

# 2021 Annual Report

## Broadwater Public School



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# Introduction

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

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Broadwater Public School

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## School vision

In our school, each child, regardless of their background or ability will be encouraged and challenged to do their personal best to be a successful learner. Every student will be known, valued and cared for.

Our staff will provide a personal approach to quality education in a safe, caring, respectful and supportive environment.

As a school community, we will inspire our students to develop a passion for learning and support them to reach their highest potential, thereby enabling them to become confident, active and informed individuals.

## School context

Broadwater Public School is a small PP5 school located within the village of Broadwater in the Lennox Coast School Education Group. Our current enrolment is 54 students which has been the average over the past 5 years. Our Aboriginal student population is usually about 10%. Local land development suggests our enrolments will increase quite substantially in the next few years.

The school is staffed by a Teaching Principal, two full-time classroom teachers, a part-time teacher-librarian and a Learning and Support Teacher (0.1). Other staffing include a full time School Admin Manager position and a general assistant.

Our student body is recognised for their wonderful sense of values and commitment to achieve. Our value statement recognises three very important qualities: caring, achieving and respect.

The school and community partnership is strong with our core body of P&C helpers eager to promote our educational programs and student achievements. Our staff actively promote opportunities for parents to work as partners in our school.

The school has strong links with the surrounding small schools, known as Southern Cross Community of Small Schools. This group enables principals, teachers and SASS staff to work collaboratively to develop our professional practice and actively promotes opportunities to further inspire our collective of students and staff.

Our Situational Analysis has identified the need to continue our emphasis on embedding quality teaching practices in literacy and numeracy. With an emphasis on high impact teaching strategies, we will provide opportunities to improve teacher practice and students' growth and attainment. We will also move towards deeper reflective practices which will involve a stronger use of data.

## 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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

## Purpose

To maximise the learning outcomes for every student in Reading 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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**COVID ILSP: \$33,433.00**

**Literacy and numeracy: \$5,954.00**

**Socio-economic background:** \$27,840.00

**Integration funding support: \$3,360.00**

**Low level adjustment for disability: \$15,512.00**

**Professional learning: \$2,000.00**

**Aboriginal background: \$5,000.00**

**Location:** \$3,545.00

**QTSS release: \$7,323.00**

## Summary of progress

## Reading and Numeracy

The major focus was to develop an intensive learning program to cater for the learning needs of students who required additional support with their learning. (Covid ILS Program) This program was implemented throughout the whole year with alternating groups focusing on elements of Literacy and Numeracy.

In Term 2 and 3 all staff completed PL for Reading and Numeracy. The components of this learning were shared with all staff at our professional learning meetings and where appropriate strategies adopted by teachers to use in their teaching.

Additionally, staff were up skilled in the use of the Learning Progressions for certain elements in both Reading and Numeracy.

Teaching staff used evidence (work samples + observations) and assessment data to identify students who were in need of additional support with their Literacy and Numeracy.

We were able to employ a retired teacher who demonstrated excellent skills as our tutor.

We created a whole school timetable to allow withdrawal groups to function.

Teaching staff collaborated with the tutor to develop the learning programs with the tutor and these group programs were developed in PLAN2.

COVID pandemic meant quite a lot of disruptions to learning time which created issues regarding the expenditure of funds within the required time frame.

**'What progress have we made, and what impact have we seen, as a result of the implementation of our initiatives in our Strategic Improvement Plan?'**

This initiative demonstrated itself as a very effective strategy to target the learning needs of our middle-achieving students. Small group instruction allows for targeted instruction at the point of student need. Impact on student learning was evidenced by improvements in writing structure, reading levels, number understandings and mental strategies.

Next year, in this initiative, **we will**

[illegible]

