

2021 Annual Report

Boomi Public School



1307

Introduction

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

Boomi Public School is intent on supporting every student to achieve their educational potential. Our vision is to establish a high-expectations culture and quality, evidence based teaching and learning that ensures students are supported to become self-directed, motivated learners who display resilience and persistence and are provided with a diverse range of opportunities to ensure they have the required skills to engage successfully in 21st Century learning. Each student is encouraged to reflect the school motto - "Be a Good Citizen".

School context

Boomi Public School, established in 1901, is a small school, located in a rural setting 100 km north-west of Moree. Our students travel from areas surrounding Boomi as well as from the village. In 2021 enrolment consists of 20 students and the Family Occupation and Education Index (FOEI) is currently 45. The school employs a teaching principal and classroom teacher on a full-time basis. Additional teachers, School Administration Manager, General Assistant and School Learning and Support Officers are employed on a part-time basis to support individualised learning and the management of the school.

Boomi Public School offers an engaging learning environment that provides differentiated learning at level of need for all students in all curriculum areas. The curriculum is comprehensive, innovative and evidence based with a strong emphasis on literacy, numeracy, technology and the arts. The school is well resourced in these areas, along with sporting and playground equipment.

Boomi Public School has strong community partnerships and a very supportive P&C. The school newsletter is an important source of news for the township and is used as a school and community message board for upcoming events in the local area. Boomi Public School also uses the Schoolstream app as a method of communication with parents and the broader community.

The school offers many extra-curricular activities in the areas of sports and arts and through the establishment of a native bee hive and kitchen gardens. Boomi Public School is a leader in the development of inter-school relationships within the Barwon network through the Small Schools Mini School Camp. Connections are also made wider afield with the use of technology, science and creative arts experts.

Our school has a warm, caring, family environment where all students are known, valued and cared for. Through commitment and professionalism, the staff aim to create stimulating learning environments which are safe and give students confidence and the experiences necessary to become resilient and persistent 21st Century learners.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions: student growth and attainment, building future focused quality educators and strong partnerships and connections.

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	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To engage in innovative, quality experiences which focus on learning and improvement in literacy and numeracy.

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.

- Literacy
- Numeracy
- Attendance

Resources allocated to this strategic direction

School support allocation (principal support): \$5,000.00

Professional learning: \$4,000.00

Socio-economic background: \$904.00

Low level adjustment for disability: \$29,105.60

Aboriginal background: \$2,238.00

Literacy and numeracy: \$2,756.00

Per capita: \$3,944.27

Summary of progress

Literacy

In 2021, staff reviewed learning programs and assessment in literacy. Teaching staff developed a whole school literacy plan using Effective Reading Strategies and implemented an assessment program which included the use of formative and summative data collection, PLAN2, SCOUT and Progressive Achievement Tests in reading, spelling and vocabulary. These assessments were used to assess student progress and inform teaching practice, differentiation and interventions for student needs in reading.

Identified students had Personalised Learning Pathways that were regularly reviewed throughout the year by staff, students and parents.

In Semester 2, teaching staff participated in the Intensive Support Model pilot project (ISM). SCOUT and NAPLAN results identified the focus area Understanding Text - literal and inferential comprehension skills as an area of need. Teaching staff planned a consistent approach to leading this area across all stages and utilised the Digital Learning Resource Hub (DLRH) to embed into teaching and learning programs. Staff meetings and professional learning from ISM project leaders, involved engaging with and analysing data from NAPLAN, Phonics Diagnostic Assessment and Screening Checks to inform development of learning programs. Teaching staff began to evaluate student growth and measurement of progress through PLAN2 data. The skill development provided by the ISM team will assist in ongoing school improvement through addressing student learning needs and teacher capacity building.

Improvement measures were:

- Student assessment data is collected and stored in student folders
- Teaching programs are consistent across the school and reflect specific targeted areas
- Teaching staff are utilising the DLRH to access supportive lessons in focus areas.

Funding was used to cover staffing and professional learning costs.

Moving forward, additional work on regularly entering student data on PLAN2 and using it to direct future learning programs is necessary.

Numeracy

In 2021, staff continued to use the Stepping Stones Mathematics program as a basis for learning. Pre- and post-assessments were conducted quarterly, along with post module check-ups. These assessments were used to evaluate

learning programs and student progress. In Term 3 the COVID ILSP teacher assessed all students using the Interview for Student Reasoning - Number and Place Value to determine areas of need for individual students. Identified students worked with the support teacher throughout Semester 2. Floods preventing many students and the COVID support teacher from attending school at the end of 2021 prevented post testing of this program.

