

# 2021 Annual Report

## Branxton Public School



1341

# Introduction

The Annual Report for 2021 is provided to the community of Branxton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

---

Branxton Public School

12 King Street

BRANXTON, 2335

[www.branxton-p.schools.nsw.edu.au](http://www.branxton-p.schools.nsw.edu.au)

[branxton-p.school@det.nsw.edu.au](mailto:branxton-p.school@det.nsw.edu.au)

4938 1214

## School vision

At Branxton Public School we believe every child should be challenged to learn and continually improve through the delivery of evidence based whole school practices. Teachers, parents and students work collaboratively to maintain high expectations that every student will improve, every year. Strong systems and structures will be in place to support the ongoing learning and wellbeing of staff and students.

## School context

Branxton Public School is situated in a semi rural setting in the lower Hunter Valley, on the traditional lands of the Wonnarua people. With a strong history of over 150 years of education, the school works in partnership with parents and carers to ensure all students achieve their personal best. The current enrolment is 374, with 10% of students identifying as Aboriginal. Staff are dedicated to improving outcomes for all students through their professional, collaborative learning. Branxton Public School is part of the Rutherford Learning Community, working collaboratively with local schools and Rutherford High School.

As a result of our work on the Situational Analysis we have identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around research informed pedagogy and using data to inform teaching.

### Strategic Direction 1- Growth and Attainment

Analysis of data shows positive growth results in both reading and maths. Practices developed in the previous school plan need to be embedded with new staff and a focus on extending learning opportunities to cater for students in the top 2 bands will be a priority. High quality assessment and data driven practices will continue to be a focus to ensure all students are challenged and all adjustments lead to improved learning. Further work will occur around how teachers can successfully plan for and deliver quality differentiated instruction to those identified as high potential and gifted. Explicit teaching and effective feedback to students will be a feature of this plan to allow students to action the information provided against the learning outcomes from the syllabus. Through NAPLAN analysis, the school has identified target areas in Reading and Numeracy. This includes students reading and responding to a range of texts and technologies and improving learning outcomes in the Measurement and Geometry, and Statistics and Probability strands of maths.

### Strategic Direction 2- An Enabling Learning Environment

With PBL school wide systems and practices embedded in external areas, the shift to Tier 1 Classroom interventions will be a priority. A focus on student engagement, which includes these PBL interventions along with staff development in contemporary learning and teaching, will be implemented. TTFM data shows that students perceive that teachers have high expectations for learning, however, student interest and motivation to learning is lower than Government norms and shows significant differences across equity groups in areas such as perseverance. High impact professional learning will be used to embed a whole school approach to the effective use of technology. This is a priority as our current data shows that our use of technology is below Government norms

### Strategic Direction 3- Community Partnerships

TTFM survey data indicates a need to develop understanding in Aboriginal culture. Plans to embed the teaching of Aboriginal and Torres Strait Islanders Histories and Cultures more effectively as a cross curriculum priority are included in this plan, along with opportunities for our students and members of the Junior AECG to have a voice in the directions for Aboriginal Education at our school. We see a need to develop our community connections to support us in this area.

The impact of COVID on parents feeling welcome and being informed about learning was obvious in the 2020 TTFM survey results however there has been a downward trend in parents are informed, school supports learning and school supports positive behaviour areas over the last 2 years, with the school now sitting below the Government norm in these areas. In this Strategic Direction, we have identified targets to improve communication between home and school. New procedures for monitoring attendance have been developed and communication with parents around attendance rates is embedded in this.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	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 enable students to obtain maximum success in Literacy and Numeracy, we will further develop evidence-based teaching methods and data-driven teaching practices to ensure that all students are challenged, and all adjustments are purposeful and lead to improved learning.

### Initiatives

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

- Effective Classroom Practice
- Data Skills and Use

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$12,122.74

**QTSS release:** \$70,073.75

**Socio-economic background:** \$159,612.59

**Professional learning:** \$8,022.17

**Per capita:** \$60,000.00

**Low level adjustment for disability:** \$12,000.00

### Summary of progress

Our focus for Strategic Direction 1 was on effective classroom practice and data skills and use.

