

2021 Annual Report

Cawdor Public School



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Introduction

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

Cawdor Public School
865 Cawdor Rd
Camden, 2570
www.cawdor-p.schools.nsw.edu.au
cawdor-p.school@det.nsw.edu.au
4636 6133

Message from the principal

No one will ever forget the year 2021 and the global outbreak of COVID-19 pandemic. We were all affected in one way or another as students, parents, and staff grappled with balancing changes in online education and communication in home locations.

Cawdor Public School is a vibrant and dynamic learning community committed to providing a high-quality learning experience for all students. Our aim is to ensure that our students are given the environment in which to thrive and the opportunities, support, and encouragement to achieve in all areas of school life. This works best when students, families and staff are unified in their outlook and work in partnership to achieve learning goals.

The success of our teaching and learning programs was highlighted by our school being recognised as one which is meeting and exceeding our targets which have been externally set. In the last 12 months, these have included success across all areas of the school, including literacy, numeracy and wellbeing.

The improvements our students have made to NAPLAN results have led to our selection as an Accelerated Adopter school. This recognises the work our staff have done to improve student literacy and numeracy performance and our potential to increase the number of students we have in the top two bands in NAPLAN. We will have access to the new Stage 1 curriculum while it is in its draft form, and our teachers will be receiving close and heightened support to administer it.

I would like to thank our teaching staff, Mrs Ward, Ms Forbes, Ms Lewit, Mrs Kidd, Mrs Garbutt, Mrs Jewell, Mrs Biffin and Mrs Rota for their professionalism and dedication to their roles in the school. It is this dedication that provides for the opportunities and successes of our students. I would like to thank the administrative and support staff, Mrs Hillier, Mrs Turner, Mrs Tucker and Mrs Cashel who work in the background to support the operation of the school and our teachers in delivering their learning programs. Mr LeGood, Mr Ibett and Mrs Scott also work tirelessly to keep our school maintained and looking gorgeous.

This year has been an exceptionally difficult and different one. Even more so than 2020. Staff and students have had to renegotiate the curriculum and deliver and learn in a totally different method. Parents have had to put on their teacher hats and deliver the curriculum to their children. But can I say a huge 'Thank You' to the staff, the students and the parents and carers for getting us through the lock-down time; your cooperation hard work and humour made it all a lot easier.

To the parents and community of our beautiful school.

Thank you for embracing everything about Cawdor Public School. Your support of the events and fundraising opportunities (although they were limited due to lockdown) was exceptional and I love the way you meet as a community and provide support to each other in the trying times. It is sad that we will be saying good-bye to some of our families this year.

To the students. Congratulations on your achievements this year. We have a school of passionate, engaged and enthusiastic young people who excel and display their talents in so many different ways. You always work to your best and should be very proud of all your achievements.

Some highlights of the Year 2021:

Movie Night where 100's of people gathered to watch a movie with our school community.

The beautification of our school grounds which is an ongoing project.

We survived lock down and enhanced our skills in digital technology.

Mrs Alison Lee applied for and was successful for a grant for the school- I purchased a series of wellbeing incursions for the children which was a huge success.

Another grant which Mrs Lee was successful in attaining was a community grant for communities effected by flood, fires and covid. With this grant, Mrs Lee hosted an online trivia night, wreath making class, handball coaching clinic and a bike safety night. All great events to bring our community together.

Sporting incursions which the children enjoyed were Gymnastics, Footsteps and AFL. We were very lucky to have Mr Willcocks, Mrs Sitkowski and Ms Ihlein visit us from Woogelmai to present our students with some great activities. So, although we couldn't really leave the school, the excursions came to us.

2021 was an extremely successful year for Cawdor Public School. I look forward to continuing the journey and our success next year.

Mrs Patterson

Message from the school community

We started the year with a bang and held our very first outdoor movie night which was a great success and the highlight event of our year. The community spirit was buzzing and it was so great to see families and friends together enjoying one another's company.

