

2021 Annual Report

Carrington Public School



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Introduction

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

I found 2021 to be both a rewarding and challenging year. A year in which we created a 6th class for learning, inducted our first permanent Assistant Principal, our first year delivering on our 2021-2024 Strategic Improvement Plan (SIP) and a year where strong educational programs were implemented to support our students.

Although we had some resemblance of 'normal' during Semester One - concluding in an impressive Performing Arts Concert with the whole community in the audience - we yet again saw a year featuring the impacts of COVID. Despite this, we have continued to display a positive outlook with an educational focus. The wellbeing of our school students, staff and parents has remained a priority at all times.

I feel very proud of my staff for the way in which they delivered our Strategic Initiatives throughout 2021. Utilising collaborative planning and a focus on evidenced based, data informed teaching we have seen significant impact on our students learning. Even though we faced another period of learning from home, our students conducted themselves very well throughout the year with a focus on achieving their personal learning goals. They adapted as needed and no doubt, have learnt many new skills which will serve them well into the future.

Whilst it has been a different year, it has definitely been a successful and significant one. It has been a privilege to lead such a fantastic school community throughout the year. I am proud of my staff, my students and the whole community for adapting to our new normal throughout 2021.

James McGill

Principal 2021

School vision

At Carrington Public School we educate the whole child, ensuring our students have positive emotional wellbeing, and are highly literate and numerate. Teachers, parents, and students work in partnership to foster a high expectations culture in a positive, culturally safe learning environment where every student is known, valued, and cared for. Student success is underpinned by engaging, expert instruction from passionate and committed teachers.

School context

Carrington Public School is a small school located in the inner city area of Newcastle. Since its inception in 1873, the school has had a long history of providing quality education for its students. The suburb of Carrington is close to industry, recreation, the Newcastle Harbour and is in the process of experiencing urban renewal.

In 2021, there are 127 students enrolled. This includes twenty-one students with Aboriginal or Torres Strait Island descent and sixteen students who have English as an additional language or dialect.

Carrington Public School has a strong commitment to personalised learning through quality literacy and numeracy programs. Our student wellbeing practices are based on Positive Behaviour for Learning (PBL) and our core values are Be Safe, Be respectful and Be a learner. The school prides itself on providing wide ranging opportunities for all students to succeed including an annual Creative Arts Performance and Art Expression - student art exhibition.

Carrington Public School enjoys the support of its parent body, with an active P&C. Strong community partnerships exist between the school and the broader Carrington community, enabling access to resources, expertise and facilities from within the community. Community consultation was sought throughout 2020 around the programs our school offers, future strategic directions and school vision. Feedback from community members has helped shaped this school plan.

The Muloobinbah Local Aboriginal Education Consultative Group and the school enjoy a productive and cooperative relationship. The guiding voice of Muloobinbah LAECG has ensured Aboriginal community voice is represented within this plan. To continue this highly valued partnership, the school will engage in evaluative conversations semesterly throughout the life of this plan.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Through high impact professional learning opportunities and employing evidenced based teaching strategies we will work to achieve our aspirational 2024 improvement measures. By enhancing our wellbeing practices we will ensure that students are engaged and connected with their learning.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Evidence based pedagogies maximise student learning outcomes. Fostering high expectations for students' growth and success in literacy and numeracy, we will embed a cycle of assessment and data analysis to inform teaching programs and promote responsive and challenging learning environments.

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

Resources allocated to this strategic direction

Professional learning: \$1,788.00

Summary of progress

Reading

In 2021, we implemented high-impact professional learning, instructional coaching and whole-school systems for assessment to improve the teaching of reading with a particular focus on phonemic awareness, phonics and fluency. School executive led professional learning with both face-to-face and online delivery. Instructional leadership supported explicit reading instruction and guided the transition to new, evidence-aligned assessment tasks to track student achievement. School-wide systems, including collaborative stage planning sessions, further supported evidence-based reading instruction with school expectations documented in the teaching and learning handbook.

Impact of this professional learning has been observed through teaching and learning programs, teaching observations and classroom walkthroughs.

With success in developing explicit teaching practice for phonemic awareness, phonics and fluency, a focus for 2022 will be further developing staff knowledge and understanding in vocabulary and comprehension. Instructional coaching has underpinned the success of this initiative, guiding and ensuring significant change continuity and will be used in targeted areas of need to support best practice in literacy.

