

# 2021 Annual Report

## Caniaba Public School



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# Introduction

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

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

## School contact details

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Caniaba Public School

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## School vision

At Caniaba Public School we are committed to Inspiring our students to Aspire for Excellence

## School context

Caniaba Public School is a small rural school located in a low-socio economic area of the Northern Rivers of NSW. The school is 8 km from Lismore and caters for students from Kindergarten to Year 6. Caniaba Public School has 2 permanent teaching staff with a current student enrolment of 39. The school has a strong relationship with our small P&C and the wider community.

Caniaba Public School has a proud and long history of educating students from the local district, and is well known for its excellent support of all students, particularly those who require a personalised and individual learning path. Caniaba Public School provides students with strong creative and practical arts opportunities, and promotes safe and fair learning through the Positive Behaviour for Learning framework. Our school is recognised in the region and across the state as a school with Well-being practices evidenced at Excelling.

In 2020 Caniaba PS completed External Validation and conducted an extensive situational analysis. Three areas of focus for the Strategic Improvement Plan 2021-2024 were identified through these processes. It is important to note that this builds upon the work undertaken in the previous school planning cycle around ensuring a learning environment which supports students to be confident, successful, resilient, self-regulating, respectful, ambitious and engaged as part of a positive whole-school community. Through a culture of high expectations, educational leadership and effective classroom practice we challenge each student to achieve high outcomes in literacy and numeracy. The school is part of a successful learning alliance with 17 other schools in our community and external partners including Southern Cross University.

Through our situational analysis, we have identified a need to continue to use data driven practices that ensure all students have access to stage appropriate learning. There is a need to further build teacher capabilities through collaborative practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

We have identified that further high impact professional learning and whole-school initiatives will further develop teacher capacity to cater for the needs of all students. We have identified that very specific and targeted interventions need to be in place for all students at the point of need and as early as possible in students' learning, particularly for students with high potential.

## 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	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
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

To increase student attainment in NAPLAN Reading and Numeracy and deliver against the Premier's Priorities.

### Initiatives

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

- Reading Improvement
- Numeracy Improvement

### Resources allocated to this strategic direction

**Socio-economic background:** \$12,109.52

**Low level adjustment for disability:** \$45,429.05

**Integration funding support:** \$25,398.00

**Literacy and numeracy intervention:** \$35,317.17

**Location:** \$1,222.90

**Per capita:** \$10,107.18

**COVID ILSP:** \$24,583.29

### Summary of progress

The work across Strategic Direction 1 included the employment of an additional teacher for Term 1 to review, monitor and analyse student data and link the results to the learning progressions. From this work, student goals were developed and monitored in the area of writing. As a result of this work, over 70% of student achieved their writing learning goals. Our partnership with parents was strengthened as we worked together to develop goals and plan targeted support. A similar process will be used in the future in reading. This will support the achievement of our improvement measures.

Developing a deeper understanding of data, particularly using Check-In assessments to measure improvement and plan future learning, was a focus for staff. Teachers worked with student data to identify specific areas of need which in turn informed both class and individual learning opportunities. The use of learning sprints provided a structure for teachers to embed new learning into classroom practice.

Refining our Positive Behaviour for Learning (PBL) practices allowed for a sharing of responsibilities across the whole staff. Our positive rewards system was enhanced with the tracking of student data to better support students needing more explicit support in behaviour choices.

In 2022, our teachers will continue to build a deeper understanding of using data to inform practice. Refining our PBL processes will be ongoing as we strengthen practices to identify and support students needing additional support.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top two bands NAPLAN reading by reaching the lower bound system-negotiated baseline target.	Data indicates that the percentage of students in the top 2 bands in reading did not reach our lower bound target. Due to the small size of the cohort the actual percentages cannot be reported
Increase the proportion of students achieving in the top two bands NAPLAN numeracy by reaching the lower bound system-negotiated baseline target.	Data indicates that the percentage of students in the top 2 bands in numeracy exceeded our lower bound target. Due to the small size of the cohort actual percentages cannot be reported

## Strategic Direction 2: Teaching

### Purpose

To improve our ability to identify, understand and implement the most effective evidence-based teaching methods, to enable continuous improvement for all students across the full range of abilities.