Identified students had Personalised Learning Pathways that were regularly reviewed throughout the year by staff, students and parents.

Improvement Measures:

- Student assessment data is collected and stored in student folders
- Teaching programs are consistent across the school and reflect specific targeted areas
- Teaching staff are utilising the DLRH to access supportive lessons in focus areas.

Funding was used to cover staffing and professional learning costs.

Moving forward, additional work on regularly entering student data on PLAN2 and using it to direct future learning programs is necessary.

Attendance

In 2021, school staff established a school attendance team to develop a whole school approach using the Attendance Matters document.

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>Students perform above lower bound target for top 2 bands in Reading of 35%</p> <p>Students perform above lower bound target for top 2 bands Numeracy of 34%.</p>	<p>The school exceeded its lower bound target of 35% of students achieving in the top two bands for Reading - 50%</p> <p>The school exceeded its lower bound target of 35% of students achieving in the top two bands for Numeracy - 50%</p>
<p>PAT TESTING</p> <p>60% of students, 1-6 demonstrate growth when measured against PAT Tests (School Based Target)</p> <p>PERSONALISED LEARNING PATHWAY</p> <p>Identified students have a Personal Learning Pathway (PLP) addressing student learning needs.</p>	<p>The school exceeded its school-based target of 60% of students demonstrating growth in PAT Tests.</p> <ul style="list-style-type: none"> • Comprehension - 83% students • Mathematics - 92% • Spelling - 100% <p>The school met its target of 100% of identified students have a Personal Learning Pathway addressing student learning needs</p>
<p>Using 2020 baseline data, an increase of 5% of students attending >90% of the time.</p>	<p>The percentage of students attending >90% of the time increased from 67% in Semester 1 to 92% in Semester 2.</p>
<p>40% of students achieve expected growth in Reading as a system negotiated target.</p> <p>40% of students achieve expected growth in Numeracy as a system negotiated target.</p>	<p>33% of students achieved expected growth in Reading as a system negotiated target</p> <p>67% of students achieved expected growth in Numeracy as a system negotiated target</p>

Strategic Direction 2: Building Future Focused Quality Educators

Purpose

Improve student learning and outcomes across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practices using quality evidence and data to inform teaching and the development of innovative programs. All teaching staff will ensure the highest priority is given to evidence-based teaching strategies.

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.

- Evidence-based effective teaching

Resources allocated to this strategic direction

School support allocation (principal support): \$5,000.00

Professional learning: \$4,103.00

Summary of progress

During 2021, teaching staff participated in the High Potential and Gifted Education Entree professional learning. This PL provided staff with an overview of the policy and the four domains of potential: intellectual, creative, social-emotional and physical. 3-6 teaching staff also completed a workshop on the Evaluation and Planning Tool connected to this policy. More work in this area needs to be a focus for 2022. The Term 2 Staff Development Day focused on analysing the new K-2 Draft English Syllabus. The reflections were fed back to NESAs via the Curriculum Reform Teacher Expert Networks (CRTENs) and to the Barwon Director, Educational Leadership. The 2022 K-2 teacher participated in online team meetings for the Accelerated Adopter Schools program in preparation for delivery of the K-2 English and Maths syllabus, scope and sequences and units of work in 2022. All teaching staff participated in data skills professional learning to increase knowledge and understanding and are beginning to use it to inform planning for explicit teaching practice targeted at individual students' needs.

All teaching staff developed, self-evaluated and reviewed Professional Development Plans (PDPs). All staff consistently participated in meetings to discuss successes, areas of need for improvement and continued support for professional learning. Teaching staff have established a supportive team work teaching and learning environment driven by effective teaching practices, informed by assessment and data, consistent communication and access to professional learning as required.

Improvement outcomes include:

- Teaching staff delivering current teaching and learning programs that encompassed shared programming and organisation.
- Professional learning is strategic, matched to the School Improvement Plan and evaluated using HIPL
- HPGE (High Potential and Gifted Education) policy is beginning to be applied to students demonstrating strengths in internal and external assessments
- All students were assessed on IFSR - NP Number and Place Value and students requiring further support identified. (Retesting was not completed due to floods preventing some students and COVID ILSP staff getting to school in the last weeks of the year.)
Regular PLAN2 data collection in all areas of literacy and numeracy needs to be a focus in 2022.

Future directions for ongoing professional learning have been identified around Literacy and Numeracy.

