2021 Annual Report

Canobolas Public School

1495

Introduction

The Annual Report for 2021 is provided to the community of Canobolas 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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Message from the principal

Canobolas Public School is a special place. It sits on the edge of town with views of the Mt Canobolas, rural orchards and farmland. Our students are transported out to this idyllic place every morning to play, learn and grow. This is their world where they navigate friendships, play in a beautiful natural environment and become independent people. Canobolas is a school that values creativity and play. Our students enjoy six break times every day in all weather, where they are encouraged to use their environment for play and to be as active as possible. Our students have many creative opportunities. Our school band consists of 56 students who all learn and play instruments at school. Our students have specialist creative art lessons every week and have opportunities such as Bell Shakespeare workshops, Musica Viva performances and visits to our local theatre. All of these factors and priorities enhance student creativity and as a result, their learning.

The Canobolas community is also special and crucial to the success of the school. 2021 was another year of disruption due to COVID-19, but our community held together in many ways. Our teaching staff once again did an outstanding job of converting quickly to home-learning, providing meaningful lessons and feedback every day, keeping up contact with their students and making the most of the situation. Our parents were also terrific in their approach, despite many frustrations and degrees of difficulty. Our students amazed us daily with their creativity, resilience, use of technology and drive to get their work done. Without a doubt however, the best day of the year was when students returned to school. Can I commend everyone's efforts in keeping students connected and engaged during this difficult time.

Many thanks to the P&C who sprang into action when we returned to school to organise fundraising activities to finish up the year. The trivia night, lamington drive and school tea-towel fundraiser brought people back together and reminded them of our wonderful community spirit. As a result, the P&C have now funded a large digital board for our Old School Building. Thanks again.

I cannot thank the Canobolas staff enough for the work that they do. Every staff member, teaching and non-teaching, go above and beyond every day to care and cater for our students and families. They are remarkable people who make a real difference every day. Their efforts will remain in the memories of our Canobolas students for life. Thank you!

As we move into 2022, our greatest hope is that we can have a full, uninterrupted year at school and that activities that have been missed, can resume.

Meg Manson

Principal

School vision

Within our rural setting, students are actively encouraged to aim high, learn from mistakes, be lifelong learners and engaged members of the community. Teachers are committed to providing an environment where all students are challenged, connected, creative and confident.

School context

Canobolas Public School was established in 1864 in an orchard area six kilometres south west of Orange. It is a rural school with 132 students; while some students come from nearby orchards and properties, many also come from town each day. 5% of the student population is Aboriginal. There are both experienced and early career teachers on staff who are all dedicated to the students and the school community.

The school aims to engage students with innovative, evidence based teaching programs involving technology and effective pedagogy. Creative arts are highly valued with Canobolas PS offering an outstanding concert band program, string ensemble, ukuleles, singing, drama and dancing. There is a yearly whole-school concert which highlights these activities. Each class attends specialist visual arts lessons as well.

The Canobolas school community is a very supportive one. There are many opportunities where parents are welcomed into the school as participants; as classroom helpers, as members of the P&C, participating in fundraising events/activities and as learners. Strong ties with the community are vital to success.

Canobolas Public School belongs to the Orange Small Schools Association (OSSA). Students participate in a wide range of curriculum opportunities created by this organisation including swimming and athletics carnivals, team sports and curriculum days.

Staff are committed to deepening their knowledge and making improvements to student outcomes. Following the recent situational analysis, a whole school approach to reading, writing and numeracy will be embedded. As a result the school will implement high-impact, explicit teaching strategies and refine data and assessment analysis to improve student learning outcomes. Student wellbeing and attendance are additional focus areas for engagement and 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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student, all staff will develop deep knowledge and best practice around their teaching of reading, writing and numeracy based on current research.

Students become self directed learners who are aware of their own progress and feel confident working with teachers to help direct future learning.