### 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.

- Quality Teaching
- Effective Practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$8,000.00

**Literacy and numeracy:** \$1,332.00

**QTSS release:** \$7,624.02

**School support allocation (principal support):** \$13,604.80

**Professional learning:** \$6,491.61

### Summary of progress

As part of our work in Strategic Direction 2 additional time was provided for a teacher to develop a Teams group to enable all staff to contribute to and share scope and sequences, programs and assessment tasks. Staff participated in formative assessment professional learning to build their understanding of learning intentions and success criteria. Each staff member then designed a program to embed new learning into classroom practice. This was strengthened with the use of mentoring and coaching to build the capacity of an early career teacher. The teachers involved then led professional learning for all staff. This work was in collaboration with five schools across the learning community.

Staff also participated in professional learning on effective reading, phonics, comprehension and decodables. The professional learning and resources available through the Literacy and Numeracy Hub were accessed to complement ongoing professional development.

Work in 2022 will focus on developing a deeper understanding of the new K-2 syllabus documents. An Assistant Principal Curriculum and Instruction will be utilised to continue our professional growth as a school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Progressive Achievement Tests in reading, spelling and mathematics show improvement in student learning outcomes from 2020 end-of-year data.	All students are working at stage level outcomes with approximately 55% of students showing significant improvement in reading and comprehension as measured on the TORCH test of reading comprehension. The majority of students are working at or above stage level in both spelling and mathematics.
Improvement in Progressive Achievement Tests and PLAN2 learning progressions show significant improvement for all identified students working with the COVID Intensive teacher in 2021.	Every student showed improvement in the targeted areas of support with 80% achieving an independent reading level with a greater understanding of comprehension, as a result of covid intensive support.

## Strategic Direction 3: Management Practices and Processes

### Purpose

To ensure administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members at Caniaba PS.

### 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.

- Attendance Improvement
- Educational Leadership

### Resources allocated to this strategic direction

**Aboriginal background:** \$772.53

### Summary of progress

Strengthening our processes at key transition points was a focus for our school in 2021. In addition to our regular Kindergarten transition program, teachers from the school visited our local preschools to observe students to identify specific strengths and needs. Individual plans were then developed to better link early education with school.

Transition to secondary school student profiles were created to support our students moving to high school. Information was provided on literacy, numeracy and wellbeing needs. The LaST worked with the LaSTs and year advisors at local high schools to ensure a smooth transition for every student.

A particular focus on attendance saw our procedures reviewed and updated to improve student attendance rates. Practices included check-in sessions throughout the day, seeking student feedback and linking PBL to attendance. Individual plans were developed when needed.

Our focus in this area will be to continually review and update our practices and processes based on student data and new department policy. Our work with the new K-2 curriculum will include an update of scope and sequences and teaching and learning programs.

### 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"><li>• % of students attending school at or above 90% of the time reaches the system-negotiated lower bound target</li><li>• Aboriginal student attendance improves by 20% from 2020 baseline attendance data (uplift of 13.5%)</li></ul>	All students targeted for attendance support now sit above 90% on average as measured in the Semester 2, 2021 attendance data. The number of students overall attending school at 90% of the time or more has decreased.
50% improvement in clear, transparent and well-documented management practices and processes for whole-school improvement	There have been revised procedures developed in the areas of attendance, transition and Positive Behaviour for Learning.

