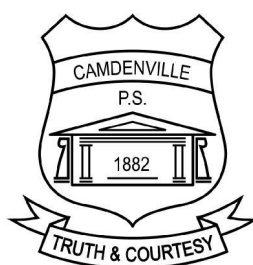


2021 Annual Report

Camdenville Public School



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Introduction

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

We believe students at Camdenville Public School develop the values and attitudes necessary to become connected and empathetic global citizens. Our students, teachers and community engage in learning experiences focused on solving authentic problems linked to their lives beyond the classroom. Students drive their learning and develop skills to succeed at life, including resilience, persistence, confidence and the ability to collaborate with others. Staff are reflective practitioners who respond to the ever-changing educational landscape. Our community values developing a sense of social equity, learning in natural and adaptive spaces, and that their children view themselves as being part of an ecosystem.

School context

Camdenville Public School is located in the inner west of Sydney and has a long history of implementing innovative approaches within a safe, caring and supportive environment. The school culture is welcoming and inclusive, with staff, families and the wider community working together to provide rich learning experiences and opportunities for students. Camdenville is a beacon of future-focused practice, evidenced through school-wide inquiry-based approaches, rich and authentic connections within and beyond the school community as well as a collective commitment to school improvement.

The school is the focal point of the community and has an enrolment of 415 students from preschool to Year 6. 30% of students are from language backgrounds other than English. 3% of students identify as Aboriginal or Torres Strait Islander. The school has strong partnerships with an active P&C and school community which help to inform school practices and programs. Extra-curricular opportunities including, music ensembles, sport, drama, visual arts, languages and robotics, enable students to excel in areas of interest and talent.

An in-depth situational analysis underpinned the development of this Strategic Improvement Plan by 'looking inward', 'looking outward' and 'looking forward'. This process involved interrogating both quantitative and qualitative data, engaging with relevant research and genuine consultation with all stakeholders.

As a result, the Strategic Improvement Plan will focus on student growth and attainment through data driven practices and a case management approach. This will be underpinned by developing collective efficacy across the teaching team through an inquiry-based approach to teacher professional learning. Strong partnerships within and beyond Camdenville will ensure that all students are valued, known and experience learning success.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure high expectations of student achievement is embedded in school culture, with all staff using systematic and reliable assessment information and data analysis to evaluate student learning over time and implement changes in teaching that will lead to measurable improvement.

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.

- Initiative 1: Data Driven Teaching Practices
- Initiative 2: Case Management Approach

Resources allocated to this strategic direction

School support allocation (principal support): \$22,053.03

Professional learning: \$3,542.00

QTSS release: \$73,213.05

Literacy and numeracy: \$8,370.33

Literacy and numeracy intervention: \$14,370.00

Summary of progress

In 2021, a Deputy Principal position was established to support the focus on data-driven practices, assessment practices, and responsive, evidence-based teaching strategies. A data team was established comprising teachers across all stages. The data team analysed school-based and external student progress data for numeracy, and developed numeracy tracking systems and processes to monitor student progress against the numeracy progressions. Data analysis from the Progressive Achievement Test (PAT), administered K-6, was used to inform teaching and learning through the identification of whole-school and stage-level trends, and individual students requiring additional support or extension. Professional learning was delivered around formative assessment practices in maths, including how to use number talks as a formative assessment tool during the Learning from Home period. Moderating sessions were conducted using writing samples from all students K-6 to ensure consistent teacher judgement, and to identify trends and areas for growth.

Teacher reflections and the analysis of student progress data indicate a need to adapt the way we teach spelling and comprehension strategies. The analysis process led to the development of a working party that identified *Initialit* as a research-based approach that would meet the needs of our students and teachers in K-2. In 2022, teachers in Years 3 - 6 will also engage with the '*Spiral of Inquiry*' process to investigate how we may need to adapt the teaching of comprehension and spelling in Years 3 - 6. The improved implementation of data-driven practices this year will also support the introduction of a '*Case Management Approach*' in 2022.