This involved extensive staff development for K-2 staff in direct explicit instruction and the use of decodable readers to develop blending and segmenting skills. In 3-6, new staff undertook additional professional learning to embed the Shifty 6 writing strategies, I Can statements and rich tasks in Maths..

As a result, students in K-2 have shown positive growth in hearing and recording sounds. In 3-6, students have consistently demonstrated growth in writing results with 78% of students in the top 3 bands of year 5 writing (NAPLAN) an overall increase of 24% of students since 2018. In Years 4-6 Maths students have achieved above statistically similar schools in Check in Assessments throughout 2020 and 2021.

Next year our focus will be on Formative Assessment which will support further improvements towards the achievement of our targets. Due to the impact of COVID, some activities will need to be revisited in the 2022 plan.

### 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
Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 6% or greater.	2022 NAPLAN results show an increase of 6.2% for students in the top 2 bands for Reading.
Increase the proportion of students achieving in the top 2 bands NAPLAN Numeracy bands by 6% or greater.	2022 NAPLAN results show an increase of 10.5% for students in the top 2 bands for Numeracy
Increase of 5% or greater of students achieving expected growth in NAPLAN Reading.	There was an increase of 21.9% of students achieving expected growth in NAPLAN Reading.
Increase of 5% or greater of students achieving expected growth in NAPLAN	There was an increase of 3.7% of students achieving expected growth in NAPLAN Numeracy. This did not meet our target of 5% or greater.



## Strategic Direction 2: An Enabling Learning Environment

### Purpose

At Branxton Public School we will have quality systems, structures and processes that drive a high expectations culture that focuses on the continuous improvement of teaching and learning. We will have quality systems within the school that support the wellbeing of all students so they can 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.

- Whole School Structures
- Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$72,000.00

**Aboriginal background:** \$10,000.00

**Professional learning:** \$3,000.00

**English language proficiency:** \$3,000.00

### Summary of progress

Our focus for 2021 in Strategic Direction 2 was on the development of whole school structures and a planned approach to wellbeing.

These involved staff auditing and evaluating current systems for Attendance and Learning support.

As a result, whole school attendance procedures have been developed with the key understanding, attendance is everyone's responsibility. Staff now have a greater understanding of our school attendance target and their roles and responsibilities as individuals and as a staff collective towards meeting them. NDIS school procedures have been updated to ensure the school, the family and providers are working together to support students to improve their learning outcomes. There is now a targeted focus on working as a team to support the student, with all key stakeholders becoming part of the solution.

Next year our focus will be continuing to build on a holistic student approach by continuing to evaluate and refine learning and support procedures. PBL will be evaluated and refined to suit the emerging needs of the school community. Attendance will continue to be everyone's responsibility.

### 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
Increase the percentage of students attending school more than 90% of the time by 5%.	The percentage of students attending school at or above 90% of the time increased by 7.5%
Increase the percentage of Aboriginal students attending school more than 90% of the time by 5%.	The percentage of Aboriginal students attending school at or above 90% of the time increased by 2%. As such, we did not meet our target.
Increase the proportion of students reporting positive wellbeing by 2.6% or greater.	The proportion of students reporting positive wellbeing increased by 0.02%. As such, we did not meet our target.

## Strategic Direction 3: Collaborative Practice

### Purpose

At Branxton Public School we will maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress. We will build school-wide collective responsibility for student learning and success with enhanced partnerships between the school, parents/carers and the community.

### 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.

- Authentic Partnerships
- Leadership Development for a quality PLC

### Resources allocated to this strategic direction

**Professional learning:** \$12,000.00

### Summary of progress

Our focus for 2021 in Strategic Direction 3 was on the development of authentic partnerships and leadership development.

These involved teachers working with families to increase engagement in SeeSaw to create connections between home and school and our leadership team developing as agile leaders.

