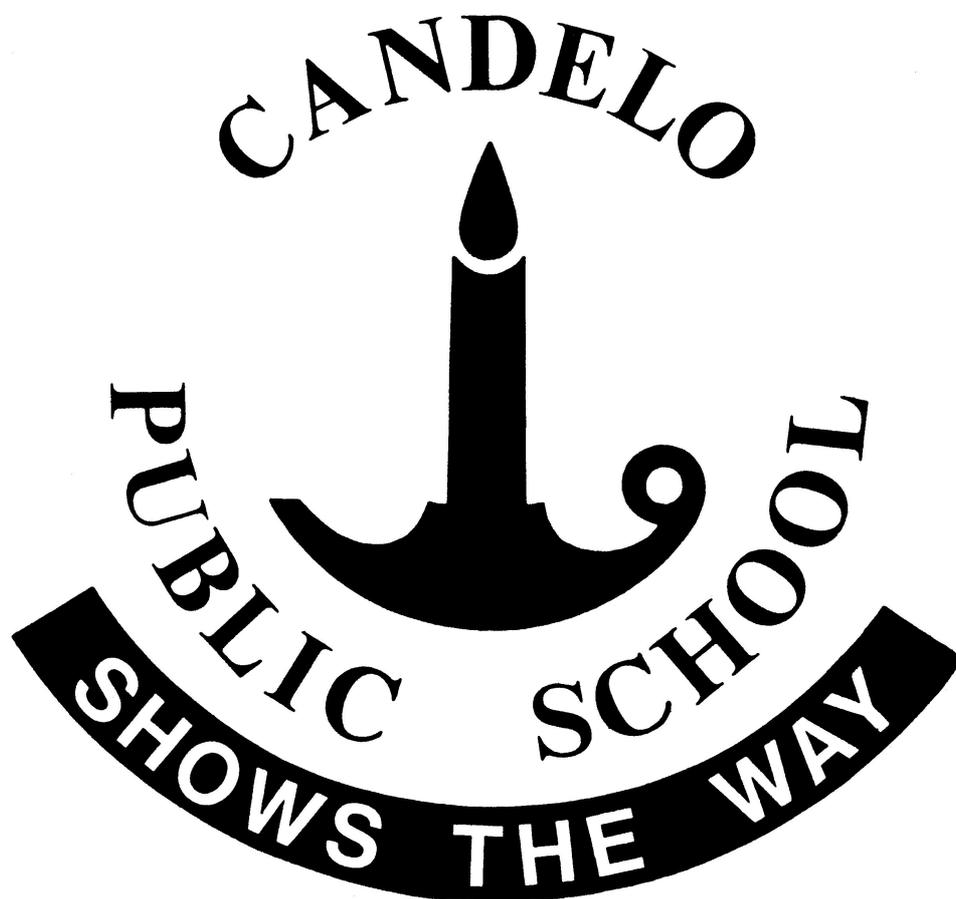


2021 Annual Report

Candelo Public School



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Introduction

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

Purpose: To prepare young people to lead rewarding and productive lives in a complex and dynamic world.

We will:

- work innovatively with the school community to inspire and nurture students as flexible, self-reflective, responsible learners, resilient individuals and active global citizens for current and future learning landscapes;
- empower students to achieve excellence through connected, collaborative, critical and creative learning experiences in a safe and supportive learning environment.

School context

Located on the Far South Coast of NSW Candelo Public School has successfully created opportunities to work collaboratively with small schools to break down isolation factors for students, teachers and parents. The small schools network, operational since 2008, ensures principals meet each term to share innovative practices and provide support.

Candelo School is a proud member of the Sapphire Coast Learning Community (SCLC) and works collaboratively to strengthen productive partnerships with Bega and Eden Community of Schools and Far South Coast Principal Network.

Candelo Public School has worked to create a strong sense of belonging, tradition, history, respect, responsibility and pride. The student population of 92 students has 6% Aboriginal students. The Index of Community Socio-Educational Advantage (ICSEA) rating is 996 (average is 1000) which indicates low levels of socio-economic disadvantage, with 24% of families in the lowest range of socio-economic status.