Our Cadbury Easter fundraiser along with the Mother's Day stall successfully raised funds to help cover the cost of text books and classroom resources; thank you for your help in selling a record number of chocolates.

Chompers canteen, run by our wonderful volunteers saw a huge menu change and revamp and has now received a certificate of compliance from the "NSW Healthy Canteen strategy". The addition of delicious hot meals and baked recess items cooked onsite has been well received by the students who have been able to try new healthy foods. A huge thank you to our volunteers who have cooked, prepared, and worked on menus and compliance paperwork. Many hours have gone into the new menu, and it couldn't have been done without the team effort.

Covid lock down brought a standstill to many of our school community activities this year and whilst we were unable to run many of our usual events we are very grateful for the hard work of Alison Lee in the submission of many grants which we have been successful in obtaining and for organising some wonderful community events and educational experiences for the students such as incursions, trivia night, murder mystery night, wreath making, hand ball workshop and bike night.

We are very grateful to the following organisations for their support of Cawdor School.

- South Western Sydney Primary Health Network Supporting Communities in Recovery Grant \$10,000 - funded the Cawdor Connect Series
- NAB Foundation Community Grant \$10,000 - will fund a Cawdor family camp before 31 May 2022
- Australian Government Volunteer Grant \$5,000 - to fund a portable water bottle filling station for the P&C in 2022
- NSW Government Community Building Partnership grant \$20,000 - to fund resurfacing under the COLA in 2022
- Aboriginal Affairs NSW NAIDOC Grant \$1,000 - to fund arts-based event for 2022 NAIDOC Week (postponed from 2021)
- The election day BBQ and cake stall was a great success as always and raised over \$1600 for the school. Thank you very much to those who donated and helped on the day. It was nice to be able to get back to doing what we do so well and reconnecting with the community.

P&C President 2021

Message from the students

My name is Lillian Daley, and I am Cawdor School Captain of 2021.

I have been at Cawdor for 7 years and loved our small school.

This year has been really difficult and stressful due to online learning and not seeing our family and friends, covid restrictions and the sad passing of Mrs Le Good. We completed online learning for 13 weeks which is the whole of Term 3 and 3 weeks of Term 4.

This has made a giant impact to our school. Most students did online learning from home, then others like me, went to school.

I would like to say a huge 'Thankyou' to all the staff and teachers who helped us by supplying laptops, hosting Zoom or Teams meetings, helping us when we needed it and just checking in. We all made the best out of a bad situation and I'm proud of each and every one of you.

Covid restrictions were a pain too. We had to social distance, be in different cohorts and different sections of the playground and all staff needed to wear a mask. That has made the year really difficult but we, the students, have done really well.

I am most grateful for the staff and friends I have met along the way. I hope we are at the end of lockdown and next year will be back to normal.

I would like to wish all the new School Captains and Counsellors all the best for next year. I love this little school and will miss it dearly.

Enjoy every moment and take every opportunity given to you at Cawdor because one day you will blink and be leaving for high school.

From your 2021 School Captain,

Lillian Daley.



School leaders attending GRIP leadership conference

School vision

At Cawdor Public School we strive for academic excellence where every student is supported to achieve their best. Respectful partnerships with our wider community and our nurturing support of students has facilitated high student engagement with skills for life-long learning. Our school improvement focus will continue to strengthen school leadership and will enable students to prepare as active citizens of the future.

School context

Cawdor Public School is a small school, situated in a beautiful semi-rural setting close to Camden. Established in 1858, the school has a rich history and has been a focal point in the area for over 160 years. The school is appreciated for its caring family atmosphere and high levels of community involvement.

The community at Cawdor is highly committed to providing a nurturing and innovative learning environment in which each student is encouraged to become an informed and responsible citizen. The wellbeing of every student is a high priority and the learning programs focus on the individual needs of each child.

Student leadership is strongly promoted in the school. There are many opportunities for students to take on leadership roles. Students attend leadership workshops throughout the year and the older students take an active role in the care and education of the younger students.