Numeracy

In 2021, we developed staff knowledge and understanding of how the Quantifying Numbers Numeracy Learning Progression. Through high-impact professional learning in How to Learn Maths for Teachers (Stanford University), all staff have improved their knowledge of evidence-based teaching in mathematics. The collaborative development of a K-6 quantifying numbers assessment tool assisted staff analyses of student knowledge for accurate plotting on the relevant Learning Progressions. Stage-based meetings were used to collaborate and develop explicit instruction warmups to address student needs within the classroom.

The impact of this initiative is seen through the consistent approach taken to delivering explicit instruction warmups across the school as evidenced in teaching and learning programs, lesson observations and classroom walkthroughs.

Further developing staff knowledge and proficiency in using the Learning Progressions to drive school identified development targets and student outcomes is a focus for the future. Implementing high-impact professional learning and whole-school systems to improve the teaching of numeracy will be a key focal point for 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of	52% of students achieved top 2 bands scores in reading.

<p>NAPLAN reading to above 44.2% (baseline data 40.97%).</p> <p>Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to above 40% (baseline data 38.07%)</p>	<p>48.2% of students achieved top 2 bands scores in numeracy.</p>
<p>A minimum of 65% of Year 5 students achieve expected growth in NAPLAN reading (school target).</p> <p>A minimum of 30% of Year 5 students achieve expected growth in NAPLAN numeracy (school target).</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading is 58%.</p> <p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 62%.</p>

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure all students can connect, succeed, thrive and learn we will develop a strategic and planned approach to whole school wellbeing processes that support 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.

- Wellbeing
- Positive relationships

Resources allocated to this strategic direction

Socio-economic background: \$3,599.22

Aboriginal background: \$6,600.00

Per capita: \$1,000.00

Summary of progress

Wellbeing

In 2021, we implemented several school-wide programs to support positive student wellbeing. Introducing Smiling Minds K-6, trialing a department initiative that utilised short message service (SMS) to improve attendance and running Children's University. A school-wide Smiling Minds scope and sequence was documented, supported with Professional Learning and a regular feature of our staff meetings supported its positive implementation. The attendance trial had mixed results, and this was seen across the state, but our parents were more engaged than the state average. Children's University continued to provide students involved in the program with further activities and opportunities that supported positive school experiences.

The impact of these activities is evidenced in our most recent Tell Them From Me survey results with a 16% increase in students' positive sense of belonging bringing the overall wellbeing score up.

As wellbeing will continue to be a major focus for the school, there is a strong need to conduct a review of all current wellbeing practices and processes to ensure that each is evidence-based and best practice. A full review of wellbeing procedures is required moving forward into 2022. Further planning around capturing qualitative data will help to evidence the impact of our wellbeing strategies.

Positive Relationships

In 2021, we developed a consistent understanding of how to support students with a trauma background and developed personalised learning plans for all students. With support from DoE personnel and high-impact professional learning in Trauma Informed Practice, all staff developed an awareness of simple strategies to support mental wellbeing to implement in their working environment. Continuing to meet learner needs at their zone of proximal development was key to supporting positive relationships between staff and students. A more consistent approach to communicating student learning goals, celebrating achievement (part of wellbeing review), documenting school-wide practice and maintaining accurate information is a future goal.

The impact of this initiative is evidenced in a 20% reduction of negative incidents reported in Sentral, from 2020 (221 incidents) to 2021 (173).

To continue to improve on positive relationships, a focus on inclusivity and engaging our parents and community will be key. Key programs in Aboriginal education including *Sista Speak* and continuing to build upon the burgeoning Yarn group should be a focus for 2022. Completing professional learning to support students with poor mental health including those from trauma backgrounds will need to be implemented in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Increase the percentage of students attending > 90% of the time to above 74% (baseline 69.7%).</p> <p>Increase the percentage of students reporting positive wellbeing (sense of belonging, expectations for success and advocacy) at school to 84.8% (baseline 82.8%).</p>	<p>The number of students attending greater than 90% of the time is 64.67%.</p> <p>Tell Them From Me data shows an overall improvement of reported positive wellbeing, including a 1.3% decrease in advocacy at school, 16% increase in sense of belonging and 0.3% decrease in expectations of success.</p>
<p>Staff develop an awareness of strategies to support mental wellbeing and implement these in classrooms.</p>	<p>All staff indicated that they feel more confident communicating with students who have experienced trauma, since completing the professional learning.</p>

Strategic Direction 3: Continuous Improvement

Purpose

Students achieve continuous improvement in their learning with the guidance of explicit, data informed teaching. Teachers evaluate their effectiveness, and adapt their practices by obtaining high impact professional learning to meet needs of their students. Teachers collaborate to implement and embed assessment practices that are transparent and meaningful for 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.