The school has a strong culture of excellence in the arts and sporting pursuits and takes great pride in the provision of a broad-based curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

Our goal is to:

- shift the narrative to collaborative expertise and student progression and engaging communities;
- expect a year's worth of progress for each child;
- develop new assessment and evaluation tools;
- know our impact as teachers, leaders, community members and students.

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	Excelling
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	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Aboriginal background: \$5,643.00
Integration funding support: \$156,820.00
Low level adjustment for disability: \$28,537.00
English language proficiency: \$2,400.00
Socio-economic background: \$21,090.73
Literacy and numeracy intervention: \$47,089.56
Professional learning: \$10,320.00
Literacy and numeracy: \$1,371.00
QTSS release: \$15,809.00
Per capita: \$20,214.37

Summary of progress

Focus for 2021 was to support high expectations for student learning, track student progress and achievement K to 2 and 3 to 6 in reading and numeracy, and ensure programs are adjusted to meet the differentiated needs of students and shared with students and parents.

Focusing on high impact professional learning, the school team analysed data to include trend data for individual and groups of students. Collaboratively the team has responded to whole school data to identify point of need for individuals across a range of formative assessments. Professional dialogue, consistency of teacher judgement and moderation of assessment and peer observation of lessons, ensured that student learning was at the forefront of all practices. Student data was used to plan and embed quality practices. Teachers adapted programming needs to reflect this. Differentiated support across classrooms was supported by tutors for small groups and individual programs were implemented by SLSOs. Students identified learning goals in reading, writing and numeracy and teachers provided feedback on learning outcomes with students and parents and tracked progress for reporting purposes. By aligning SEF themes in Learning and Teaching we will ensure that we provide high quality educational opportunities for each and every child.

Next year, to develop this initiative, we will work with new staff to establish a process for assessment practices that are centralised, to enable efficient access for whole school planning and reporting purposes. We will implement changes in teaching that lead to measurable improvement. Teachers will regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

Our focus in literacy and numeracy will be to implement K-2 Curriculum with professional learning directed to develop evidence based teaching strategies for the implementation of vocabulary and comprehension skills; and reasoning skills as we develop confidence in multiplicative strategies.

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 the percentage of students achieving in the top 2 bands in NAPLAN reading with an uplift of 5.5%	Year 3, 61.54% of students are now in the top two skill bands (NAPLAN) for reading which is progress toward the annual progress measure. 35% of Year 5 students are in the top two bands showing a decline for this year

to the school's lower bound system-negotiated target.	group.
<ul style="list-style-type: none"> • Increase in the percentage of students achieving in the top 2 bands in NAPLAN numeracy with an uplift of 7.1% to the lower bound system-negotiated target. 	Year 3, 46.15% of students are now in the top two skill bands (NAPLAN) for numeracy and 55% of Year 5 students are in the top two bands, indicating progress toward the annual progress measure for this year group.
<ul style="list-style-type: none"> • Increase in the percentage of students achieving expected growth in reading with an uplift of 4.4% to the school's lower bound system-negotiated target. 	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased from 66.7% to 72.2%. These results are well above state (63.4% in 2021).
<ul style="list-style-type: none"> • Increase in the percentage of students achieving expected growth in numeracy with an uplift of 4.5% to the school's lower bound system-negotiated target. 	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased from 16.7% to 64.7%. These results are well above state (57.4% in 2021).
<ul style="list-style-type: none"> • Value added moves from Delivering to Sustaining and Growing for K-3, 3-5 and 5-7. 	Value added for K-3 and 3-5 is Delivering and 5-7 is at Sustaining and Growing.
<p>In the element of <i>Data Skills and Use</i>, School Excellence Framework Self Assessment shows uplift to <i>Excelling</i> in the themes:</p> <ul style="list-style-type: none"> • Data Analysis • Data Use in Planning • Data literacy • Data use in teaching 	Regular use of assessment data to identify student achievement

Strategic Direction 2: Community Engagement maximises students' ability to connect, succeed and thrive

Purpose

The school community shares high expectations, understanding and responsibility for student learning, engagement, attendance and wellbeing. We work together to create positive attitudes to learning and build a culture of welcome, inclusion and belonging for families.

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.

