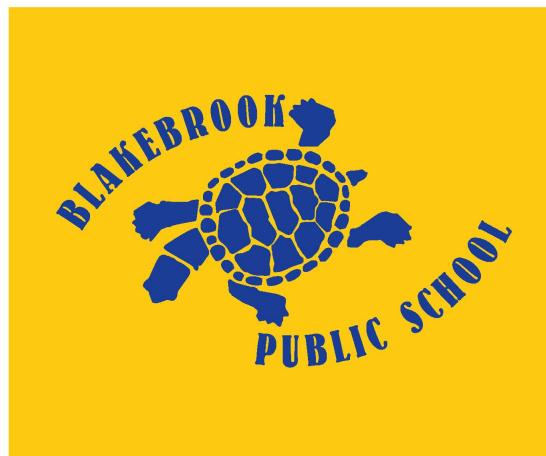




2021 Annual Report

Blakebrook Public School



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Introduction

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

Blakebrook Public School excels with high expectations for student and teacher growth, through explicit and differentiated learning and strong community partnerships.

School context

Blakebrook Public School embraces authentic teaching and learning programs where students, teachers, parents and the school community, plan and work cooperatively to provide responsive, supportive and challenging learning experiences in a safe, caring environment.

Blakebrook Public School is nestled in a quiet, rural setting on Rosehill Road 10km north west of Lismore. Our school provides a quality learning environment for students from the Nimbin, Jiggi, Koonorigan, Keerrong, Rock Valley and Lismore areas. Our school has a proud history and currently supports 60 pupils in Kindergarten to Year 6.

Our school is a place where students develop values, attitudes, skills, knowledge and habits of mind to enable them to be caring, responsible, competent and self-directed learners, able to take their place positively and effectively in society. Students enjoy an exciting learning environment that includes well-resourced classrooms and exceptional playground facilities.

Our school encourages the development of staff as competent and skilled professionals who find fulfillment and enjoyment in their careers and value the establishment of partnerships with parents and the community, in the education of the students.

Our school promotes Positive Behaviour for Learning through its values: Respect, Safe and Learn. These values underpin our policies and programs to foster a holistic school learning environment which values diversity and respects individual differences.

The whole school community, including students, staff, parents and the local AECG, was consulted through our situational analysis. As a result, three strategic directions have been formulated to drive school improvement in a high expectation environment. Our school will focus on:

- Explicit targeting of curriculum planning and delivery to positively impact student performance growth and attainment.
- Developing and enhancing teacher performance through explicit professional learning, reflective practice and curriculum development.
- Enhancing student well-being, community engagement and partnerships with the review of existing programs and adaptation or development of new systems for parents, staff and students.

Continual monitoring of student performance data, will determine areas of need and success at a class and school level, and the involvement of the whole school community in this process, will be essential for success.

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	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

Explicit targeting of curriculum planning and delivery to positively impact student performance growth and attainment.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Summary of progress

Our focus within this strategic direction has been to enhance student learning outcomes and expected growth in both reading and numeracy. A major component of our work in 2021 was the building of staff capacity to use the PLAN 2 software and associated progressions so as to identify where students were at in terms of their learning to inform teaching and learning planning. Staff were led through two online professional learning courses to build their knowledge and understanding of the PLAN 2 platform and its use. A renewed focus on syllabus documents and the creation of a resource folder which explicitly correlated progression steps to syllabus outcomes was very useful to students throughout this process. As a staff we decided to start relatively small and focus on additive strategies and parts of quantifying numbers in numeracy, and in literacy, the focus was on fluency and understanding text sub-strands. The K-2 classroom implemented a phonics program to assist students with writing, spelling and to decode unfamiliar text. This will continue to be a focus in 2022 with a move into Year 3-4 and possible expansion to include the grammar component of the phonics program. This explicit phonics program, supported by decodable texts, achieved student growth data scores beyond comparable evidence collected in previous years.

Professional dialogue on reading and additive strategies teaching drawn from the department's evidence-based resources was a focus in staff meetings to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders. Teachers and students are well aware of and use formative assessment strategies including success criteria and learning intentions to drive learning in classrooms. An evident transition to more individualised learning is developing across the school, evidenced through teacher programming and practice which has strengthened student's connection to and ownership of their own learning.

Next year in this initiative we will work with staff to embed plotting of student data in identified progression sub-strands and strengthen a process to provide staff with time to plan and reflect on their teaching and learning programs to address student learning needs. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum uplift of 1% of students achieving expected growth in reading to progress towards the system negotiated lower bound target..	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 40% to exceed the upper-bound system negotiated target.
A minimum uplift of 4% of students achieving expected growth in numeracy to progress towards the system negotiated lower bound target..	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 6.67% meeting the annual progress measure and tracking towards the lower-bound system negotiated target.
A minimum uplift of 4.8% students	The proportion of Year 3 and 5 students achieving in the top two bands in

achieving the top two bands NAPLAN in numeracy.	NAPLAN numeracy registered an uplift of 11.15%, exceeding the upper-bound system negotiated target.
A minimum uplift of 3.9% students achieving the top two bands NAPLAN in reading.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading registered an uplift of 10.16%, exceeding the upper-bound system negotiated target.