Initiatives

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

- READING
- NUMERACY
- WRITING

Resources allocated to this strategic direction

QTSS release: $24,441.72
Professional learning: $6,529.29
Per capita: $11,354.00
Literacy and numeracy: $7,740.00

Summary of progress

During 2021, employing '**Explicit Teaching**' in classrooms and '**Using Data to Inform Practice**' were the focus areas for improving teaching practice in all stages. Professional learning revolved around 'Visible Learning' pedagogies including solo taxonomy, providing clear learning intentions and success criteria and giving effective feedback. Our teachers in stages 2 and 3 collected and analysed data to inform next steps in teaching. These methods were applied particularly in three activities; reading, numeracy and writing. Data was used from these areas to measure success.

Making improvements in the teaching of **reading** was the major focus in 2021. Baseline data around our practice in this area showed that explicit instruction was very apparent in early years, then narrowed to reading comprehension strategies (eg, Super Six) for primary classes. Staff investigated 'The Science of Reading' as an evidence-based approach to teaching reading. This challenged current methodologies, sparked much professional dialogue and led to some variations in our delivery. The importance of phonics and decoding was reinforced for K-2 teachers and phonics readers were added to our collection. Reading benchmarks were reached by over 90% of K-2 students with most of them surpassing expectations. Fluency was prioritised for students in 3-6 in the middle bands. Fluency levels in these students rose dramatically; on average 19 months progress was achieved in 6 months of small group instruction. Student interviews told us that these students also felt that their comprehension of texts and ability to write texts improved as well. Close Reading was researched, developed and introduced in Years 3-6 classrooms. Every week, students were explicitly taught how to annotate and summarise challenging texts while diving deeply into comprehension. Independent reading and borrowing from the library has become more of a priority in classrooms as well. NAPLAN data showed that around 74% of our students were in the top 2 bands for reading and that 73% achieved above-expected growth. This data was backed up with Check-in Assessments. PAT data at the end of the year did show less growth than anticipated, however this is partially due to the exceedingly high PAT scores students achieved at the end of last year**.** In 2022, all teachers will continue to use explicit teaching strategies in close reading and fluency which will lead to further student growth.

In **numeracy**, teachers were looking at the data we collect and how it can guide teaching and learning. In addition to this, teachers were trialling a benchmark framework called 'Big Ideas in Maths' as well as a program for Stage 2 called 'Top Ten' maths. Baseline information about our practices told us that there was room for development in the middle grades so that students continued with hands-on learning at their point of the development. Data collected from individual student interviews was intended to lead to next steps. Though substantial effort was made in this area, it was found that the data was not useful and the program was difficult to use to great effect. Home learning also hampered our efforts in Numeracy development. NAPLAN results in Numeracy reflected this; only 63% of students were in the top 2 bands for numeracy and 52% achieved at or above expected growth. This was confirmed by Check-in and PAT data. In 2022, stage 2 will work as a team to develop a strategy using shared DET resources to explicitly deliver quality instruction in numeracy. This will involve elements such as professional learning for staff, resources, ongoing assessments for students, hands-on activities and number talks.

Improving **writing** instruction was a strategy that carried over from 2019. The intention was for all classes to use model

texts when teaching writing. Professional learning occurred in a webinar conference with Primary English Teaching Association (PETAA) called 'Reading to Write' which gave teachers multiple evidence-based strategies. Teachers shared planning processes and writing samples to build consistency through the school. Student writing data from NAPLAN shows that 84% of Year 3 students were in the Top 2 bands and 63% of Year 5 students achieved at or above expected growth which is above both state and similar schools. In 2022, this will continue to be a priority as we move towards this approach being consistent across the whole school.

In 2022, our focus will remain around improving our practices of using explicit teaching and data to guide our work. We would like to sustain and grow our practices in reading and writing, and improve our delivery in the area of numeracy.