- Wellbeing and Engagement in Learning
- Community and Engagement in Learning

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Integration funding support: \$14,000.00

Low level adjustment for disability: \$9,068.00

Sustainable Schools Grant: \$15,000.00

School support allocation (principal support): \$13,605.00

Summary of progress

In 2021 we have worked in collaboration with parents, taking full advantage of Learning from Home, to support parents at home. It is evident that aspiration and high expectations (TTFM surveys and end of Term 4 Parent survey) are central to student goal setting where individual student learning needs are positively catered for.

Teachers have demonstrated increased expertise in teaching students with complex trauma and/or behaviour difficulties through professional learning (Autism online course for all staff) and by working with DET support staff and parents/carers to ensure optimum conditions for student learning are in place.

High functioning Learning and Support processes guide and assist teachers and parents in actively supporting students. Covid tutor groups have added weight to these processes (Covid Intensive Learning Report).

Respectful and positive relationships are evident throughout the school community (Parent survey), supported by explicit teaching and reflect school values and high expectations (newsletter report). Planning and provision for learning progress and achievement, transition and attendance, informed by holistic information about each student's wellbeing and learning needs, are conducted in consultation with families. Daily contact is made with each family when absences are not notified (School Attendance Data Completeness 99.2%).

Regular and ongoing planning, monitoring and evaluation of the whole-school approach to student wellbeing and engagement, ensures success. Students demonstrate positive wellbeing, strong engagement and increased connection to school (TTFM surveys).

Next steps will ensure effective transition procedures for new staff and planning to encourage regular visits with the Preschool and support for the upgrade of Preschool facilities to ensure optimum conditions for student learning as children begin Kindergarten.

Stage 3 transition programs will focus on literacy and numeracy in 2022. The feeder primary schools and high school will create a common professional learning focus for teachers. The development of professional learning to implement vocabulary and comprehension skills and reasoning skills through the implementation of multiplicative strategies will drive the changes that are required.

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

<ul style="list-style-type: none"> • Increase in the percentage of students attending school 90% of the time or more, with an uplift towards the school's lower bound system-negotiated target. 	<p>Student attendance in classrooms was impacted by Covid Learning from Home and by health regulations imposed during this year. Alternate attendance considerations were made for children as they were learning from home.</p> <p>School attendance data K-6 is at 95.3% compared to state data 91.1%. School attendance for Aboriginal students is at 93.4%.</p> <p>The percentage of students attending school 90% of the time or more is at 88.3%. We are working toward the negotiated system target.</p>
<ul style="list-style-type: none"> * Increase the percentage of students demonstrating positive wellbeing as measured through the 'Tell Them From Me' survey with an uplift towards the school's lower bound system-negotiated target. 	<p>Tell Them From Me (TTFM) data indicates 92% of students report a sense of belonging, a key factor in positive wellbeing. Data for expectations for success 9.0 (State 8.6), advocacy and positive student- teacher relationships 8.9 (state 8.3). This data indicates that the school focus on positive wellbeing is effective in the support of students and will continue in 2022.</p>
<p>In the element of Wellbeing, School Excellence Framework Self Assessment is <i>Excelling</i> in the themes:</p> <ul style="list-style-type: none"> • Caring for students • A planned approach to wellbeing • Behaviour • Individual learning needs 	<p>In the element of Wellbeing, School Excellence Framework Self Assessment indicates that the school is <i>Excelling</i> in the themes:</p> <ul style="list-style-type: none"> • Caring for students • A planned approach to wellbeing • Behaviour • Individual learning needs

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$170,820.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Candelo 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"> • Personalised Learning • Wellbeing and Engagement in Learning <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. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Individual Education Plans (IEP). <p>The allocation of this funding has resulted in: all eligible students are demonstrating progress towards their personalised learning goals. All IEPs are regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda for both teachers and SLSOs. Time is needed each term to collaborate with parents/carers to review, update and adjust programs for each student. The use of integration funding is adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$21,090.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Candelo 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"> • Personalised Learning • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development whole school training in Autism accessed through online learning to support student learning. • Employment of School Learning Support Officers (SLSO) to support students with additional learning needs. • Providing economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: Year 5 students achieving above state and statistically similar school groups (SSSG) in Numeracy NAPLAN. Year 3 NAPLAN results in Numeracy are above SSSG. Year 3 and Year 5 NAPLAN Reading results are both above state and SSSG.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to develop the role of the literacy and numeracy teacher to support teacher confidence and our trajectory towards achieving targets. to ensure that support in class is focussed on individual needs and aligns</p>

