

2021 Annual Report

Camden Public School



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Introduction

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

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

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School vision

Our vision at Camden Public School is to develop excellence in student achievement, where every student is supported to improve their performance across the curriculum. We share with our community the responsibility for a well-rounded, inclusive education that supports students' cognitive, social, emotional and physical well-being. We aim to empower students to achieve their personal best in a supportive environment where challenges are embraced and effort is celebrated as a path to improvement. We are committed to inspiring our students to become respectful, inclusive, resilient, lifelong learners and responsible citizens who make valuable contributions to a sustainable society.

School context

Camden Public School has 307 students, including an inclusive support unit, consisting of IM, Hearing and Autism classes. Enrolment includes 5.5% of Aboriginal students and 11% of students who have a Non-English Speaking Background. Camden continues to serve the township that bears its name as well as the surrounding semi-rural community. The school community has a vision where students are empowered to discover their strengths and strive for excellence: academically, socially and emotionally.

Our students have a history of strong academic, sporting and cultural involvement. The school provides students with a range of extra-curricula activities. A strong and proactive approach to student wellbeing exists in a safe, respectful and supportive environment.

At Camden Public School professional learning has a strong focus on student outcomes and building a school-wide consistency of quality teaching practice. There is a learning culture amongst staff where teachers and school learning support officers are committed to their professional learning and that of their colleagues and collaboratively evaluate the effect of their teaching on their students' achievement.

A key focus at Camden Public School is involving students in the learning process, where they: monitor their own learning, use self-assessment and teacher feedback to reflect on their learning and work towards learning goals. Camden Public School fosters a Growth Mindset, students: embrace challenges, are inspired by others, see effort as a pathway to achievement and are open to feedback.

Camden Public School prides itself on active community participation within all facets of school life. There is a strong partnership between students, parents and staff. A large percentage of parent volunteers and community members regularly participate in school-based activities.

The school is well resourced through the annual NSW Department of Education's School Budget Allocation. In 2021, as part of the School Budget Allocation, Camden Public School received flexible equity funding of \$104,727. The school is also expected to utilise community-based revenue of \$10,000, as well as gaining additional school resources through our high effective P&C Association.

Camden Public School continues to strive to improve the way it delivers educational services to students. As a result of the recent school evaluation as part of the school's Situational Analysis, the following improvement focus areas have been identified.

- Implementation of the new High Potential and Gifted Education policy.
- Development of teaching practice in the areas of reading, spelling and numeracy.
- Effective implementation of new NSW syllabi in 2022, with a strong focus on English and Mathematics.
- Increase student wellbeing through the introduction of dispositions of learning and the explicit teaching of social and emotional wellbeing strategies.

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	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	Delivering
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 increase achievement and growth in reading and numeracy, we will further develop the school's collective understanding of evidence-based practices that supports each teacher's ability to use student learning data to monitor and inform explicit and differentiated teaching and 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.

- Growth and attainment in reading
- Growth and attainment in numeracy

Resources allocated to this strategic direction

QTSS release: \$45,000.00

Professional learning: \$20,000.00

Summary of progress

While there was a decrease in a number of the annual progress measure targets, the school has had many successes in 2021 with the effective implementation of a range of reading and numeracy programs. This includes; the implementation of the K-2 Heggerty Phonemic Awareness program, the 3-6 direct instruction Spelling Mastery program and the K-6 Number Talk lessons. These new initiatives have led to positive internal student reading and numeracy data and staff have displayed a positive commitment to their professional learning as they collectively undertake these new initiatives. In 2022, the implementation of the K-2 Heggerty Phonemic Awareness program, the 3-6 direct instruction Spelling Mastery program and the K-6 Number Talk lessons will continue to be strengthened with class-based observations and instructional leadership feedback. Professional learning for new staff to Camden PS will also be a focus in 2022 for these initiatives.