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
Evaluate current teaching and learning programs and assess areas of strengths and areas for improvement.	Teaching and learning programs were revised and updated K-6 to ensure they met student needs and improved student outcomes

<p>Students utilise peer feedback and self assessment in English and Maths. What Works Best (WWB) strategies are used to support whole school systems for ongoing feedback.</p> <p>All teaching staff develop PDPs that focus on development and improvement in specific areas of need and have a shared focus which supports the SIP.</p> <p>Teaching staff participate in lesson observations and self reflection processes to inform teaching practice.</p> <p>Teaching Principal and classroom teachers access professional learning in High Potential and Gifted Education.</p> <p>Teachers have read, evaluated and made suggestions on the new English K-2 draft outcomes and content and provided feedback to NESA</p>	<p>Staff completed the PDP process in alignment with the SIP. Self evaluation took place at the end of Term 2 and formal and informal lesson observations were completed on a regular basis.</p> <p>All teaching staff participated in the initial High Potential and Gifted Education professional learning.</p> <p>Teaching staff evaluated and made suggestions on the new English K-2 Draft syllabus and feedback was provided to NESA and Director, Educational Leadership. As a whole staff we completed the survey for the Draft K-2 English Syllabus.</p> <p>We were nominated to be an Accelerated Adopter School for the trial of the new K-2 English and Mathematics Curriculum in 2022.</p>
<p>Evaluate current data collection systems and assess areas of strengths and areas for improvement.</p>	<p>Data collection systems have been revised following analysis of current practices and systems adopted to closely align with NAPLAN and Check-In assessments for triangulation of data.</p>

Strategic Direction 3: Strong Partnerships and Connections

Purpose

Whole school and inter-school relationships ensure the ongoing development and improvement in teaching practice and student 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.

- School and Inter-School Partnerships

Resources allocated to this strategic direction

Location: \$15,000.00

School support allocation (principal support): \$3,605.00

QTSS release: \$2,579.00

Summary of progress

This year the effects of COVID have reduced our ability to work collaboratively beyond our school. All staff and parents worked collaboratively to maintain open communication practices and build positive school relationships. Due to restrictions around inter-school events and numbers of staff at meetings, opportunities to work towards this strategic direction have been limited. Initiatives for 2021 will be carried forward into 2022.

Community engagement was limited due to COVID-19 restrictions. Parents had the opportunity to attend P&C meetings and a small number of school and inter-school events. Regular updates were provide to parents and community through the school newsletter.

With all small schools participating in the ISM project, no progress has been made towards evaluating the PDP process beyond our school. As a staff we will continue to use this document, supported by our lesson observations, mid-year self evaluation and PDPs with goals set by staff based on Professional Learning needs and the School Improvement Plan.

Barwon Community of Schools

Capacity building across schools was not possible due to COVID restrictions.

The Teaching Principal attended Barwon Small Schools meetings to build learning alliances.

Professional learning included ongoing data skills and use, and the implementation of the ISM Project.

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 method to track data on community engagement is developed Kids Matter wellbeing data shows 75% of students and parents agree in most areas of the surveys	We did not meet this Progress Measure for 2021 due to unforeseen circumstances and community availability.
.Evaluate agreed PDP process, document is signed off by Barwon Community of Schools. Boomi PS, Bullarah PS and Garah PS participate in shared lesson observations, programming evaluation	Agreed PDP progress was not completed in 2021 due to Community of Schools agreement to participate in the ISM (Intensive Support Model) project. Due to changes in staff shared lesson observations were not able to be co-constructed and co-implemented.

and PDP tracking as a method to build staff capacity across the network.

Staff role statements include areas of responsibility, especially for data collection. A uniform recording system for students is established.

School based system procedures and identified roles and responsibilities have been partially completed in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$20,338.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Boomi 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"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Improved student outcomes in the areas of literacy, numeracy and social wellbeing. Students increased their ability to be able to work independently.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support from teachers and SLSO, with a focus on literacy, numeracy and social wellbeing</p>
<p>Socio-economic background</p> <p>\$904.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Boomi 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"> • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs to support identified students with additional needs <p>The allocation of this funding has resulted in: The administration and analysis of PAT tests at beginning and end of year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing administration of PAT assessments</p>
<p>Aboriginal background</p> <p>\$2,238.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Boomi 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"> • Literacy • Numeracy <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 literacy and numeracy programs <p>The allocation of this funding has resulted in: Identified students receiving extra support in the classroom during literacy and numeracy programs</p>