As a result, Seesaw posts appeared to increase significantly in 2021. However closer analysis showed this increase was due to the longer Learning From Home period, with Seesaw being our mode of delivery. When Learning from Home data was removed from 2020 and 2021 there was a decrease in the average number of posts. Most posts mainly featured a photo of student work. There were significantly less posts which included an example of student's work with feedback or indication of expectation (goal/ success criteria).

Next year our focus will be on staff development to build on a school-wide, collective responsibility for student learning and wellbeing success. We will do this by continuing with using SeeSaw as a way to share student learning to enable parents to develop an understanding of their child's learning and wellbeing needs and successes. Our leadership team will continue to participate in Agile Leadership professional learning, creating strong systems and structures that support leadership across all levels of 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
There will be a 10% increase in teachers sharing content which indicates what and how well their child is learning to parents on Seesaw.	The percentage of Seesaw posts outside of the Learning from Home period decreased by 17%.
50% or above of parents complete the TTFM survey with over 80% parents' feeling welcomed and informed.	10% of parents completed the Tell Them From Me survey. There was an increase in total numbers from the previous year.  The number of K-2 parents feeling welcome remained the same as the previous year, whilst 3-6 parents showed an increase of 5%.  The number of K-2 parents who are informed decreased by 1%, whilst 3-6 parents showed an increase of 10%.
50% or above of staff reporting strong staff collaboration from the teacher	The teacher TTFM survey shows more than 50% of teachers reporting strong collaboration, and shows an increase from the previous year.



TTFM survey.

Stronger collaboration was reported across K - 2 staff. The variation across the 8 collaborative practices ranges from 8.5 to 6.3, with a need to focus on the collaboration of learning goals.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$232,552.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Branxton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing to assist students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students received targeted support based on need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Targeted PL for SLSO staff in Literacy and Numeracy intervention.</p>
<p>Socio-economic background</p> <p>\$231,612.59</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Branxton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Data Skills and Use</li> <li>• Wellbeing</li> <li>• Whole School Structures</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement CTJ and data meetings to support students in Literacy and Numeracy.</li> <li>• employment of additional staff to support Daily Writes program implementation.</li> <li>• additional staffing (AP off class) to support CTJ and data meetings.</li> <li>• engage with external providers (Steve Spencer) to support student wellbeing.</li> <li>• NDIS school procedures updated and communicated.</li> <li>• staff release to increase student attendance.</li> <li>• Attendance school procedures updated and communicated.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Stronger systems and structures to support CTJ, NDIS supports and student attendance. Teachers have a stronger working knowledge of students from trauma backgrounds.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to ensure attendance is 'everyone's responsibility'. Continue to implement 'Formative Assessment' PL package across the whole school, ensuring Learning Intentions and Success criteria are used to ensure students know what they are learning and their achievement. Continue to support teachers to have CTJ.</p>
<p>Aboriginal background</p> <p>\$42,231.59</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Branxton 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>Aboriginal background</p> <p>\$42,231.59</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Structures</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community consultation and engagement to support the development of Yarning Circle</li> <li>• community consultation and engagement to support the development of cultural competency. (Connecting to Country PL)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All Aboriginal and Torres Strait Islander students have a working PLP that has Literacy and Numeracy goals. Employment of additional SLSO to support students in class to achieve their goals. Connecting to Country PL supported teachers to better understand local culture and history and how this can be incorporated into school life and used to support students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Targeted PL for SLSO staff in Literacy and Numeracy intervention.</p>
<p>English language proficiency</p> <p>\$7,750.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Branxton Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> AP supporting teachers of EAL/D students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide EAL/D Progression leveling PL to staff</p>
<p>Low level adjustment for disability</p> <p>\$185,840.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Branxton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of additional teacher (supplement COVID ILSP so all grades had support).</li> <li>• Supplement SLSO time for students with high needs.</li> </ul>