<p>Socio-economic background</p> <p>\$21,090.73</p>	<p>with student goals.</p>
<p>Aboriginal background</p> <p>\$5,643.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Candelo 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • funding to support Aboriginal students to meet their learning goals. • employment of additional staff to deliver personalised support for Aboriginal students. <p>The allocation of this funding has resulted in: Aboriginal students showing at or above expected growth in NAPLAN Year 5 Reading and Numeracy. Access to small group tuition and individual tuition has resulted in development of greater confidence and self esteem as measured through observations, reviews and TTFM surveys.</p> <p>After evaluation, the next steps to support our students with this funding will be: to review student goals in consultation with parents and in line with 2021 achievements, to ensure PLPs reflect high expectations, that staff mentor(s) are in place, and that a planned holistic approach is taken to meet each student's wellbeing and learning needs.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Candelo 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing support for students identified in beginning and emerging phase. <p>The allocation of this funding has resulted in: All students accessing English Learning funding are achieving above the school and state average in external testing.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to ensure that all students have a regular opportunity to meet with an identified staff member who can provide support, advice, support and assistance to help students to fill their potential. to develop goals through individual learning plans in consultation with parent/carers.</p>
<p>Low level adjustment for disability</p> <p>\$37,605.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Candelo 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</p>

<p>Low level adjustment for disability</p> <p>\$37,605.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised Learning • Wellbeing and Engagement in Learning <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 SLSO to improve the development of students by implementing speech and OT programs developed by specialists. <p>The allocation of this funding has resulted in: Creating a culture of school-wide collective responsibility for student learning and success. Teachers and parents working together to support learning goals outlined in each student's IEP.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure that there is more emphasis on the collective responsibility for student learning and success, and shared by parents and students. Communication structures will be in place so that LAST is more able to upskill parents and community members to support student learning outcomes in numeracy and reading.</p>
<p>Location</p> <p>\$20,679.00</p>	<p>The location funding allocation is provided to Candelo Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Improved access for students to access quality literature resources. • subsidised student excursions to enable all students to participate. • technology resources to increase student engagement. <p>The allocation of this funding has resulted in: equitable access to resources so that all students can access quality literature. The library upgrade to include bookshelves and seating, has created an inviting comfortable learning environment. 73% of students K-6 completed the Premier's Reading Challenge in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide supervision for groups wanting to spend additional time in the library for quiet reading and activities. to continue our high expectations that every child completes the Premier's Reading Challenge. to provide additional teacher time to expand the use of technology to encourage innovative practices across the school.</p>
<p>Literacy and numeracy</p> <p>\$1,371.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Candelo 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment. • employment of an additional Learning and Support intervention teacher.

<p>Literacy and numeracy</p> <p>\$1,371.00</p>	<p>The allocation of this funding has resulted in: the school has embedded explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers to drive ongoing, schoolwide improvement in teaching practice. Teaching programs are dynamic and supported by classroom resources for literacy and numeracy and are adjusted to address individual needs ensuring that all students are challenged and all adjustments lead to improved learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further involve students and parents in planning to support learning and ensure that students and parents understand assessment approaches and their benefits for learning.</p>
<p>QTSS release</p> <p>\$15,809.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Candelo 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"> • Personalised Learning <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 <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers present learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 100% of teachers reported lessons were differentiated, according to students' needs. Teachers have provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as developing technology skills to further support improved literacy and numeracy outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Candelo 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"> • Personalised Learning • Data Driven Practices <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: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$52,117.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. <p>The allocation of this funding has resulted in: the majority of the students in the program achieved significant progress towards their personal learning goals. the majority of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly as captured in PLAN2. the majority of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	30	30	34	42
Girls	40	39	48	50

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	91.6	93.7	94.8
1	92.8	92.7	92	88.6
2	93.4	93.9	95	90.6
3	91.9	91.1	92.8	93.7
4	96.7	95.2	93.3	90.9
5	86.3	96.8	95.9	92.5
6	96.5	92.3	95.6	91.4
All Years	93.4	93.1	94	92.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.48
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
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 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	59,640
Revenue	1,251,623
Appropriation	1,223,459
Sale of Goods and Services	85
Grants and contributions	27,612
Investment income	67
Other revenue	400
Expenses	-1,268,742
Employee related	-1,107,958
Operating expenses	-160,785
Surplus / deficit for the year	-17,119
Closing Balance	42,521