## 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
<b>NAPLAN Targets</b>  <b>Reading</b> <ul style="list-style-type: none"> <li>• Increase the percentage of Year 3 &amp; Year 5 students achieving in the top 2 bands of NAPLAN Reading to be <b>above the system-negotiated network target baseline</b></li> </ul>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in <b>NAPLAN Reading is 66%</b> and has exceeded <b>the system-negotiated network target baseline of 47.7%</b></p>
<b>NAPLAN Targets</b>  <b>Numeracy</b> <ul style="list-style-type: none"> <li>• Increase the percentage of Year 3 &amp; Year 5 students achieving in the top 2 bands of NAPLAN Numeracy to be <b>above the system-negotiated network target baseline.</b></li> </ul>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in <b>NAPLAN Numeracy is 50%</b> and has exceeded <b>the system-negotiated network target baseline of 22%</b></p>
<b>Progressions</b>  <b>Reading</b> <ul style="list-style-type: none"> <li>• 65% of students completing Kindergarten will have achieved within Level 5 of the Understanding Texts elements of the Literacy Progressions.</li> <li>• 65% of students completing Year 3 will have achieved within Level 7 of the Understanding Texts elements of the Literacy Progressions.</li> </ul>	<p>100% of Kindergarten students have achieved within <b>Level 5 of the Understanding Texts</b> sub-element of the Literacy Progressions.</p> <p>The majority of Year 3 students have achieved within <b>Level 7 of the Understanding Texts</b> sub-element of the Literacy Progressions.</p>
<b>Progressions</b>  <b>Numeracy</b> <ul style="list-style-type: none"> <li>• 65% of students completing Kindergarten will have achieved within <b>Level 5</b> of Quantifying Numbers element of the Numeracy Progressions.</li> <li>• A minimum of 65% of students completing Year 3 will have achieved the learning indicators within <b>Level 8</b> of the Additive Strategies element of the Numeracy Progressions.</li> </ul>	<p>100% of Kindergarten students have achieved within <b>Level 5 of the Quantifying Numbers</b> element of the Numeracy Progressions which is above our target of 65%</p> <p>The majority of Year 3 students have achieved within <b>Level 8 of the Additive Strategies</b> element of the Numeracy Progressions.</p>
<b>PAT</b>  <b>Reading</b>  <p>A benchmark of 60% of students in Years 2-6 will achieve 1.0 years' worth of reading growth through the PAT Reading Test</p>	<p><b>PAT Reading</b> data indicates that 64% of students have achieved 1.0 years' worth of reading growth which is above our 60% benchmark.</p>
<b>PAT</b>  <b>Maths</b>  <p>A benchmark of 60% of students in Years 2-6 will achieve 1.0 years' worth of numeracy growth through the PAT Maths Test</p>	<p><b>PAT Maths</b> data indicates that 83% of students in Years 4-6 have achieved 1.0 years' worth of numeracy growth which is above our 60% benchmark.</p>

Establish a baseline for our Year 3 students in Reading to determine if students are below, at or above expected end of year levels for Reading.	Our baseline percentage of students who are at or above our expected end of year levels for reading is 50% (based on Check in Assessment for Reading 2021)
Establish a baseline for our Year 3 students in Numeracy to determine if students are below, at or above expected end of year levels for Numeracy.	Our baseline percentage of students who are at or above our expected end of year levels for Numeracy is 38% (based on Check in Assessment for Numeracy 2021)

## Purpose

## Initiatives

- Effective Classroom Practice
- Self-Directed Learning
- Every Day Counts

**Professional learning: \$2,000.00**  
**QTSS release: \$4,000.00**

Teaching staff were guided through the process of Quality Teaching Rounds with a cohort of teachers from around NSW. As a part of the program, we participated in collaborative discussion about various research pertaining to teaching practice, participated in QTR process with lesson observations and having collaborative conversations with peers on the QT Model.

The main downside was that not all staff were able to experience the benefits of this training with only 50% of staff able to participate in the whole QTR process. Staff not included in the whole process were provided with a 2 day workshop allowing them to critique their colleague's lessons using the QT Model. Although not perfect, it was a step in the right direction.

Staff are all onboard with the philosophy of Quality Teaching and clearly believe the benefits of engaging in the process. We are committed to using the QT Model to improve our teaching practice and providing collaborative support to each other through the observation and coding of each other's lessons.

**'What progress have we made, and what impact have we seen, as a result of the implementation of our initiatives in our Strategic Improvement Plan?'**

This initiative demonstrated itself as a very effective strategy to allow us to focus on our teaching practice. Through being a part of the highly recognised QTR professional learning, staff were able to gain a clear understanding of the QT process and the QT Model. This has led to collaborative conversations and purposeful actions with our lesson planning.

Next year, in this initiative, **we will**

[illegible]

### 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><b>Quality Teaching Rounds</b></p> <ul style="list-style-type: none"> <li>• 25% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas.</li> <li>• 25% of staff have improved their teaching practice as demonstrated by the Quality Teaching Model (QTM).</li> <li>• 25% of teachers collaboratively develop teaching and learning</li> </ul>	<p>All staff have demonstrated improvements in their teaching practice using the QTM as a resource.</p>