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 percentage of students achieving **expected growth in NAPLAN reading** to be above the system-negotiated target baseline of 78% School-determined target to increase the percentage of students measuring **1 year's growth for 1 year's learning in reading** to 70% according to PAT data.	• The percentage of students achieving above expected growth in reading increased to 73% indicating achievement progress toward the target for this year. • The percentage of Year 3-6 students achieving at or above expected growth in reading (according to PAT data) is 47%.
Increase the percentage of students achieving **expected growth in NAPLAN numeracy** to be above the system-negotiated target baseline of 60% School-determined target to increase the percentage of students measuring **1 year's growth for 1 year's learning in numeracy** to 60% according to PAT data.	• The percentage of students achieving at or above expected growth in numeracy increased to 51% indicating achievement progress towards the lower bound target. This is an improvement from our 2019 NAPLAN cohort which 38% of students achieved at or expected growth. • The percentage of Year 3-6 students achieving a year's growth in Numeracy (according to PAT data) increased to 57% indicating progress towards our target of 60%. This was an improvement from our 2020 PAT Maths data which was 50% for years 3-6
Increase the percentage of students achieving in the **top 2 bands of NAPLAN reading** to be above the system-negotiated target baseline of 60% School-determined growth target to increase the percentage of students scoring in the **80th percentile or above in reading comprehension** to 55% according to PAT data.	• The proportion of Year 3 and 5 students achieving in the top two bands for NAPLAN reading is 72% (Year 3) and 75% (Year 5) and has exceeded the lower-bound system negotiated target. • The proportion of Year 3-6 students achieving in the 80th percentile or higher in PAT reading is 50% indicating progress towards our target for this year.
Increase the percentage of students achieving in the **top 2 bands of NAPLAN numeracy** to be above the system-negotiated target baseline of 47%	• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 66% (Year 3) and 55% (Year 5) and has exceeded the lower-bound system negotiated target. • The proportion of Year 3-6 students achieving in the 80th percentile or higher in PAT Maths is 56% and has exceeded our target for this year.

School-determined growth target to increase the percentage of students scoring in the **80th percentile or above in numeracy** to 40% according to PAT data.

Strategic Direction 2: Connect, Succeed, Thrive

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be planned, whole-school processes that support and measure high levels of wellbeing and engagement.

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
- WELLBEING

Resources allocated to this strategic direction

Per capita: $795.00

Summary of progress

In order for students to **'Connect, Succeed and Thrive'**, high levels of attendance and positive wellbeing and engagement are crucial. In 2021 strategies were put into place to increase the number of students who attended school for more than 90% of the school year. In addition, plans to increase students' positive sense of belonging, advocacy at school and expectations for success were put together. These activities were implemented school-wide and data was collected to measure progress. The school lockdown and the impacts of COVID in semester 2 had negative effects on our students as shown in both attendance and 'Tell Them From Me' survey data.

Student wellbeing was targeted in 2021 through a range of strategies. 'The Resilience Project' was implemented across all classes. Professional learning and community presentations kick-started the program which was well-supported by teaching and resources in our school. Activities were planned weekly at school and a common language around gratitude, empathy and mindfulness was adopted. Students in Years 4-6 also took part in weekly online 'pulse checks' aimed at picking up wellbeing issues as they arose. This data instantly gave class teachers information about the wellbeing of their class allowing them to intervene where necessary. All staff routinely discussed target students in wellbeing meetings and followed up with regular check-ins with individual students. Teachers also made contact with parents where necessary to build and ensure student wellbeing at school. During home-learning, every effort was made for teachers to connect with students as often as possible. Teachers made video lessons, held regular zoom meetings, made phone contact and gave feedback on student work. Personalised work packs were put together each week. Student engagement was generally very high during home-learning. Teachers were highly involved and supportive in the transition back to school. Students were very happy to be back at school but indicated that they felt that they had missed out on a lot. Tell Them From Me data from Year 4-6 shows that students' 'Sense of Advocacy' at School (86%) and 'Expectations for Success' (95%) were well above state average, exceeded our targets and were similar to 2020. Their 'Sense of Belonging' (56%) reflects their experience of a disconnected semester of learning. This will be a focus area for 2022.