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
To be at or above the system-negotiated lower-bound target of 69.7% of Year 3 and Year 5 students achieving in the Top 2 Bands in the NAPLAN reading assessment.	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading (55.66%).
To be at or above the system-negotiated lower-bound target of 53.7% of Year 3 and Year 5 students achieving in the Top 2 Bands in the NAPLAN numeracy assessment	NAPLAN scores indicate a minimal decrease in the percentage of students in the top two skill bands for numeracy (42.45%).
To be at or above the system	The percentage of students achieving expected growth in reading

negotiated baseline of 68% of Year 5 students achieving at or above expected growth in the NAPLAN reading assessment.	decreased to 56.52% indicating progress yet to be seen toward the system-negotiated target.
Increased percentage of 5 students achieving at or above expected growth in the NAPLAN numeracy assessment trending upwards towards the baseline of 56.5%	The percentage of students achieving expected growth in numeracy increased by 7% to 53.49% indicating progress toward the system-negotiated target.
Value-added to be maintained at 'delivering' against the School Excellence Framework for K-3 and 3-5	Value-added data K-3 is not available or 2021 due to changes to the Best Start Kindergarten assessment in 2018. Value-added for 3-6 is 'working towards delivering'
All students to have progress tracked against Creating Texts data tracking sheet aligned to the Literacy Progressions with expected growth targets identified	Document analysis of tracking sheets and class targets indicate all students K-6 have their Creating Texts writing level progress identified, with expected growth targets set.
All students to have progress tracked against the Additive Strategies data tracking sheet aligned to the Numeracy Progressions with expected growth targets identified.	Document analysis of tracking sheets and class targets indicate individual student progress for the 'Additive Strategies' sub-element of the progressions are identified and tracked.
Sustaining and growing in the 'Data analysis' and 'Data use in teaching' themes within the 'Data Skills and Use' element of the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in 'data analysis' and 'data skills and use'.

Strategic Direction 2: Teachers as Learners

Purpose

Purpose: To develop a shared belief that, as part of a team and as leaders, all teachers can have a positive impact on student achievement as a result of authentic professional inquiry, focused on continuous school improvement through evidence-based practice.

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.

- Initiative 1: An Effective Professional Learning Community
- Initiative 2: Personalised Professional Development
- Initiative 3: Distributed Leadership

Resources allocated to this strategic direction

Professional learning: \$6,640.00

Literacy and numeracy: \$6,000.00

Beginning teacher support: \$14,468.00

Summary of progress

In 2021, teachers took a shared responsibility for student improvement and contributed to a transparent learning culture, evidenced through their engagement in collective inquiry during Instructional Rounds. Despite the interruption that Learning from Home caused, the agreed theory of action was implemented, including targeted professional learning that addressed the needs of the changed context and the pre-existing problem of practice. Next steps for 2022, include laying the foundation for teachers to engage in the six steps of Timperley's Spiral of Inquiry through professional learning and developing protocols.

The Leadership Team sought to strengthen their skills and invest in their leadership development to best support members of their team. A shared approach to coaching was established across the new leadership team, evidenced in weekly executive meetings that provided space to share the measurable impact of the coaching program across the school. The barriers met along the way, included the effect that learning from home had on teachers being able to address Professional Development Plan goals (established earlier in the year). Goals were adjusted and the coaching program was implemented virtually to ensure personalised support continued. The Teacher Tell Them From Me 2021 survey evidenced the impact of the coaching program on both teachers feeling supported to make changes in their practice, well above the state norm. Next steps, include a continued investment in developing the collective skills of the leadership team to ensure ongoing personalised professional development for all staff.

Distributed Leadership was developed through the utilisation of the School Leadership Identification Framework (SLIF). During Terms 1 and 2, a mix of executive and an experienced teacher took on mentoring roles to support teacher leaders. Together they engaged in sessions around the themes within the SLIF and created a sense of shared purpose. As a result of the program, teacher leaders developed a sense of self-efficacy and initiated leadership of initiatives within the SIP. As we moved into learning from home under COVID restrictions, the team were met with many barriers and the SLIF program was paused. Next steps for this initiative include, evaluating the use of the SLIF in 2021 and re-establishing the effective elements moving forward.

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 in teachers accredited at 'proficient' or above.	In 2021, 20% of teachers at Camdenville achieved accreditation at a 'proficient' level, totalling 88% of teachers as accredited at proficient or above.
Tell Them From Me Teacher Survey - 'Collaboration' above NSW Govt norm.	In the 2021 Tell Them From Me Teacher Survey, Camdenville achieved 8.6, compared to the state norm of 7.8 in 'Collaboration'.