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$1,332.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Caniaba Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional learning of staff in formative assessment.</li> <li>• teacher release to plan learning sprints to embed professional learning in data use and the implementation of PLAN2.</li> <li>• staff training and support in the monitoring and measuring the improvement of student outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the use of explicit practices in data collection and tracking which led to stronger evaluation of the success of teaching and learning programs. Staff used relevant data sources to identify students needing additional support in specific areas of learning and were better able to measure impact on student improvement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to contribute to the employment of additional teaching and support staff to target small group support within the classroom</p>
<p>Integration funding support</p> <p>\$25,398.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Caniaba Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> additional support staff working with students in reading instruction, comprehension and oral language acquisition. Additional teachers were employed to assist in positive behaviour support and Tier 2 interventions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to employ additional support staff to continue to support learning and wellbeing of funded and other students.</p>
<p>Socio-economic background</p> <p>\$20,109.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Caniaba Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement</li> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Socio-economic background</p> <p>\$20,109.52</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• employ a lead teacher to build staff capacity in PLAN2, data analysis, phonemic awareness, phonics and effective reading strategies.</li> <li>• utilise departmental support staff to lead professional learning in formative assessment, the Literacy and Numeracy Hub, implementation of PLAN2 and evaluative practice.</li> <li>• release staff to design and implement learning sprints.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff having a greater understanding of the use of data to inform practice. This has built staff capacity to use data to make targeted adjustments and accommodations for individual students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to embed the use of data to inform practice across all learning programs.</p>
<p>Aboriginal background</p> <p>\$772.53</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Caniaba 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• the creation of attendance processes to support, monitor and track attendance with a focus on eliminating barriers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the average attendance of our targeted students sitting above 90% in the second half of the year.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> targeted support for relevant students.</p>
<p>Low level adjustment for disability</p> <p>\$45,429.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Caniaba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students</li> <li>• working in collaboration with the community of schools to build capacity in evidence-based practice and data informed practice.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> a stronger use of data to inform practice in reading, writing and assessment. All staff completed training in Effective Reading Phonics and Phonemic Awareness and are confident in the use of PLAN2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to embed practice into teaching and learning experiences. Resources will be purchased and provided to students to consolidate learning from classroom</p>

<p>Low level adjustment for disability</p> <p>\$45,429.05</p>	<p>to home.</p>
<p>Location</p> <p>\$1,222.90</p>	<p>The location funding allocation is provided to Caniaba Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> additional technology resources to support the learning of reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the purchasing of headphones for individual learning.</p>
<p>QTSS release</p> <p>\$7,624.02</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Caniaba Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives including the use of assessment data to drive teaching</li> <li>• engagement of an additional teacher to provide personalised learning intervention to identified students and embed differentiation strategies across whole school practice</li> </ul> <p><b>The allocation of this funding has resulted in:</b> every staff member improved their capacity to use data to design teaching and learning based on student and class need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to provide additional teaching time for the APC&amp;I to work with teachers on the embedding of data practices to inform teaching. The teacher will work with staff to refine assessment practices and implement evidence-based practices.</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 Caniaba Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified improvement measures outlined in the Strategic Improvement Plan</li> <li>• teacher release to implement Quality Teaching Rounds to support the acquisition of Effective Classroom Practice skills and collaborative practices.</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<ul style="list-style-type: none"> <li>• staff release to observe and provide feedback on professional practice.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the strengthening of effective classroom practice and the use of data to drive learning for all classroom teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to embed peer observation practices that provide effective feedback that results in improved practice.</p>
<p>COVID ILSP</p> <p>\$24,583.29</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Improvement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in literacy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> every student improving, as measured against the learning progressions, with 80% of students now working at stage expectations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> working with small groups of students within classrooms in areas of need as identified through data.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	32	26	24	24
Girls	25	21	17	11

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	97.1	95.5	
1	96.3	94.1	91.4	94.6
2	94.6	94.3	95.5	88.5
3	93.3	93.1	95.1	87.8
4	94.7	91.4	95.7	93.3
5	91.4	95.3	88.3	95.7
6	92.1	97.1	94.4	86
All Years	93.8	94.5	93.4	90
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	151,294
<b>Revenue</b>	698,098
Appropriation	675,904
Grants and contributions	22,141
Investment income	54
<b>Expenses</b>	-754,799
Employee related	-585,185
Operating expenses	-169,615
<b>Surplus / deficit for the year</b>	-56,701
<b>Closing Balance</b>	94,592