<p>Low level adjustment for disability</p> <p>\$185,840.06</p>	<p><b>The allocation of this funding has resulted in:</b> Increased learning outcomes for ES1 and Stage 1 students. High needs students supported all day.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to refine practice that is driven by formative assessment and data.</p>
<p>Location</p> <p>\$10,388.64</p>	<p>The location funding allocation is provided to Branxton Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students participated in learning experiences to enhance the curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Target funding to specific needs.</p>
<p>Literacy and numeracy</p> <p>\$12,122.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Branxton Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> ES1 teachers trained in decodable texts with the purchases of resources to support the implementation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to implement decodable texts as preferred reading program for ES1. Train Stage 1 teachers and purchase resources.</p>
<p>QTSS release</p> <p>\$70,073.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Branxton Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul>

<p>QTSS release</p> <p>\$70,073.75</p>	<p><b>The allocation of this funding has resulted in:</b> AP supporting classroom teachers through planning/data days.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Refine and refocus planning/data days. Ensure these days are more strategic.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Branxton Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> AP supporting classroom teachers through planning/data days.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Refine and refocus planning/data days. Ensure these days are more strategic.</p>
<p>COVID ILSP</p> <p>\$188,799.63</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Learning outcomes of identified Stage 2 and 3 students increased.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Use the 'Learning Sprint' model to ensure student learning is target, directed and short, sharp and frequent.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	214	198	197	186
Girls	185	179	178	186

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	93.3	95.2	92
1	93.6	93.1	93.2	92.6
2	91.7	93.9	92.4	92.3
3	92.2	92.2	92.1	90.1
4	91.3	92.1	90.8	91.8
5	93.6	91.7	91.9	89.2
6	92.1	92.8	90.1	89.6
All Years	92.6	92.7	92.3	91.1
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
Assistant Principal(s)	3
Classroom Teacher(s)	13.86
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	655,628
<b>Revenue</b>	4,072,417
Appropriation	3,893,706
Sale of Goods and Services	5,040
Grants and contributions	169,375
Investment income	297
Other revenue	4,000
<b>Expenses</b>	-3,993,837
Employee related	-3,565,682
Operating expenses	-428,155
<b>Surplus / deficit for the year</b>	78,581
<b>Closing Balance</b>	734,209

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	232,552
<b>Equity Total</b>	467,435
Equity - Aboriginal	42,232
Equity - Socio-economic	231,613
Equity - Language	7,751
Equity - Disability	185,840
<b>Base Total</b>	2,706,117
Base - Per Capita	92,444
Base - Location	10,389
Base - Other	2,603,285
<b>Other Total</b>	206,676
<b>Grand Total</b>	3,612,781

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

The trend data from the **Tell them From Me Parent Survey** shows a positive increase in 6 out of the 7 areas.

## Parents Feel Welcome

This areas showed a positive turn in responses following a 0.9 drop from the previous year. Our results this year show a 0.3 increase which has us meeting the Government norm. Our strengths are:

- \* The school administrative team are helpful when i have a question or a problem and
- \* I can easily speak with my child's teachers

This follows a concerted effort at the beginning of the year to rebuild connections between the school and families as a result of COVID restrictions. Communication of school wide information was changed to a more visual format in Skool Bag. and parents were provided with a number of avenues to contact the school and build partnerships in their child's learning.

An area to address is with the consistency of information provided across classes to ensure all parents are provided with the opportunity to develop understanding of their child as a learner. and to vary the times of parent information sessions to give all parents an opportunity to attend.

## Parents are Informed

This area saw a positive turn in 2021, with the school sitting above the Government norm in this area. Our strengths are:

- \* Reports on my child's progress are written in terms I understand.
- \* I am informed about my child's behaviour at school, whether positive or negative.
- \* If there were concerns with my child's behaviour at school, the teachers would inform me immediately

An area to address is to build communication between home and school about each child's social and emotional development.

## Parents' participation at School

The COVID restrictions impacted on parents attendance at school events and within school committees however teachers made a concerted effort to check in with parents during the Learning From Home period which saw an increase in the number of parents who had spoken with teachers on the phone. Once the guidelines enable parents on site consideration will need to be given to the times when parent events and information sessions are scheduled .

## Parents Support Learning at Home

This area saw a decline in 2021 however our results are still above the Government average.

Our strengths are:

- \* Parents praise their child for doing well at school
- \* Parents encourage students to do well at school.