<p>To maintain excelling at the collaborative practice and feedback, and professional learning themes in the Learning and Development element of the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling at the collaborative practice and feedback, professional learning and expertise and innovation themes within the Learning and Development element.</p>
<p>To achieve sustaining and growing for the expertise and innovation and coaching and mentoring themes in the Learning and Development element of the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing sustaining and growing in the theme of coaching and mentoring within the Learning and Development element.</p>

Strategic Direction 3: Positive Partnerships

Purpose

To establish strong partnerships within and beyond Camdenville that create shared high expectations for all students and ensure that students are valued, known and experience learning success.

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.

- Initiative 1: A Supportive School
- Initiative 2: School as a Learning Organisation

Resources allocated to this strategic direction

Integration funding support: \$232,664.00

Low level adjustment for disability: \$25,925.78

Literacy and numeracy: \$22,423.60

Professional learning: \$5,755.00

English language proficiency: \$6,637.08

Socio-economic background: \$11,395.00

Aboriginal background: \$2,000.00

Summary of progress

In 2021, our focus was to ensure the existence of strong collaborative practices between class teachers, School Learning Support Officers (SLSOs), families, students and external specialists, to ensure the academic, behavioural and emotional needs of all students were being met most effectively.

SLSOs undertook a significant professional learning program by actively participating in Department of Education developed courses, as well as courses developed by Positive Partnerships, NCCD and AFFIRM, and other resources linked to their professional learning goals. SLSO survey feedback around professional learning has indicated an increased confidence to effectively support students within the classroom.

Teachers and SLSOs were provided with release time to discuss and design goals and strategies to implement as a part of student Individual Education Plans. IEP reviews were scheduled to take place in Term 3, however, were postponed to Term 4 as a result of barriers due to Learning from Home.

Next steps for this initiative include increasing collaboration between teachers, SLSOs, the school counsellor and the Learning Support Team in supporting the behavioural and emotional needs of students.

A speech therapist was engaged and worked with students identified as EAL/D during Semester 1. This program was interrupted due to Learning From Home, and recommenced when students returned to face-to-face learning in Term 3.

Connections with schools within the Marrickville Network have been established with a joint understanding that the purpose of the new network will be to support middle leaders and Early Career Teachers as well as professional learning focused on curriculum implementation. Learning from Home created some barriers., preventing schools to meet and work together. Next steps will be to create a joint plan, protocols and intended impact across interested schools.

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
An increase in student 'sense of belonging' in the Tell Them From Me survey.	• Student Tell Them From Me survey data indicates a 3% increase in student sense of belonging from 2021.
Aboriginal and Torres Strait Islander students to attend >65% of the time.	• In 2021, the attendance rate for Aboriginal and Torres Strait Islander students was 75.1%.

<p>To achieve sustaining and growing across the 'Caring for Students' and 'A Planned Approach to Wellbeing' themes of the 'Wellbeing' element as outlined in the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme 'Caring for Students, and excelling in 'A Planned Approach to Wellbeing'.
<p>To maintain sustaining and growing across all themes within the 'Learning Culture' element as outlined in the School Excellence Framework</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing across all themes within the element of Learning Culture.
<p>For the student attendance rate to be above 90%.</p>	<ul style="list-style-type: none"> • In 2021, the attendance rate for all students was 95.2%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$232,664.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Camdenville 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"> • Initiative 1: A Supportive School <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Appropriate SLSO support in place for students in the classroom and on the playground to enable them to achieve their Individual Education Planning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to provide targeted support in the classroom and on the playground. Providing further training to SLSOs to support students with particular needs in class and on the playground.</p>
<p>Socio-economic background</p> <p>\$11,395.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Camdenville 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"> • Initiative 1: A Supportive School <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of a speech therapist. • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement the Deadly Legends program. <p>The allocation of this funding has resulted in: Aboriginal and Torres Strait Islander students from Preschool to Year 6 are supported through involvement in the Deadly Legends program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the Deadly Legends program due to positive impact on students and feedback from families.</p>
<p>Aboriginal background</p> <p>\$2,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Camdenville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: A Supportive School