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	25,398
<b>Equity Total</b>	66,311
Equity - Aboriginal	773
Equity - Socio-economic	20,110
Equity - Language	0
Equity - Disability	45,429
<b>Base Total</b>	497,728
Base - Per Capita	10,107
Base - Location	1,223
Base - Other	486,398
<b>Other Total</b>	57,202
<b>Grand Total</b>	646,639

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

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, 22 students from Years 4, 5 and 6 completed the Tell Them From Me survey. The survey included questions relating to learning, well-being, behaviour and positive relationships. In some questions, students selected a score out of 10 to indicate how well they believed the school was performing. The report the school receives includes the average school score as well as the average score across the state. Some questions report on the percentage of students who agreed or disagreed to a statement.

Of the students surveyed, 82% felt proud to be a student at our school, 61% felt a strong advocacy and 59% felt a positive sense of belonging (100% of Year 4 students felt a positive sense of belonging). In regard to learning, the majority of students felt that teachers set clear learning goals, establish expectations, check for understanding and provide feedback (school 7.4, state 7.5). When looking at their own learning, 77% of students indicated they set challenging goals for themselves and aim to do their best and 100% felt there were expectations for success. Overall students indicated they understood the expectations for classroom behaviour and felt there was positive behaviour at school (school 82%, state 83%) with 59% never experiencing bullying in any form.

As a follow up to Learning from Home, 20 students from Years 3 to 6 also participated in the Learning From Home 2021 Student Reflection survey. Students were provided with statements and asked to rate their agreement from 1 to 5 (5 being the highest) on aspects of schooling. When asked about the use of Teams as a learning platform and the resources provided by the school, the students rated these two areas as the highest (4 and 4.05 respectively). The majority of students felt the communication was good (3.6) and acknowledged there were opportunities to connect with staff and other students (3.35). Students thought the learning packs were suitable to their level of learning (3.2) and felt they were engaging (3.05).

The school sought the opinions of parents through the Partners in Learning Survey. The school had 10 responses. The survey included seven key areas and in each of these, parents selected a score out of 10 to indicate how well they believed the school was performing. The report that the school received includes the school score as well as the average score across the state.

The majority of parents see the school as a welcoming place (school 7.8, state 7.4) and felt they could easily speak to the teachers about their child (8.2). Parents felt informed (school 7.0, state 6.6) and felt that the reports were written in language that they could easily understand (8.2). In the survey, parents felt that the school supports learning (school 7.0, state 7.3) and that their child is encouraged to do their best work (7.8). In regard to mathematics, all parents acknowledged the importance of learning in mathematics though only 40% felt they were able to support their child with their mathematics homework. Parents felt that the school supports positive behaviour (school 7.3, state 7.7). They acknowledged that teachers expect their child to pay attention in class (8.2) and that their child was clear about the rules (8.2). In terms of safety (school 7.4, state 7.4) parents said that their child feels safe at school (8.2). The scores indicated that parents feel that behaviour issues could be dealt with in a more timely manner (6.8) and that the school could do more to prevent bullying (6.5). Overall parents felt the school was inclusive (school 7.2, state 6.7) and that staff take an active role in making sure that all students are included in school activities (7.5).

As a follow up to Learning from Home, 13 parents also participated in the Learning From Home 2021 Parent Reflection survey. Parents were provided with statements and asked to rate their agreement from 1 to 5 (5 being the highest) on aspects of schooling. When asked about the communication and shared learning resources during Learning From Home, parents rated the school highly (4.31 and 4.08 respectively) and particularly acknowledged the school's effort to provide opportunities for the students to stay connected (4.31). Parents felt that their child was engaged in the learning (3.69) and felt they could modify the learning content to suit their child (3.62). In regard to the use of Teams, most were satisfied with the learning platform (4.08) and felt that the technology was able to provide opportunities for positive connection between staff and students (4.08).

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.