programs incorporating QTM.	
<b>Self -Directed Learning</b> <ul style="list-style-type: none"> <li>• 50% of teachers are embedding Learning Intentions in classrooms with students engaging in self-assessment using Success Criteria for their literacy goals</li> </ul>	<p>100% of teachers are utilising learning intentions and success criteria in some of their lessons in order to establish explicit, challenging and achievable learning goals for all students.</p> <p>All students are writing Literacy goals based on progression statements and these are used as a basis for discussion with each class teacher.</p>
<b>Attendance</b> <ul style="list-style-type: none"> <li>• The percentage of students attending school for 90% of the time or more will be <b>above the agreed Lower Bound Target of 70%</b></li> </ul>	<p>The percentage of students attending school for 90% of the time or more for 2021 is 96%. We are mindful that this data may be skewed due to the collection of data during Home Learning periods.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$42,720.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Broadwater 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>• Reading</li> <li>• Numeracy</li> <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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being explicitly supported with their learning plans in their classrooms. This resulted in these students achieving growth in their reading levels and achieving a feeling of success with their learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students will continue to receive additional SLSO support to enable them to engage in classroom learning. We will continue to engage expert staff in creating explicit learning programs that support these students.</p>
<p>Socio-economic background</p> <p>\$27,840.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Broadwater 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>• Reading</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 Individual Learning Programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being explicitly supported with their learning plans in their classrooms. This resulted in these students achieving growth in their reading levels and achieving a feeling of success with their learning. K-2 - All students reached reading levels equivalent to their grades 2-3 - All students with a ILP moved two reading levels after their support 4-6 - 50% of students on a support program moved two levels in their reading as a result of the intervention</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students will continue to receive additional SLSO support to enable them to engage in classroom learning activities and complete differentiated work reflecting their ILP.</p>
<p>Aboriginal background</p> <p>\$5,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Broadwater 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>\$5,000.00</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>• Reading</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 specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal students being supported with their learning by SLSO by implementing special individual programs. This allowed students to experience success with their learning and feel positive about their learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Aboriginal students will continue to receive additional SLSO support to enable them to engage in classroom learning activities and complete differentiated work reflected in their ILP.</p>
<p>Low level adjustment for disability</p> <p>\$15,512.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Broadwater 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>• Reading</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being explicitly supported with their learning plans in their classrooms. This resulted in these students achieving growth in their reading levels and achieving a feeling of success with their learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students will continue to receive additional SLSO support through this funding to enable them to engage in classroom learning.</p>
<p>Location</p> <p>\$3,545.00</p>	<p>The location funding allocation is provided to Broadwater 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>• Reading</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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being explicitly supported with their learning plans in their classrooms. This resulted in these students achieving growth in their reading levels and achieving a feeling of success with their learning.</p>

Location \$3,545.00	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students will continue to receive additional SLSO support through this funding to enable them to engage in classroom learning.</p>
Literacy and numeracy \$5,954.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Broadwater 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>• Reading</li> <li>• Numeracy</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>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teaching staff having access to professional learning that has enabled them to be the best practitioners they can be to enhance student learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will be continuing with our Quality teaching program and accessing different PL for Literacy and Numeracy (new syllabus) which this funding will be used for this.</p>
QTSS release \$11,323.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Broadwater 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>• Reading</li> <li>• Numeracy</li> <li>• Self-Directed Learning</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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All staff have had access to QT training enabling them to use the QT model to collaboratively observe and discuss how to improve teacher practice. We believe this has led to an improvement in our teaching which has supported student's learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide relief to teaching staff to enable continued collaborative planning and discussions around the QT model and how to best ensure its effective implementation to support quality teaching practice.</p>
COVID ILSP \$33,433.00	<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>

<p>COVID ILSP</p> <p>\$33,433.00</p>	<ul style="list-style-type: none"> <li>• Reading</li> <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> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Selected students engaging in small group learning activities with a tutor. This allows for intensive instruction which has enabled improvement in reading levels and improved comprehension strategies. With our younger targeted students there has been clear evidence that they have improved with their phonics understanding, sight word recognition and reading fluency.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>This program has been a huge success in targeting the learning needs of identified students and putting in place explicit teaching activities to develop their reading and numeracy skills. The program will continue as long as the funds are available.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	22	27	31	34
Girls	29	24	23	19

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	93.6	94.6	92
1	92.2	94.9	96.5	92.3
2	93	94.1	97.4	91.8
3	91.1	93.3	93.9	93.5
4	91.2	91.8	94.9	89.7
5	95.3	96.9	97	89
6	93.6	96.8	94.4	91.4
All Years	92.6	94.2	95.5	91.4
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

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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)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	191,499
<b>Revenue</b>	900,764
Appropriation	882,831
Sale of Goods and Services	3,240
Grants and contributions	14,546
Investment income	147
<b>Expenses</b>	-909,545
Employee related	-841,582
Operating expenses	-67,962
<b>Surplus / deficit for the year</b>	-8,780
<b>Closing Balance</b>	182,718

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

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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>	42,067
<b>Equity Total</b>	48,639
Equity - Aboriginal	5,037
Equity - Socio-economic	28,035
Equity - Language	0
Equity - Disability	15,567
<b>Base Total</b>	679,848
Base - Per Capita	13,312
Base - Location	3,546
Base - Other	662,991
<b>Other Total</b>	30,290
<b>Grand Total</b>	800,844

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

### Parent / Carer Survey

Unfortunately our parent/carer satisfaction surveys were a paper copy and were lost in the floods. There were approximately 15 returns of the survey. The vast majority of respondents indicated that they were exceptionally positive about the school and its programs.

We also provided our school community with the opportunity to complete the TTFM online survey. We had 5 respondents who completed the Parent Survey between 07 Oct 2021 and 11 Nov 2021. Unfortunately there were not enough respondents to generate a response.

### Student Survey

Students in the 4/5/6 class completed the TTFM survey in 2021.

This report provides results based on data from 18 students in this school who completed the survey on 30 Mar 2021. The data following is for Grades 4 and 5 only due to insufficient enrolments in Year 6. Following are some excerpts from the survey:

Students feel accepted and valued by their peers and by others at their school (School = 75% / State Norm = 81%)

Students try hard to succeed in their learning. (School = 88% / State Norm = 88%)

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. (School = 7.9 / State Norm = 7.9)

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.