<p>Aboriginal background</p> <p>\$2,000.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Development of Personalised Learning Plans for Aboriginal and Torres Strait Islander students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued use of these funds to release teachers to work with families.</p>
<p>English language proficiency</p> <p>\$6,637.08</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Camdenville 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"> • Initiative 1: A Supportive School <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives by appointing a speech therapist <p>The allocation of this funding has resulted in: Specific programs to support EAL/D students, including support for teachers to implement elements within the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued engagement of a speech therapist. Professional learning for all staff to scale the approach.</p>
<p>Low level adjustment for disability</p> <p>\$25,925.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Camdenville 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"> • Initiative 1: A Supportive School <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in: Wraparound support by enabling teachers, SLSOs, speech therapist, school counsellor and LaST to work together to best support students with IF.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued release time for teachers and SLSOs to regularly adjust targeted programs.</p>
<p>Literacy and numeracy</p> <p>\$36,793.93</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Camdenville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy</p> <p>\$36,793.93</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative 1: Data Driven Teaching Practices • Initiative 2: Case Management Approach • Initiative 2: Personalised Professional Development • Initiative 1: A Supportive School <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Introduction of the Initialit program to improve the teaching of literacy and student progress across K-2, including purchasing the program, professional learning for teachers • Refining assessment practices in both literacy and numeracy across the school through the use of the Progressive Achievement Tests. <p>The allocation of this funding has resulted in: A new approach to teaching literacy across K-2. Increased understanding of student progress across the school in both literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued investment in both Initialit and PAT.</p>
<p>QTSS release</p> <p>\$73,213.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Camdenville 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"> • Initiative 1: Data Driven Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Establishment of a Deputy Principal to deliver high quality and responsive professional learning to develop the capacity of every teacher and improve practice across the school. <p>The allocation of this funding has resulted in: School-wide Instructional Coaching and Teacher Professional Learning to provide personalised professional development for every teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to fund the invaluable Deputy Principal position and responsive and authentic professional development approach.</p>
<p>Literacy and numeracy intervention</p> <p>\$14,370.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Camdenville Public School who may be at risk of not meeting minimum standards.</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"> • Initiative 1: Data Driven Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy

<p>Literacy and numeracy intervention</p> <p>\$14,370.00</p>	<p>The allocation of this funding has resulted in: Additional Learning and Support Teacher to support students across K-2 through literacy and numeracy intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: Look to spread the work of the LaST through SLSOs.</p>
<p>COVID ILSP</p> <p>\$42,283.25</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 a teacher to deliver small group tuition, providing targeted, explicit instruction for student groups in literacy and numeracy • releasing a teacher two hours a week to run targeted literacy and numeracy support for Aboriginal students <p>The allocation of this funding has resulted in: Additional direct learning support for 38 students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the 'Deadly Legends' program to support the learning of Aboriginal students, and the identification of students to receive targeted small-group support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	171	178	191	189
Girls	137	166	174	172

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	95.4	96	95.9
1	94.8	96.4	96.3	95.6
2	94.9	95.1	94.4	93.8
3	94.8	96	94.4	93.9
4	95.6	94.5	94.7	92.1
5	93.3	95.3	94.1	93.5
6	94.3	95.3	94.4	93.3
All Years	95.1	95.4	94.9	94
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)	16.05
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	5.52

*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	269,360
Revenue	3,943,135
Appropriation	3,800,566
Sale of Goods and Services	-20,912
Grants and contributions	163,120
Investment income	361
Expenses	-3,948,563
Employee related	-3,527,461
Operating expenses	-421,102
Surplus / deficit for the year	-5,428
Closing Balance	263,932

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	192,678
Equity Total	140,470
Equity - Aboriginal	29,240
Equity - Socio-economic	11,396
Equity - Language	6,637
Equity - Disability	93,197
Base Total	2,729,168
Base - Per Capita	95,772
Base - Location	0
Base - Other	2,633,396
Other Total	555,489
Grand Total	3,617,804

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

In 2021, 117 parents and carers responded to the Tell Them From Me 'Partners in Learning' Survey. The survey data shows the school above NSW Govt norms in the survey areas of 'Parents feel welcome', 'Safety at school', and 'Inclusive school'. A future area of focus will be further exploring the area of 'Parents supporting learning at home'.

119 students in Years 4, 5 and 6 responded to the Tell Them From Me Student survey. The survey data shows the school above NSW Govt norms in the survey area of 'Students with positive relationships'. The survey data also demonstrates an increased 'sense of belonging' since the previous survey.

100% of class teachers responded to the Tell Them From Me Parent Survey in 2021. The survey data shows the school at or above NSW Govt norms in the areas of leadership, collaboration, parent involvement, inclusivity, learning culture and technology. A future area of focus is around data informing practice, which is being addressed through multiple areas of the Strategic Improvement Plan 2021 - 2024.

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.