Strategic Direction 2: Teacher pedagogy

Purpose

Develop and enhance teacher performance through explicit professional learning, reflective practice and curriculum development and knowledge.

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.

- Curriculum
- Data Skills and use / Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$7,643.89

QTSS release: \$11,884.51

Summary of progress

Our initiatives in this strategic direction are to improve curriculum knowledge of class teachers and have a strategic collection of learning data to inform teaching and learning programs. Teachers were led through a series of professional learning sessions on syllabus documents and the links to the PLAN 2 progression indicators. Embedding the regular input of data into PLAN 2 remains a focus with an opportunity to expand the use of progression data, to incorporate additional sub-elements as identified through overall data analysis. Teachers were supported in using a wider range of available assessment data including in-school assessments, NAPLAN, check-in assessments, PAT assessments and some on demand DoE assessments, to accurately ascertain student learning status and to plan the where to next in learning. An explicit focus on having goals supported by success criteria and learning intentions has improved students ability to learn independently. Differentiation of learning content, coupled with any reasonable adjustments required, ensured that 100% of students accessed the curriculum and work towards or achieve learning goals.

Next year the school will look to enhance effective feedback to students or between students including self assessment, as a tool to drive and enhance the culture of continual improvement but also to celebrate success and achievement of goals. The school will be an Accelerated Adopter school in 2022 with an opportunity to explore and implement the new K-2 English and Mathematics syllabus documents. Staff will utilise the resource hub and elements of the on-demand professional learning to adapt to needs identified in their classrooms or for professional development through the Professional Development Plan process.

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
Establish the internal baseline percentage of students achieving at or above expected outcomes demonstrated through school identified areas of PLAN2 progressions data.	<ul style="list-style-type: none">• 76% of students have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions.• 78% of students have achieved the learning indicators within the understanding text sub-element of the Literacy Progressions.• 93% of students have achieved the learning indicators within the fluency sub-element of the Literacy Progressions.
Establish the internal baseline percentage of targeted students meeting or exceeding their individual learning goals and/or stage expectations.	<ul style="list-style-type: none">• 85% of students are meeting or exceeding their individual learning goals and/or stage expectations. This data will become our school's future baseline data.• 15% of students access learning support in differing forms to support learning growth.

Strategic Direction 3: Wellbeing and Partnerships

Purpose

Enhance student wellbeing, community engagement and partnerships with students able to connect, succeed, thrive and learn.

Initiatives

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

- Wellbeing
- Community Engagement

Resources allocated to this strategic direction

Socio-economic background: \$6,197.84

Summary of progress

Our initiative in this strategic direction is to embed a whole-school approach to wellbeing through a focus on making school a positive place to be and ensuring student issues are dealt with quickly and efficiently in a positive manner. A genuine focus on attendance and a culture of reporting absences has been enhanced across the school. The school has continued its focus on the Positive Behaviour for Learning (PBL) program with our values of Respect, Safe and Learn underpinning all school rules and expectations. It has been identified that a more efficient process of recording negative behaviour data is required to move from the current manual method. An initial exploration and adaption of some of the ideals from the Wellbeing framework has ensured students are able to connect, succeed, thrive and learn at Blakebrook PS. As wellbeing levels are positive, there remains a need to be vigilant to ensure students remain supported and feel safe to learn and grow at school.

Our initiatives in this strategic direction is to enhance community satisfaction and engagement in student learning. The school employed an additional School Administration Officer to ensure communication between the school and the community was responsive and at a high level. This was particularly poignant during the blended learning periods due to COVID and communication needed to be first class in making sure that there was continuity of student learning maintained. Parents appreciated weekly ZOOM sessions with class teachers and the chance to ask questions or seek guidance about student learning. Teacher interviews, semester reports and portfolios were highly regarded by parents as discussion points about their child's learning progress.

The school will look to review the PBL model within the school and look to incorporate it into classrooms following professional learning and planning by the school staff. Staff will explore and reinvigorate the reward pathway for students at the school. The school will look to enhance parent engagement in student learning by investigating and implementing an app to have regular contact with parents with an option to review work samples and read any associated feedback.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum uplift of 1.9% of students attending school a minimum of 90% of the time, to progress towards the system negotiated lower bound target in attendance.	The number of students attending school greater than 90% of the time or more has decreased by 2.5%, indicating that we are yet to progress towards the lower-bound system negotiated target.
A minimum uplift of 2.0% of students to progress towards the system negotiated lower bound target in wellbeing.	Tell Them From Me data shows a decrease of 0.85% of students reported positive wellbeing, including a 2% increase in advocacy at school, 4% decrease in sense of belonging and maintenance in expectations of success; exceeding the school's upper-bound system negotiated target.