Cawdor is part of a small schools' network. The schools in the community have formed strong links to provide Professional Learning opportunities for the teachers and for sporting events, excursions and learning opportunities. The school is actively involved in an effective high school links program with the Camden Community of Schools.

The school has excellent facilities; grounds and classrooms are well-maintained and offer an inviting place to learn. Play areas are well resourced and offer the students a wide variety of play environments. All classrooms have interactive whiteboards and our technology is well maintained and updated.

Cawdor currently has 8 teachers and 5 administration and support staff, which includes additional temporary staff employed through school-based funding to better support the learning needs of all students. The staff is stable with 60% of the teaching staff being permanent, but experienced a large turn-over over the past few years due to retirements, promotions and permanency. We have a total enrolment of 87 students; 9 students identify as Aboriginal and 2 from a multicultural background.

From our Situational analysis we have identified these areas of growth:

- Explicit teaching practices to maximise student outcomes in Literacy and Numeracy
- The improved use of data to inform teaching
- Differentiation of the curriculum to ensure that all students' needs and levels are being addressed and that they have access to the curriculum
- A school-wide format of data collection.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in Literacy and Numeracy through explicit, evidence informed teaching practice and refined data analysis skills to support a differentiated curriculum.

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.

- Differentiation
- Data informed practices

Resources allocated to this strategic direction

QTSS release: \$3,120.00

Socio-economic background: \$23,300.00

Professional learning: \$8,534.50

Low level adjustment for disability: \$22,400.00

Summary of progress

The school focus for 2021 was on the use of data informed practices to improve differentiation of the curriculum to be more responsive to the needs of individual students. High impact professional learning was used to develop the consistent evidence-informed practices across the school. Short formative assessments identified the point of need with student learning and was embedded across the school to build consistent teacher judgement and inform teaching strategies. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs.

Differentiated mentoring support for all staff is now a feature of school practice, however this support will be continued in 2022 to build sustainability of practices and consistency.

Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

In 2022, all staff will collaborate and engage in professional learning to ensure that data informed practices and evaluation inform future directions. This will be supported further through engagement as an Accelerated Adopter of the new K-2 curriculum.

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
The proportion of Year 3 and Year 5 students achieving the top two bands in numeracy increases by 5% to reach the lower bound system negotiated target.	The proportion of Yrs 3 and 5 achieving top 2 bands in NAPLAN numeracy has increased by 2.9% and has exceeded the lower bound system negotiated target.
The proportion of Year 5 students achieving expected growth in NAPLAN numeracy reaches the lower bound small schools system negotiated target of 60%.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased. Individual student progress is reported directly to parents and carers throughout the year.
The proportion of Year 3 and Year 5 students achieving the two bands in reading increases by 5% to reach the lower bound system negotiated target.	The proportion of Yrs 3 and 5 achieving top 2 bands in NAPLAN reading has increased by 27.08% and has exceeded the lower bound system negotiated target.

<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading reaches the lower bound small schools system negotiated target of 60%.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>60% of students achieving expected growth in each school year demonstrates an upward trend when mapped against progressions through PLAN2 data collection and analysis.</p>	<p>Incomplete data sets due to delay in implementation of some initiatives during term 3 means this progress measure has not been captured. A progress measure has been determined for 2022.</p>



Mrs Patterson sharing quality literature with students

Strategic Direction 2: A Culture of Growth

Purpose

To create a culture of high expectations for learning where all students are challenged, engaged and resilient through explicit teaching and enhanced individual supports.

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.

- Highly Effective Teaching Practices
- Enhanced individual supports

Resources allocated to this strategic direction

Low level adjustment for disability: \$14,650.00

Aboriginal background: \$9,935.00

Summary of progress

In 2021, implementing Highly Effective Teaching Practices was the focus and promoted across the whole school via online Professional Learning of PLAN2. Teachers gained knowledge of how to create focus groups incorporating the Literacy and Numeracy Learning Progressions and encouraged to implement these within their classrooms. NAPLAN, whole school and individual data was viewed and discussed to establish student needs and how these could be addressed. Upskilling teachers' use of technology (STEMshare kits) was undertaken as a session on Staff Development Day (SDD) and then implemented across the school with the lead teacher giving demonstration lessons and then shoulder to shoulder teaching, establishing Key Learning Areas links throughout the term. Teachers then implemented these in their classroom and reported a high level of student engagement.