An area to address is to build the understanding of how well each child is doing in their class and for parents to ask about any challenges their child may be having at school.

## School supports learning

This area saw a positive upturn in 2021 however we are still below the Government average in this area.

Our strengths are:

- \* Teachers show an interest in my child's learning.
- \* My child is encouraged to do his or her best work.

An area to address is Homework with low results for teachers expecting homework to be done on time.

### **School supports positive behaviour**

This area saw a positive upturn following several years of decline we are below the Government norm in this area. Our results show:

- \* Children are clear about the rules for school behaviour
- \* Teachers expect children to pay attention in class.

An area to address is teachers devoting their time to extra- curricular activities; however, this was an area impacted by the COVID restrictions.

### **Safety at school**

This area saw a 0.3 increase following a 1.0 decrease the previous year. Our results have us sitting at the Government norm.

Our strengths are:

- \* Children feel safe going to and from school.

An area to address is:

- \* Behaviour issues are dealt with in a timely manner.
- \* The school helps prevent bullying.

### **Inclusive school**

This area saw a 0.3 positive increase following a 1.2 decrease the previous year. This result sees us sitting just above the Government norm.

Our strengths are:

- \* School staff take an active role in making sure all students are included in school activities.

An area to address is:

- \* Teachers help students who need extra support.
- \* School staff create opportunities for students who are learning at a slower pace.

The trend data from the **TTFM Student Survey** shows mixed results..

There was a 16% decline in students who participate in sports and a 4% decline in students participating in extra curricula activities. These areas may reflect the COVID restrictions.

**Sense of belonging** saw an 8% decline with Year 4, 5 and 6 all below the government Norm. Across the grades (Year 4-6) boys are 21% below the norm and girls are 15% below.

**Students with positive relationships** shows a continuing upward trend with all grades (Year 4-6) above the norm. Both boys and girls are 5% above the norm.

**Students that value schooling outcomes** have also continued to increase. We are currently 2% below the government norm, with Year 4 being equal and Year 5 and 6 just below the average.

**Students with positive homework behaviours** saw a decline of 28%. This was reflected across all grades.

The results for **Students with positive behaviour at school** remained the same as the previous year. Our school is above the government mean with all grades reflecting results higher than the average.

**Students who are interested and motivated** saw a 13% decline from the previous year. The results for boys are 25% below the norm whilst girls are 16% below.

**Students try hard to succeed in their learning** saw a 1% decline from the previous year. the school is now 4% below

the government norm with a declining pattern evident as the students progress through the grades.

The trend data from the **TTFM Teacher Survey** shows improved results in all areas of the Classroom context.

In the area of **Learning Culture** we are 0.1 below the norm. Teachers set high expectations for learning but an area for development is in talking to students about the barriers to their learning.

In **Data Informs Practice** we are 0.3 below the norm. Teachers use assessment to understand where students are having difficulty and use assessment results to inform their teaching. An area for improvement is for teachers to provide students with sample of work which reflect an "A", "B" or "C".

In **Teaching Strategies** we are 0.1 below the norm. Responses show that teachers try to link a new concept to previously mastered skills and knowledge. An area is focus on is students receiving written feedback on their work at least once every week.

In the area of **Technology** our teacher results are 0.2 below the norm. An area of strength is student access to devices for their learning. This is a result of our inclusion in the RAG program which saw an increase of over 60 devices for students at the school. An area for improvement is students using computers or other interactive technology to track progress towards their goals.

In the **Inclusive School** questions we are 0.3 below the norm. Our strength is teachers establish clear expectations for classroom behaviour. an area for focus is helping low-performing students plan their assignments and teachers being regularly available to help students with special learning needs.

In the **Parent Involvement** we are 0.2 below the government norm. Teacher responses indicate that:

- \* Parents understand the expectations for students in my class; and
- \* Teachers use strategies to engage parents in their child's learning.

This is a focus for our current plan as data analysis shows inconsistencies across classes.

Areas for teachers to focus are:

- \* sharing students' learning goals with their parents; and
- \* making an effort to involve parents and other community members in creating learning opportunities.

# 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.