Student attendance was another target area for 2021. The negotiated target was for 91.9% of students to attend school for 90% of time or more. The school shared information from the 'Every Day Matters' documents in newsletters, followed up absences promptly, sent letters home requesting explanations and sent letters showing personalised attendance figures. While attendance and engagement was high during home-learning, the following factors impacted attendance figures in semester 2; students being away with symptoms, students being close or casual contacts and families having holidays during term time due to lockdown during school holidays. Overall attendance rate is 93.5% however only 81.8% of students attend school for more than 90% of time which is lower than our target. Strategies will be repeated in 2022.

Student wellbeing is central to the work that we do and many efforts are made to build relationships with students so that they can connect, succeed and thrive. In 2022 'The Resilience Project' will once again play a pivotal part in teaching and building wellbeing with student 'sense of belonging' being a particular target area. As in 2021, every effort will be made to combat the impact of the pandemic on student experience at school to ensure student growth.

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 percentage of students attending >90% of the time to be above the system-negotiated target baseline of 90.7%	• 81.8% of students at Canobolas attended school for more than 90% of the time in 2021. This is below the system-negotiated target due to conditions created by COVID-19.
Increase the percentage of students in the TTFM areas of 'Positive sense of belonging', 'Advocacy at school' and 'Expectations for success' to >83%.	• According to TTFM, 86% of students felt that they had strong 'Advocacy at school' and 95% felt that there were high 'Expectations for Success'. Both of these areas exceeded the target. Only 56% students indicated that they felt a 'Sense of Belonging' which did not reach the target. This will be an area for improvement in 2022

Funding sources	Impact achieved this year
Integration funding support $56,061.00	Integration funding support (IFS) allocations support eligible students at Canobolas Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of staff to provide health and medical support for students with chronic health conditions • 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 **The allocation of this funding has resulted in:** Meeting the support needs of several students at Canobolas Public School. The wellbeing, health and learning needs of these children were met by an School Learning Support Officer and meant that they were able to participate in all activities in their school day alongside their peers and enjoy successes. Students at Canobolas PS are included in all activities. **After evaluation, the next steps to support our students with this funding will be:** In 2022, students will continue to be supported in the same way.
Socio-economic background $7,878.82	Socio-economic background equity loading is used to meet the additional learning needs of students at Canobolas Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement the Learning and Support program to support identified students with additional needs • supplementation of extra-curricular activities • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in:** Several students receiving support in their learning. Minilit and Numeracy programs were developed to cater for students who needed support in these vital areas. Funds were also spent on supplementing resources for selected students to ensure fair and equitable access to all activities. **After evaluation, the next steps to support our students with this funding will be:** To evaluate where areas of need are and distribute as necessary. Learning and Support will be the priority as will supporting students ta access extra-curricular activities.
Aboriginal background $9,474.15	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Canobolas 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

Aboriginal background $9,474.15	student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • community engagement to support the development of cultural competency, knowledge, understanding and pride • supporting and encouraging Aboriginal students to participate in all aspects of school life **The allocation of this funding has resulted in:** Our Aboriginal students were well supported in all aspects of school life. An SLSO supported Aboriginal students in the playground as well as in the classrooms. Resources and experiences were sourced throughout the year so that Aboriginal culture is embedded and promoted throughout the school. Our aim is always that Aboriginal students feel proud of their culture and heritage while participating and having success in all aspects of school life. **After evaluation, the next steps to support our students with this funding will be:** Our Aboriginal students will continue to be supported to access all activities, receive support in their learning and develop pride in their culture and heritage..
Low level adjustment for disability $32,515.04	Low level adjustment for disability equity loading provides support for students at Canobolas Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging Learning and Support teacher to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in:** Many students being supported in their learning through targeted Learning Support programs in literacy and numeracy. Programs developing reading fluency, reading (decoding), language development and numeracy were in place in 2021. Personal learning plans were developed in consultation with classroom teachers, parent meetings, overseeing wellbeing, managing transitions and school counsellor intervention was also managed under the Learning Support program. Assessment data showed progress for all students involved. **After evaluation, the next steps to support our students with this funding will be:** To identify students for programs in 2022 based on benchmark and classroom data. Students will be identified and assessed at the beginning of the year, a program will be developed and students will be assessed throughout the year to check for improvement.