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	122,820
Equity Total	58,191
Equity - Aboriginal	5,643
Equity - Socio-economic	21,091
Equity - Language	2,400
Equity - Disability	29,058
Base Total	835,263
Base - Per Capita	20,214
Base - Location	20,679
Base - Other	794,369
Other Total	106,353
Grand Total	1,122,628

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

Surveys,

The school focussed on meeting the needs of families during home learning. We sought feedback from parents: 'online programs that are self checking or where teachers can set tasks (Study Ladder etc.), it's best that expectations are clearly articulated. 'Do the angles lesson on Study Ladder for Yr 6' etc. Or 'Complete one item from the set tasks'. If it just says... Reading Eggs.. it's hard to know what specifically you want completed.'

The survey feedback included: What were the greatest challenges for your child during the Covid learning from home experience? 74% reported missing their friends.

What were the greatest challenges for you as the parent/carer during Covid learning from home? 48% of parents reported that they were feeling overwhelmed when children refused to cooperate; 35% felt that they were not equipped to deal with the content and felt unable to help when children struggled or were not familiar with online platforms.

What did you notice about your child and their learning? 30% of parents reported that children were independent, confident and were well mannered and cooperated.

Tell Them From Me (TTFM) surveys: 87% of students, Years 4-6, reported a Sense of Belonging, compared to 65% state. 100% of students have Expectation of Success compared to 85% of the state and 96% of students reported Advocacy compared to 70% across the state.

In the area of literacy (and specifically reading), teacher surveys indicated:

- * 100% of teachers agreed or strongly agreed that students had been engaged in their reading lessons.

- * In 2021, 88% of students achieved internal K-6 reading targets.

In surveys and staff meetings teachers explained that the programs and strategies that contributed to the achievement of high-quality reading outcomes included:

- * Frequent and consistent K - 6 guided reading lessons in small differentiated groups
- * Reading with reading partners and home reading program (K-3)
- * Intervention programs and strategies
- * Literacy groups for support and extension
- * K-1 phonological awareness professional learning

Teachers identified the following challenges in teaching reading:

- * Insufficient time to read with students on independent texts
- * Assisting students to develop sophisticated comprehension skills
- * Assisting students to develop a broad vocabulary and access to speech programs
- * Boys' engagement in independent activities.

Writing In the area of writing, teacher surveys indicated:

- * 100% of teachers agreed or strongly agreed that students in their class or writing group were engaged during writing lessons this year.
- * In 2021, 85% of students achieved internal K-6 writing targets.

In surveys and staff meetings teachers explained that the programs and strategies that contributed to the achievement of high-quality writing outcomes included:

- * Differentiated writing groups
- * Literacy groups and extension groups

- * Instructional Model for planning
- * Consistent Teacher Judgement (CTJ) meetings with assessment rubrics
- * Shared writing samples to discuss student progress and successful teaching strategies

Teachers identified the following challenges in teaching writing:

- * Insufficient time to conference with students and provide feedback to all students
- * Differentiation for students in a whole class or when intervention programs aren't operating.

Numeracy

In the area of numeracy teacher surveys indicated:

* 89% of teachers agreed or strongly agreed that students have been engaged during numeracy lessons this year. * In 2021, 80-85% of students achieved internal K-6 numeracy targets.

Through surveys and staff meetings teachers explained that the programs and strategies that contributed to the achievement of high-quality outcomes included:

- * Use of the school's Instructional Model for lesson planning
- * Assessment strategies including target assessments
- * Differentiated maths groups
- * Targeted intervention
- * Maths mental and TEN focus
- * Professional learning and unpacking the 'Singapore model'

Teachers identified the following challenges in teaching numeracy:

- * Differentiating in a whole class setting, particularly extending students
- * Access to resources
- * Planning and implementing open-ended tasks and word problems
- * Planning and implementing more hands-on tasks in the higher grades
- * Authentically integrating technology into mathematics lessons.

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.