- Assessment, data skills and use
- Professional growth

Resources allocated to this strategic direction

Aboriginal background: \$2,700.00

Professional learning: \$7,500.00

Summary of progress

Assessment, Data Skills and Use

In 2021, we strategically resourced and embedded school-wide high-impact practices in assessment, data-informed teaching and collaboration. Four times per year, the school executive led Stage teams to engage in professional learning, analyse and triangulate data from assessment tasks, and build data-informed teaching directions. Collaborative practices and instructional coaching promoted consistent school expectations for teaching and learning across English and Mathematics. School-wide systems for collecting literacy data were developed, including K-2 and 3-6 tracking sheets stored centrally in Teams. Department of Education assessment tasks supported the collection of data for phonics, phonemic awareness, and spelling with the identification of students who required intervention.

Funding of a sixth class in 2021 allowed staff to work in Stage teams (K-2 and 3-6) for the first time. Collaborative practices boosted accountability for data collection. Feedback has indicated that teachers have a strong knowledge of student achievement and future directions which has led to measurable improvement in NAPLAN data, Check-in data, and internal phonics assessment growth and achievement data.

Consistent, planned time frames for data entry, referenced on the school assessment schedule, will further support data analysis. Development of numeracy assessment tasks and data collection is required including measuring whole school identified targets. This will be used to measure the impact of data-informed practice to support the mapping of students who are achieving benchmarks.

Professional Growth

This year we embedded systems to support professional dialogue and collaboration through termly stage planning days, reviewing programming and curriculum policy monitoring as well as trialing a school wide visual planning board for easier access to the Strategic Improvement Plan (SIP). Curriculum policy monitoring was initiated by being selected for a NESA inspection, which found the school met policy requirements. The learning from this supported the school's review of our programming requirements.

Supporting staff to authentically engage in the implementation and progress monitoring aspect of the SIP through professional learning, executive transposed our SIP into Microsoft Planner. This enabled staff to see a visual planning board which promoted efficient project management amongst staff. After a trial of using Planner to drive our SIP, staff involvement in the evaluation process had improved.

The Curriculum Policy Monitoring process will be a useful tool to regularly review and evaluate school efficacy in curriculum delivery and best practice of programming. A schedule to review each KLA - with reference to the following year's NESA Random inspections will be developed (2022: focus on alignment of curriculum to the syllabus as demonstrated through Stage 2 and 3 Creative Arts). Consideration to the time and expertise required to transcribe the SIP into Microsoft Planner will be factored in for its continued use.

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
Staff use data to analyse student achievement and plan for future learning.	All staff use data to analyse student achievement and plan for future learning.
The school self assessment against the SEF deems that is is 'Sustaining and Growing' in 'Data skills and Use'.	The school's on-balance judgement for the element Data Skills and use is Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$90,492.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carrington Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs <p>The allocation of this funding has resulted in: Employment of SLSO to support individual students' learning in the classroom as well as safety and participation within the playground has helped to create positive impact for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students based on their individual learning needs.</p>
<p>Socio-economic background</p> <p>\$17,999.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carrington 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"> • Wellbeing • Positive relationships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support whole of school teaching and learning program implementation. • supplementation of extra-curricular activities including Children's University. • employment of additional staff to support to enable six classes in 2021. <p>The allocation of this funding has resulted in: The allocation of these funds to support school programs and student learning has been beneficial in ways that can't be simply measured with simple data, but the following tells part of the story.</p> <p>Students responding to the Tell Them From Me survey in Semester Two reported:</p> <ul style="list-style-type: none"> - a 24% decrease from being victims of bullying - 16% increase of students reporting positive sense of belonging (despite the pandemic) - an increase in the number of students reporting classrooms have a positive learning environment - a 10% increase in school pride. <p>After evaluation, the next steps to support our students with this funding will be: In 2022, an enhancement of this program could be using this funding to further support our students' wellbeing development and in engaging with literacy and numeracy learning support programs.</p>
<p>Aboriginal background</p> <p>\$24,615.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carrington Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$24,615.00</p>	<p>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"> • Positive relationships • Assessment, data skills and use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Aboriginal education and learners. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted a strong sense of Aboriginal Culture at Carrington PS. Semester 2 Tell Them From Me data shows that 88% of Aboriginal students feel positive about their culture - an increase of 31% from 2020 data. 88% of students also state that teachers have a good understanding of Aboriginal Culture at school - up a further 2% from last year.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, an enhancement of this program could be using this funding to further support our Aboriginal students in engaging with literacy and numeracy learning support programs, the implementation of the Sista Speak program and to further enhance cultural opportunities for all students.</p>
<p>Low level adjustment for disability</p> <p>\$45,688.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Carrington Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support to enable six classes in 2021.learning program implementation. <p>The allocation of this funding has resulted in: This teaching position supported student learning and educational provision throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Future funds expended should continue to meet individual student needs based on 2022 cohort requirements.</p>
<p>Literacy and numeracy</p> <p>\$12,163.75</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Carrington 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • creation and purchasing of school literacy resources • employment of additional staff to support literacy and numeracy programs