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 of 1.5% of students achieving expected growth in reading.	There was a decrease in students achieving expected growth in reading. A focus on explicit, systematic and sequential teaching that focuses on the five key components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) will be an important aspect of the 2022 - 2025 School Plan to address this decrease.
Increase of 2% of students achieving the top 2 Bands in reading.	There was a decrease in students achieving the top 2 Bands in reading. A focus on explicit, systematic and sequential teaching that focuses on the five key components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) will be an important aspect of the 2022 - 2025 School Plan to address this decrease.
Increase of 1.5% of students achieving expected growth in numeracy.	There was a decrease in students achieving expected growth in numeracy. A focus on a whole school approach to numeracy that every student is accessing high quality numeracy lessons that are provided by teachers who have a shared understanding of evidence-based pedagogies that promote the effective teaching of mathematics will be an important aspect of the 2022 - 2025 School Plan to address this decrease.
Increase of 3% of students achieving the top 2 Bands in numeracy.	There was an increase in students achieving in the top two Bands in numeracy. To continue to maintain this increase, a focus on a whole school approach to numeracy that every student is accessing high quality numeracy lessons that are provided by teachers who have a shared understanding of evidence-based pedagogies that promote the effective

Increase of 3% of students achieving the top 2 Bands in numeracy.	teaching of mathematics will be an important aspect of the 2022 - 2025 School Plan.
An increase by 2% of students in the Year 3 2021 cohort achieving at grade expectations or above in the PAT assessment focus areas of comprehension, vocabulary and spelling by the end of 2021.	Due to COVID, the whole school assessment schedule was impacted at the end of 2021 and the PAT assessment was not completed by students. Other school-based assessments indicated a positive impact on student's spelling ability related to the new direct instruction spelling program that was implemented in 2021. The mandatory Department of Education Check-in assessment was also administrated at the end of 2021 and there was a consistent average percentage of Years 3 to 6 students answering Vocabulary and Comprehension questions correctly. The analysis of the Vocabulary and Comprehension Check in data will support the planning of quality reading learning experiences as well as contributing to the new 2022-2025 School Plan to support reading and spelling teaching and learning.
Year 3 to Year 6 teachers continuing to demonstrate improved instructional practice against the 'Camden Public School High Impact Instructional Practice in Mathematics Self-assessment Framework.'	3-6 staff are proficient in differentiating numeracy lessons. Instructional demonstration lessons with explicit learning goals and success criteria have been implemented in 3-6 by instructional leaders so that all staff have the professional learning and skills they need to program differentiated numeracy lessons and allow for improved instructional practice. This improved practice was demonstrated through a new whole school approach to fostering mathematical reasoning through the successful implementation of Number Talks in every classroom.

Strategic Direction 2: Students as positive, reflective and self-aware learners.

Purpose

To improve skill development and deeper understanding of content knowledge within all KLAS, students need to have increased engagement levels, positive relationships, a sense of belonging and motivation to challenge themselves in their learning. This will be achieved through empowering students to be active in their own learning and when managing their social and emotional wellbeing.

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.

- Students as learners
- Self-regulation to increase wellbeing and improve student learning outcomes

Resources allocated to this strategic direction

Summary of progress

While the attendance and well-being targets were not met in 2021, both sets of data remain positive and reflect the collective work of staff and the effective collaboration with families. Successes in 2021 which contributed to positive data included the positive implementation of the Zones of Regulation initiatives within the support unit to teach and foster emotional regulation of students. The work of staff during 'Remote Learning' to provide outstanding teaching and learning and well-being strategies for all students, which resulted in above NSW DoE engagement data in daily 'Remote Learning' activities was positive and culminated in a K-6 'Social and Emotional' unit of work that was implemented post 'Remote Learning' to support students as positive, reflective and self-aware learners. A key focus in 2022 will be to provide professional learning to staff on the 'Seven Dispositions of Learning' to increase each student's ability to be positive, reflective and self-aware learners.

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 1% increase of the proportion of students reporting positive expectations of success, advocacy and a sense of belonging at school.	The school did not have a 1% increase of the proportion of students reporting positive expectations of success, advocacy and a sense of belonging at school. While the school did not reach this target, the 2021 student well-being data was positive and was higher than the average student well-being data for NSW DoE and Statistically Similar Schools around NSW.
A 1.5% increase of the proportion of students attending school more than 90% of the time in Semester 1.	The school did not have a 1.5% increase of the proportion of students attending school more than 90% of the time. While the school did not reach this target, the 2021 Semester 1 attendance data was higher than the average attendance data for NSW DoE and Statistically Similar Schools around NSW.