During SDD, teachers were guided through the processes of how to generate assessment data from the PAT platform. A bi-annual testing cycle enabled teachers to analyse data and identify areas of growth and needs.

To improve attendance an initiative was undertaken in early term 2 to create a visual tally highlighting those classes who achieved 100% attendance. This improved arriving at school on time.

Wellbeing was addressed with School Learning Support Officer (SLSO) incorporating social skills through playground games at lunchtime. This garnered a substantial following by the K-2 students. Within the classroom SLSO timetables were arranged to accommodate those students with the most needs. The result was that students were engaged in regular physical activity while learning other skills.

In 2022, a professional learning schedule will be established and opportunities to collaborate, along with the implementation of data talks, creation of focus groups and establishing regular data entering in PLAN2 will be the priorities in Strategic Direction 2.

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
A demonstrated increase of 2% of students attending school 90% of the time or more.	The number of students attending 90% of the time or more has decreased by 6% .
A demonstrated increase of 2% of students reporting positive responses related to the categories of Advocacy at School, Expectation of Success and Sense of Belonging in the Tell Them From Me Survey.	82.91% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.

The school will set the groundwork to be able to move on an upward trajectory from Delivering to Excelling in Student Engagement under the Learning domain of Assessment as shown in the School Excellence Framework.

Self-assessment against the School Excellence framework shows the element of assessment to be delivering.



Quiet Area -Structured Games

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$90,100.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cawdor 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 assist students with additional learning needs • consultation with external providers for the implementation of speech and occupational therapy • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Support Plans (PLSP) were regularly updated and responsive to student learning needs. Eligible students receive personalised learning and support within their own classrooms. Individual students and staff have been supported both in the classroom and playground to assist with additional learning and behavioural needs of students. Teachers have been supported in writing Access Requests. External providers are upskilling teaching and non teaching staff in speech and occupational therapy strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$25,300.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cawdor 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"> • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through mentoring on differentiation K-6 to support student learning • additional staffing to implement literacy and numeracy programs in class to support identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>Year 3 Reading above both state and SSSG and Year 3 and 5 NAPLAN Numeracy above SSSG.,</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage School Learning Support Officers to implement personalised learning goals in literacy and numeracy to support our</p>

<p>Socio-economic background</p> <p>\$25,300.00</p>	<p>trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$10,935.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cawdor Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhanced individual supports • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students • creation of school literacy resources with Aboriginal perspectives. <p>The allocation of this funding has resulted in: Staff released to develop and review Personalised Learning Pathways (PLP) in consultation with families. The allocation of this funding has resulted in: an increase 50% in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$37,050.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cawdor 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"> • Data informed practices • Enhanced individual supports <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention literacy and numeracy to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • 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 <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. Identified students are being provided with ongoing support and/or adjustments to enable them to succeed in reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Low level adjustment for disability</p> <p>\$37,050.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$1,370.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cawdor 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"> • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: The purchase of quality decodable texts and online subscription to support the implementation of explicit and systematic phonic instruction. The purchase of Mathematics resources to support programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: teacher release to present reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.. as well as, to embed resources into ongoing quality literacy and numeracy instruction. Continue to build quality texts and decodable readers resources.</p>
<p>QTSS release</p> <p>\$15,248.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cawdor 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"> • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice and using Learning Progressions to track student progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding be; teachers continuing to embed formative assessment practices and analyse data and show evidence of differentiation in teaching and learning programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cawdor Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy intervention</p> <p>\$47,000.00</p>	<p>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"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>COVID ILSP</p> <p>\$54,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • development of resources and planning of small group tuition • releasing staff to participate in professional learning • providing targeted, explicit instruction for student groups in literacy/numeracy- Reading and Number <p>The allocation of this funding has resulted in: Targeted support for identified students whose learning has been impacted by Covid 19 restrictions, as identified from a range of data. Post support data collected, shows evidence of improved outcomes for students involved in small group tuition within mainstream classes, in both reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	43	45	46	42
Girls	37	39	39	42