<p>Aboriginal background</p> <p>\$2,238.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continued use of funds to support students and to allow Boomi Public School to run three classes, four days a week in 2022</p>
<p>Low level adjustment for disability</p> <p>\$29,105.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Boomi 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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention (MultiLit) to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Identified students receiving extra support in the classroom during literacy and numeracy sessions as well as individual tutoring</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued use of funds to support students and to allow Boomi Public School to run three classes, four days a week in 2022</p>
<p>Location</p> <p>\$15,000.00</p>	<p>The location funding allocation is provided to Boomi 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"> • School and Inter-School Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: Students being able to engage with students from other schools. (Limited due to COVID-19 protocols)</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support for student engagement with other schools in the local area and to subsidise excursion costs.</p>
<p>Professional learning</p> <p>\$8,103.00</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 Boomi 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"> • Literacy • Evidence-based effective teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning in High Potential and Gifted Education • Professional Learning in PLAN2 and data collection • Professional learning through Barwon COS

Professional learning \$8,103.00	<p>The allocation of this funding has resulted in: Improved teacher understanding of the High Potential and Gifted Education Policy. Improved understanding of and ability to use PLAN2</p> <p>After evaluation, the next steps to support our students with this funding will be: Used to continue professional development in the areas of data skills, Literacy and Numeracy</p>
School support allocation (principal support) \$13,605.00	<p>School support allocation funding is provided to support the principal at Boomi 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"> • Literacy • Evidence-based effective teaching • School and Inter-School Partnerships • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Literacy and numeracy classroom support <p>The allocation of this funding has resulted in: Students improved understanding of literacy and numeracy concepts taught throughout 2021</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of SLSO 4 hrs per day, 3 days per week to support identified students in classroom and individual support</p>
Literacy and numeracy \$2,756.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Boomi 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"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • updating reading resources to meet the needs of students • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: The purchase of quality literature resources to improve student outcomes</p> <p>After evaluation, the next steps to support our students with this funding will be: Not applicable in 2022.</p>
QTSS release \$2,579.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Boomi 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"> • School and Inter-School Partnerships <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$2,579.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Teachers working collaboratively to write programs .</p> <p>After evaluation, the next steps to support our students with this funding will be: To have all staff attend Barwon COS professional learning at least once per term.</p>
<p>COVID ILSP</p> <p>\$16,712.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Identified students receiving additional support to improve learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing implementation of literacy and numeracy support for identified students.</p>
<p>Per capita</p> <p>\$3,944.27</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Boomi 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"> • Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of third teacher to assist with learning needs of students <p>The allocation of this funding has resulted in: Identified students receiving extra support in the classroom during literacy and numeracy programs</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued use of funds to support students and to allow Boomi Public School to run three classes, four days a week in 2022</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	12	6	5	9
Girls	13	10	11	13

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.5	96.7		89.4
1	95.5	81	88.5	88.2
2	91	94.7	86.9	95.2
3	91.5	91.4	94.7	93.2
4	91.7	97.8	93.4	90.9
5	88.9	84.1	96.9	86.5
6	89.2	89.9	95.5	93.2
All Years	91.5	90.3	93.8	90.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1		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	91.9	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)	1.65
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	352,437
Revenue	644,319
Appropriation	641,083
Grants and contributions	2,508
Investment income	328
Other revenue	400
Expenses	-617,389
Employee related	-499,161
Operating expenses	-118,228
Surplus / deficit for the year	26,929
Closing Balance	379,366

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	20,338
Equity Total	32,248
Equity - Aboriginal	2,238
Equity - Socio-economic	904
Equity - Language	0
Equity - Disability	29,106
Base Total	554,452
Base - Per Capita	3,944
Base - Location	25,637
Base - Other	524,871
Other Total	21,246
Grand Total	628,284

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The results for student surveys and conversations indicate that:

- 100% of students feel that they belong at the school
- 100% of students feel safe at school
- 100% of students believe that teachers at the school listen to them and value their opinions.

Comments from students included:

- I loved doing the drama lessons with Danielle
- My teachers explain to me what we are learning, why we are learning it and how I can improve.
- Boomi is a great place to learn

The results from parent surveys and conversations indicate that:

- 100% of parents agreed or strongly agreed that they felt welcome at the school
- 100% of parents agreed or strongly agreed that the school kept families informed about student learning and school events
- The majority of parents were happy with school responses and actions during the COVID-19 period - negative comments were geared towards Department policies and protocols rather than at the school's learning from home procedures.

Staff felt that were all integral to the running of the school and improving student outcomes. They understood their roles and responsibilities and were willing to take on additional challenges.

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.