<p>Literacy and numeracy</p> <p>\$12,163.75</p>	<p>The allocation of this funding has resulted in: Additional staffing provided executive to prepare and deliver Professional Learning in the Big 5 key concepts in reading and The Big Ideas in Mathematics. Feedback has indicated that teachers have a strong knowledge of student achievement, and future directions which has led to measurable improvement in NAPLAN data, Check-in data, and internal phonics assessment growth and achievement data.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding should be used to support schoolwide literacy and numeracy programs in 2022, including specialised literacy and numeracy support for students centering on school-identified literacy and numeracy targets.</p>
<p>QTSS release</p> <p>\$22,199.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carrington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support educational programs <p>The allocation of this funding has resulted in: This teaching position supported student learning and educational provision throughout 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Future funds will continue to meet individual student needs based on 2022 cohort requirements.</p>
<p>COVID ILSP</p> <p>\$50,149.90</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 additional staff (teacher and SLSO) to support COVID ILS Program. <p>The allocation of this funding has resulted in: Over the course of 2021 30 students, from K-6, were targeted for intensive learning support through the COVID ILSP. K-2 student achievement found that at in Term 1, twenty-five students were identified as requiring Tier 3 interventions. In Term 3 this number fell to seven students. In 3-6 Year 4 student achievement in Check in assessment from Term 2 to Term 4 shows identified students making positive gains in reading making up 1.9% on the gap between their school cohort. In Numeracy, the gap increased. Year 6 student's achievement in the Check-in assessment - numeracy increased the number of correct answers by 8% from Term 2 to Term 4, effectively closing the gap between their performance and state average by 12.8%. In Literacy there was a similar 8% increase in the correct number of responses closing the gap between their performance and state average by 13.2%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>COVID ILSP</p> <p>\$50,149.90</p>	<p>The effectiveness of this program moving into 2022 will need to be reviewed. Although targeting support for students across the K-6 spectrum was originally seen as beneficial and supportive, a deep a narrow support stream may be more beneficial over all.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	57	59	63	66
Girls	49	53	57	57

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.2	94.9	87	88.7
1	91	90.1	90.5	90.9
2	85.8	93.2	83.5	92.4
3	90.1	85	88.8	87.2
4	93	90.2	75.7	91.5
5	86.9	92.1	86.1	77.9
6	92.5	88.8	81.9	86.4
All Years	90.5	91.2	86	88.5
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)	3.61
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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	122,087
Revenue	1,394,484
Appropriation	1,364,928
Sale of Goods and Services	791
Grants and contributions	28,640
Investment income	126
Expenses	-1,426,455
Employee related	-1,285,188
Operating expenses	-141,268
Surplus / deficit for the year	-31,971
Closing Balance	90,116

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	64,283
Equity Total	91,989
Equity - Aboriginal	25,247
Equity - Socio-economic	21,053
Equity - Language	0
Equity - Disability	45,688
Base Total	1,023,706
Base - Per Capita	29,582
Base - Location	0
Base - Other	994,124
Other Total	49,786
Grand Total	1,229,765

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2021, an evaluation of the perceptions of these groups was undertaken. These perceptions help to inform how we iterated our Strategic Improvement Plan this year.

The key message from parents was that they would like greater involvement in the school, and that they were thankful to our staff for the ongoing attention to education, care and support of their children during what was a difficult year. Obvious impediments to this being actualised were in place due to Public Health Orders and Safe COVID Guidelines. When able we involved our parent and broader community in a manner where student, staff and public health were maintained. Opportunities for parent engagement will continue to be a focus in the coming years.

Teachers indicated they would appreciate increased time to work with each other and reduce barriers for sharing their knowledge and ideas. Considerable funding was utilised to provide this time for teachers to engage in collaboration with each other. If this is within the funding capacity, this initiative should be maintained to support ongoing improvements in using data to inform teaching practice.

Students indicated they would like more opportunities for extra-curricular activities such as dance, sport and drama. This feedback will be used to plan for a greater number of these activities over the coming years.

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.