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	95.1	98.1	95
1	93.9	95.4	95	95.5
2	94.7	92	95.5	93.1
3	94	91.6	92.9	94.4
4	96.6	89.9	92.3	90.8
5	91.9	93.1	94.3	90.4
6	90.8	92.8	93	89.9
All Years	94.1	92.6	94	92.5
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.



Outdoor Learning incursion

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.47
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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	158,624
Revenue	1,239,341
Appropriation	1,193,287
Sale of Goods and Services	10,790
Grants and contributions	35,209
Investment income	56
Expenses	-1,178,569
Employee related	-1,077,263
Operating expenses	-101,306
Surplus / deficit for the year	60,772
Closing Balance	219,397

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	90,128
Equity Total	73,322
Equity - Aboriginal	10,936
Equity - Socio-economic	25,304
Equity - Language	0
Equity - Disability	37,082
Base Total	815,562
Base - Per Capita	20,954
Base - Location	0
Base - Other	794,608
Other Total	87,288
Grand Total	1,066,301

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

Parent/carer, student and teacher feedback was sought through the Tell Them From Me Survey in 2021.

Student

Students indicated they have developed positive relationships at school. (School mean 85% compared to NSW Govt. norm 85%)

85% of students feel proud of their school

Students stated that there is positive behaviour at school with 95% of students not being in trouble at school compared to NSW Govt mean of 83%

Students state that they feel teachers could improve with explicit teaching, setting clear goals and providing feedback (School mean was 6.8 compared to NSW Govt. norm of 7..5)

Only 17% of students participate in extracurricular activities compared to NSW Govt. norm of 55%

In 2022, we will continue to work on students having a strong sense of belonging and improving student wellbeing strategies.

Parent/Caregiver

Parents/Caregivers indicated they feel welcome at school and are happy with the communication between school and home regarding their child's learning and progress .(School mean was 8.1 compared to NSW Govt. Norm of 7.4)

Parents/Caregivers state they feel they can easily speak with their child's teacher, principal and administrative staff (School mean was 8.1 compared to NSW Govt. Norm of 7.4)

Parents/Caregivers state that they would like to be more informed about their child's progress in school subjects and opportunities concerning their child (School mean was 5.8 compared to NSW Govt. Norm of 6.6)

Parents/Caregivers indicate they feel teachers provide extra support for students who need it and make sure students are included in all school activities (School mean was 7.1 compared to NSW Govt. Norm of 6.7)

Parents/Caregivers state that their child feels safe at school and any behaviour issues are dealt with in a timely manner. (School mean was 7.8 compared to NSW Govt. Norm of 7.4)

In 2022, we will work to increase communication to inform parents and carers through our reporting processes, newsletter, website, social media platforms and face to face meetings to highlight student progress and opportunities at school.

Teacher

Teachers stated they strive to create an inclusive environment, with high expectations, opportunities are provided to ensure successful learning experiences for all students (School mean was 8.4 compared to NSW Govt. Norm of 8.0)

Teachers indicated that school leaders create a safe learning environment and help teachers to improve by providing quality feedback about their teaching (School mean was 8.5 compared to NSW Govt. Norm of 7.1)

Teachers state the school leaders are supportive and provide opportunities to collaborate and develop quality programs which focus on using evidence-based strategies to increase student engagement (School mean was 8.2 compared to NSW Govt. Norm of 7.8)

In 2022, we will work towards further supporting classroom teachers in using evidence-based teaching strategies in literacy and numeracy to increase student engagement to support all students to reach their full potential.

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.



Grandparent's Day Term 1