Funding sources	Impact achieved this year
Integration funding support \$23,280.00	<p>Integration funding support (IFS) allocations support eligible students at Blakebrook 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"> • 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 staff to provide additional support for students who have high-level learning needs • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in:</p> <p>Eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To formally 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
Socio-economic background \$25,810.80	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blakebrook 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"> • Community Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff release to increase community engagement <p>The allocation of this funding has resulted in:</p> <p>TTFM parent survey data: Parents feel welcome 9.0 (NSW Govt Norm 7.4). 100% of parents would recommend the school to others. 100% of parents feel the school is well maintained, physical environment is welcoming and it is easy to access/move around school. Communication - 88% felt emails was useful or very useful. 74% of parents thought the weekly newsletter was useful or very useful. 88% of parents thought texts or School Stream Alerts were useful or very useful.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The administration load of the School Administration Manager has been reduced, enabling her to explicitly focus on financial reporting and management requirements. The result is an up-skilling of the SAO to undertake further roles and responsibilities within the school office. Strong recommendation to continue this in 2022 especially with the incumbent SAM taking extended leave pending retirement.</p>
Aboriginal background	Aboriginal background equity loading is used to meet the specific learning

<p>\$2,549.82</p>	<p>needs of Aboriginal students at Blakebrook 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"> • 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 staff to deliver personalised support for Aboriginal students • Staffing release to support development and implementation of Personalised Learning Plans <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, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: To deliver differentiated and personalised support to Aboriginal students with increased engagement.</p>
<p>Low level adjustment for disability \$33,425.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Blakebrook 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location \$1,760.69</p>	<p>The location funding allocation is provided to Blakebrook 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Excursion expenses and purchase resources to increase student

Location \$1,760.69	<p>engagement.</p> <p>The allocation of this funding has resulted in: Overview of activities partially or fully funded with this operational funding include: incursion expenses technology resources to increase student engagement. increased opportunities and choices for students to engage with other schools.</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
Literacy and numeracy \$8,934.61	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blakebrook 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"> • Employment of an additional Learning and Support intervention teacher • Resources to support the quality teaching of literacy and numeracy • Updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessments, writing samples, teacher observations and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased; the students attaining the middle bands has increased; students attaining top two bands has increased, from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
QTSS release \$11,884.51	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blakebrook 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 / Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Staffing to support staff collaboration in the implementation of high-quality curriculum • Teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p>

QTSS release \$11,884.51	<p>100% of teachers reported lessons differentiated according to students' needs Teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students with this funding will be: Instigate a structured program of lesson observations and effective feedback in 2022.</p>
COVID ILSP \$44,249.91	<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"> • Providing targeted, explicit instruction for student groups in literacy - fluency and understanding text • Providing targeted, explicit instruction for student groups in numeracy - additive strategies • Employing/releasing staff to coordinate the program <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. 100% of students always or sometimes demonstrate understanding in the learning progressions sub-elements of fluency and understanding texts correctly and captured in PLAN2. 50% of students always or sometimes demonstrate understanding in the learning progressions sub-elements of additive strategies correctly and captured in PLAN2.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	40	33	31	28
Girls	36	33	33	33

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.3	91.7	97.8	90.6
1	92.2	93.9	94.8	96.5
2	92.8	91.6	94.5	95.2
3	94.7	90.5	96.7	89.8
4	92.7	89.6	94	89.6
5	90.5	95.2	93.2	88.7
6	94.1	87.8	95.7	91.9
All Years	92.7	91.4	95.2	91.8
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)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*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	209,120
Revenue	979,286
Appropriation	968,652
Grants and contributions	9,763
Investment income	71
Other revenue	800
Expenses	-1,011,986
Employee related	-943,730
Operating expenses	-68,257
Surplus / deficit for the year	-32,700
Closing Balance	176,419

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	23,280
Equity Total	61,786
Equity - Aboriginal	2,550
Equity - Socio-economic	25,811
Equity - Language	0
Equity - Disability	33,425
Base Total	688,928
Base - Per Capita	15,777
Base - Location	1,761
Base - Other	671,390
Other Total	30,182
Grand Total	804,176

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

School staff worked tirelessly with each other and the parent community to provide dynamic and agile learning experiences targeted at each student's point of learning need. A culture and practice of regular and extensive communication with all stakeholders was implemented throughout the year. Formal and informal meetings were held each semester to support each student to achieve their learning goals. This was disrupted to a degree, with the limitations of community being on site due to COVID. Students surveyed responded that teachers knew where they were at with their learning and worked hard to provide challenging learning experiences for them. Students reported they felt classrooms were vibrant places to learn and appreciated the modern learning environments and flexible seating options in all classrooms. Staff reported increased capacity differentiating the teaching of reading as a result of the collaborative professional learning activities which were undertaken throughout the year. Staff also reported they felt the use of data from PLAN2 and the progressions was very helpful in planning focus areas for students.

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.