Strategic Direction 3: Building Strong Foundations

Purpose

To support the building of strong foundations to enable students to fulfil their potential, develop mastery of key skills and explore their creativity, the school will focus on the effective implementation of new NSW syllabi that improves student outcomes, including those who have high potential.

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 implementation of new NSW curriculum
- Meeting the needs of all students

Resources allocated to this strategic direction

Literacy and numeracy: \$7,916.06

QTSS release: \$6,485.97

Summary of progress

Effective professional learning was provided to K-2 staff to support the effective implementation of an interim phonics program in 2021, that is aligned to a new philosophy of teaching reading. While this was occurring, a number of K-2 staff completed a 6 week phonics 'Sounds Write Program' course which will be implemented in 2022 to strengthen the already positive student growth data in phonics. All K-2 staff are proficient in differentiating numeracy lessons, which includes utilising 'Learning Intentions, Purpose and Success Criteria' to improve engagement and outcomes in numeracy. This strong practice and knowledge will be used in 2022 to update the school's 'Visible Learning' practices to ensure a consistent approach to all K-6 mathematics lessons that actively support students in the learning process so they know what they are learning, why that learning is important, know explicitly how to be successful and are able to articulate this to others. While well established High Potential and Gifted Education programs continued in 2021, there was limited progress on planned new High Potential and Gifted Education initiatives, except for a newly established Stage 2 Extension program, where students participated in lessons once a week based on Science, Technology, Engineering and Mathematics to develop key skills including: problem solving, creativity, critical analysis, teamwork, independent thinking, initiative, communication and digital literacy.

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
65% of Year 1 students achieving 'on track' phonic knowledge by Term 3.	Due to the COVID 'Remote Learning' period the Year 1 cohort were assessed for phonic growth in Term 4. This data highlighted that 80% of Year 1 students were achieving 'on track' phonic knowledge.
Kindergarten to Year 2 teachers continuing to demonstrate improved instructional practice against the 'Camden Public School High Impact Instructional Practice in Mathematics Self-assessment Framework.'	K-2 Staff are proficient in differentiating numeracy lessons. Instructional demonstration lessons with explicit learning goals and success criteria have been implemented in K-2 by instructional leaders so that all staff have the professional learning and skills they need to program differentiated numeracy lessons and allow for improved instructional practice. This improved practice was demonstrated through a new whole school approach to fostering mathematical reasoning through the successful implementation of Number Talks in every classroom.
Camden Public School continuing to demonstrate improved practice in the focus areas of 'Identification and assessment', 'Curriculum', 'Teaching practice' and 'Enrichment and extracurricular programs' and 'Partnerships' within the Camden Public	While the school continues to positively engage high potential and gifted students through extra-curricular programs and effective differentiated learning experiences in the classroom the progress of this target was limited due to COVID restrictions.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$43,197.99</p>	<p>Integration funding support (IFS) allocations support eligible students at Camden 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 • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Targeted students with significant learning and behavioural challenges have been supported to positively engage in school life and successfully access the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to access high quality School Learning Support Officers to ensure identified students are being well catered for to ensure success at school.</p>
<p>Socio-economic background</p> <p>\$40,570.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Camden Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the Instructional Leader program to support student learning <p>The allocation of this funding has resulted in: An Instructional Leader to be employed to support the implementation of newly established literacy and numeracy programs and continue to support teachers with their professional learning to strengthen teaching and learning practices to improve student outcomes in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, this funding will be used to employ additional Learning and Support Teacher allocation to improve students outcomes in literacy and numeracy as the school has been allocated Assistant Principal Curriculum and Instruction funding to support the Instructional Leadership program at Camden Public School.</p>
<p>Aboriginal background</p> <p>\$16,990.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Camden 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</p>