Location $1,297.90	The location funding allocation is provided to Canobolas Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • incursion expenses **The allocation of this funding has resulted in:** All students having access to curricular and extra-curricular activities by providing transport to venues in town. **After evaluation, the next steps to support our students with this funding will be:** To provide transport so that all students can access off-site school activities.
Literacy and numeracy $13,221.46	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Canobolas Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • NUMERACY • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher **The allocation of this funding has resulted in:** Many students being supported in their learning through targeted Learning Support programs in literacy and numeracy. Programs developing reading fluency, reading (decoding), language development and numeracy were in place in 2021. Personal learning plans were developed in consultation with classroom teachers, parent meetings, overseeing wellbeing, managing transitions and school counsellor intervention was also managed under the Learning Support program. Assessment data showed progress for all students involved. **After evaluation, the next steps to support our students with this funding will be:** To identify students for programs in 2022 based on benchmark and classroom data. Students will be identified and assessed at the beginning of the year, a program will be developed and students will be assessed throughout the year to check for improvement.
QTSS release $24,441.72	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Canobolas Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • READING • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support

QTSS release $24,441.72	classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in:** The principal and the assistant principal being released to enhance teacher professional practice throughout the school. This was achieved by leading teachers in their professional practice through PDPs, releasing teachers to meet to discuss student data and directions and organising professional learning including quality teaching rounds. **After evaluation, the next steps to support our students with this funding will be:** To continue to support and develop teachers in their roles.
COVID ILSP $40,316.59	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - minilit, reading fluency and numeracy. **The allocation of this funding has resulted in:** Targeted students making marked improvements in reading fluency, comprehension and writing. **After evaluation, the next steps to support our students with this funding will be:** To target new students in 2022 to further develop fluency, close reading for comprehension and writing.

Student information

Student enrolment profile

	Enrolments			
Students	**2018**	**2019**	**2020**	**2021**
Boys	57	63	60	62
Girls	59	63	73	71

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	98.2	95.3	95.4	94.2
1	95.3	95.2	96.9	94.7
2	96.4	93.7	95.4	96
3	94.5	92.9	95.9	94.5
4	96.8	93.8	95.2	93
5	95.7	96.2	95.9	93.1
6	96.4	95.9	96.1	93.3
All Years	96.2	94.8	95.9	94.2
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.77
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.74

*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.

CANOBOLAS
PUBLIC SCHOOL

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	85,665
Revenue	1,370,137
Appropriation	1,346,338
Grants and contributions	23,739
Investment income	60
Expenses	-1,363,170
Employee related	-1,258,894
Operating expenses	-104,276
Surplus / deficit for the year	6,967
Closing Balance	92,632

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	50,008
Equity Total	49,868
Equity - Aboriginal	9,474
Equity - Socio-economic	7,879
Equity - Language	0
Equity - Disability	32,515
Base Total	1,159,839
Base - Per Capita	32,787
Base - Location	1,298
Base - Other	1,125,755
Other Total	40,254
Grand Total	1,299,969

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

Information about parent, student and teacher satisfaction was sought throughout the year with a range of surveys.

Students in Years 3-6 completed the 'Tell Them From Me' Survey. 96% of students reported that there were high expectations for success at school and 86% of students said that there were trusted adults at school who they could turn to for support. Only 56% of students reported a sense of belonging. This will be a focus area for 2022.

Parents were surveyed on a range of school aspects throughout the year in short newsletter polls. Parents were asked their opinions and to give feedback about school reports, our weekly newsletter, home learning and assemblies. All surveys showed positive feedback as well as ideas and suggestions to improve. This gave us avenues to explore as we moved forward through the year. The executive welcome parent feedback for this reason. The school received many emails and messages of appreciation throughout the year.

Staff were surveyed in the 'People Matter' survey. Results from this showed high satisfaction in their workplace and healthy rates of wellbeing among staff. In nearly every category, the results were higher than other schools surveyed.

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.

CANOBOLAS
PUBLIC SCHOOL
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