<p>Aboriginal background</p> <p>\$16,990.94</p>	<p>including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Due to COVID restrictions a number of planned activities were unable to occur. Funding was used to supplement the Learning and Support Teacher allocation so that the implementation of Aboriginal Personalised Education Plans could be effectively implemented.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, Aboriginal background flexible funding will be utilised to support Aboriginal students to regularly meet to strengthen knowledge and understanding of their Aboriginal culture and increase this knowledge and understanding within the wider school community. Funding will also be used to support additional staff to actively support Aboriginal students with their learning to ensure they are achieving at their maximum potential.</p>
<p>English language proficiency</p> <p>\$22,684.10</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Camden 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Employment of additional Learning and Support Teacher allocation., which has increased the number of students who have benefited from literacy and numeracy intervention through the Learning and Support Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding in 2022 will continue to be used to support the additional allocation of Learning and Support Teacher time.</p>
<p>Low level adjustment for disability</p> <p>\$104,726.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Camden Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Employment of the Learning and Support Teacher allocation. which was used to support the targeted intervention of students to improve literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Low level adjustment for disability</p> <p>\$104,726.81</p>	<p>Funding in 2022 will continue to be used to employ the Learning and Support Teacher with the school's staffing entitlement.</p>
<p>Literacy and numeracy</p> <p>\$7,916.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Camden 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"> • Effective implementation of new NSW curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Due to the delay of the online delivery of new syllabus and related professional learning courses to NSW schools, the development of knowledge and understanding of the new K-2 English and Mathematics syllabi has been limited for the Leadership and Support Unit teams. However, funding was utilised to support the Instructional Leaders and Early Stage 1 Coordinator to build their knowledge and understanding of the new syllabi at the end of 2021 and begin to prepare for partial implementation in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding in 2022 will be targeted to support professional learning and organisation for the full implementation of the new K-2 English and Mathematics syllabi in 2023.</p>
<p>QTSS release</p> <p>\$51,485.97</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Camden 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"> • Growth and attainment in reading • Growth and attainment in numeracy • Effective implementation of new NSW curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: An increase in professional support for teachers to improve teaching and learning within reading and numeracy through Instructional Leadership and an improvement in the quality of collaborative planning</p> <p>After evaluation, the next steps to support our students with this funding will be: QTSS release funding will be used to continue to improve the quality of collaborative planning for each team by providing opportunities for team leaders to have regular conversations with the new Assistant Principal Curriculum and Instruction when planning fortnightly collaborative planning sessions.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Camden Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Employment of an additional School Learning and Support Officer was undertaken in 2021 and positively supported the early literacy and numeracy intervention of Early Stage 1 students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Literacy and numeracy intervention funding is not available in 2022.</p>
<p>COVID ILSP</p> <p>\$87,024.83</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: Employment of an additional Learning and Support Teacher to implement small group literacy and numeracy intervention. This successful initiative had a positive impact on students' literacy numeracy skills and their well-being as they experienced success with their learning. 67 students throughout 2021 benefited from this additional assistance.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school has been allocated \$83,544 for 2022 and will employ an additional Learning and Support Teacher to improve students' literacy and numeracy outcomes through targeted small group tuition.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	152	156	173	173
Girls	159	148	145	140

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.4	96	93.8	94.7
1	94.8	93	94.1	94.4
2	94.7	93.7	93.2	94.9
3	93.7	94.7	91.8	92.6
4	95	93	92	92.9
5	94.2	93.1	92.2	92
6	93.9	92.8	92.6	90.6
All Years	94.4	93.7	92.8	93.2
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)	4
Classroom Teacher(s)	15.42
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	7.87

*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	379,444
Revenue	4,119,789
Appropriation	4,017,019
Sale of Goods and Services	7,461
Grants and contributions	94,309
Investment income	200
Other revenue	800
Expenses	-4,297,211
Employee related	-3,782,144
Operating expenses	-515,067
Surplus / deficit for the year	-177,422
Closing Balance	202,022

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	184,973
Equity - Aboriginal	16,991
Equity - Socio-economic	40,571
Equity - Language	22,684
Equity - Disability	104,727
Base Total	3,170,435
Base - Per Capita	84,540
Base - Location	0
Base - Other	3,085,894
Other Total	485,480
Grand Total	3,840,887

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

Students in Years 4 to 6 participated in the Tell Them from Me Student Survey. The survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The data below is based on the following number of students who participated in the survey in 2021. Year 4: 42, Year 5: 37 and Year 6: 38.

- * 91% of students in this school had a high rate of Participation in Sports; the NSW DoE norm for these years is 83%.
- * 55% of students in this school had a high rate of Participation in Extracurricular activities; the NSW DoE norm for these years is 55%.
- * 72% of students in this school had a high sense of belonging; the NSW DoE norm for these years is 81%.
- * In this school, 84% of students had positive relationships; the NSW DoE norm for these years is 85%.
- * 97% of students in this school valued School Outcomes; the NSW DoE norm for these years is 96%.
- * In this school, 26% of students had positive homework behaviours; the NSW DoE norm for these years is 63%.
- * In this school, 93% of students had positive behaviour; the NSW DoE norm for these years is 83%.
- * 69% of students in this school were interested and motivated; the NSW DoE norm for these years is 78%.
- * 87% of students in this school tried hard to succeed; the NSW DoE norm for these years is 88%.
- * 44% of students in this school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW DoE norm for these years is 53%.
- * 26% of students in this school were victims of moderate to severe bullying in the previous month; the NSW DoE norm for these years is 36%.
- * In this school, students rated Advocacy at School 7.9 out of 10; The NSW DoE norm for these years is 7.7.
- * In this school, Positive Teacher-Student Relations were rated 8.4 out of 10; the NSW DoE norm for these years is 8.4.
- * In this school, students rated Disciplinary Climate of the Classroom 6.9 out of 10; the NSW DoE norm for these years is 7.2.
- * In this school, students rated Teachers' Expectations for Academic Success 8.5 out of 10; the NSW DoE norm for these years is 8.7.

Tell Them from Me student data continues to reflect positive school and classroom environments, where students have the opportunity to succeed. To continue to improve the effectiveness of school and classroom effectiveness for students, there will be a focus on identifying and planning for the individual wellbeing needs of students through the Learning and Support team.

Parents and caregivers participated in the Tell Them from Me 'Partners in Learning' Parent Survey. The survey is designed to provide feedback to the school on seven separate measures which were scored on a ten-point scale. The seven measures included:

- * Parents feel welcome (8.1).
- * Parents are informed (8.0)
- * Parents support learning at home (6.8)
- * School supports learning (8.2).
- * School supports positive behaviour (8.0).
- * Safety at school (8.4)
- * Inclusive school (7.7)

All seven measures had scores above the average NSW Government Primary scores. Areas of particular strength

highlighted from parent feedback included:

- * The positive availability of class teachers and the school principal.
- * Parents are consistently informed about their child, including easy to understand reports.
- * My child is encouraged to do his or her best work.
- * Teachers show an interest in my child's learning.
- * Students have a clear understanding about expectations of behaviour.
- * Students feel safe at school.

While effective communication continues to be a strength between home and school, there will be an increased focus on providing regular information about student progress and simplifying communication to families through the purchase of a more comprehensive communication system.

Teachers participated in the Tell Them from Me 'Focus on Learning' Teacher Survey. The survey is designed to gain feedback on eight of the most important aspects of student learning. The research on classroom and school effectiveness has consistently shown these factors to have a strong correlation with student achievement. The eight aspects of student learning were scored on a ten-point scale. The eight aspects included:

- * Leadership (7.7)
- * Collaboration (7.7)
- * Learning Culture (8.4)
- * Data Informs Practice (8.0)
- * Teaching Strategies (8.5)
- * Technology (6.8)
- * Inclusive School (8.7)
- * Parent Involvement (6.9)

Tell Them from Me teacher data continues to reflect a positive learning culture that allows teachers to effectively plan, teach, assess and reflect on their impact.. To continue to maintain this positive data, the school will support the leadership team through regular discussions about collaborative planning that has a direct correlation with student academic growth.

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.