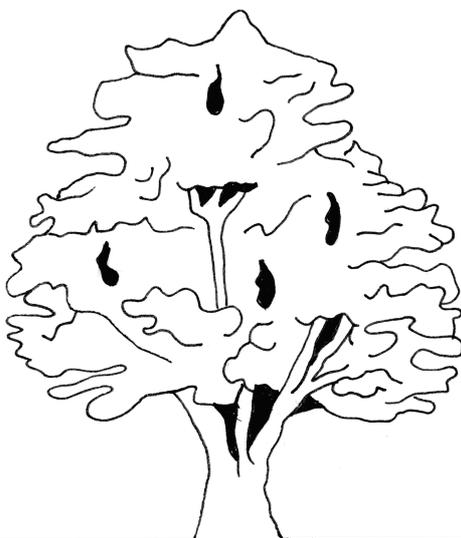


2021 Annual Report

Chillingham Public School



Success through teamwork

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Introduction

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

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

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School vision

Our vision at Chillingham Public School is to create an inclusive learning community with shared high expectations, supporting our students, teachers and parents on their learning journeys. We deliver quality programs designed to meet the individual learning goals and wellbeing needs of each student. Working collaboratively towards continual improvement in a safe, respectful, engaging environment, empowers each student, each teacher and each parent to build self-direction, achieving personal growth leading to success.

School context

Chillingham Public School is a small rural school, located in the picturesque Numinbah Valley just 10 kilometres from the Queensland border, currently with an enrolment of 33 students. Our students are nurtured in a safe and supportive learning environment, epitomising our school motto: 'Success through Teamwork'. Central to the local community over successive generations, the school has a strong family-orientated atmosphere and engagement with the community.

Using CESE (What Works Best 2020 Update) will guide timely, authentic feedback; student-student, teacher-student and teacher-teacher personalising learning sequences. Students learn best when they are invested in their growth, their learning, and their achievement. We want students to articulate what they know they must work on next; the evidence that tells them this and how they will know when they get there - thus becoming leaders of their own learning. A highly motivated and experienced staff maintain high expectations of our students and ourselves, rewarding effort and achievements, as we work collaboratively towards this goal.

Through our situational analysis we have identified two main areas for focus. Firstly, continuing to embed high impact teaching practices, supported as 'best practice' by current research, across all Key Learning Areas. Staff identified maintaining professional learning, both individually and collectively, as a priority to achieving success in this area. Secondly, participation in the Maths Action Research Project (MARP), and the Writing CoP with other schools in our Network and the Early Action for Success initiative, will support Literacy and Numeracy, with the addition of ongoing professional development in the other Key Learning Areas.

Collaboration with support staff ie Speech Pathologists, Case coordinators and the COVID initiative program teacher, enriches the teachers' understanding of our students with additional needs; planning and delivering quality differentiated learning experiences across the classroom and home. Helping each student realise their potential - 'Success through Teamwork'.

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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
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	Excelling
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

To maximise learning outcomes for each student in reading and numeracy; and to build a strong foundation for academic success, across all key learning areas, we will deepen students' ownership of their learning. This will be supported by data driven teaching practices responding to individual student needs.

Initiatives

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

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$28,000.00

Professional learning: \$6,000.00

Socio-economic background: \$1,818.04

Summary of progress

The school implemented flexible staffing structures above establishment to target personalised learning and data driven practices. This structure enabled small classes and targeted focus groups, both extending and supporting students in accordance with the individual needs of all learners across K-6.

A demonstrated commitment from staff to individualise learning through effective use of data across the school in all KLAs has been demonstrated. The school collects data in a number of ways through analysis of Check-in Assessment, NAPLAN, NEALES, SENA, diagnostic maths assessments, benchmarking, phonic assessment and writing samples. Staff work collaboratively, using this data, to identify student needs and then use appropriate teaching and learning sequences to address these needs. There are structures within the school that support the analysis of this data which is then communicated to all stakeholders. As a result of these structures, we have seen positive results in K-6, especially in the area of reading.

Professional learning has supported staff to further develop their effective use of data and this will continue in the future. Staff work within the literacy and numeracy hub to support the effective use of data to support internal analysis. To further strengthen structures for 2022, the school will realign the way we use the School Plan and the implementation and progress monitoring structure. We will look at a 10 week cycle of 'reflect and review' and will continue to further develop our school scope and sequence to align with the new K-2 syllabi.

Moving forward, our newly appointed Assistant Principal Curriculum and Instruction will focus on leading and embedding literacy and numeracy professional learning within the school. In relation to the school's external assessment (NAPLAN and Online Check-In assessment), we had positive results for 2021.

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
Improvement in the percentage of students achieving in the top 2 bands in NAPLAN to be at or above the school's Network-negotiated target in reading of 36%.	In 2021, 80% of students were placed in the top two skill bands in NAPLAN for reading, exceeding Network target.
Improvement in the percentage of students achieving in the top 2 bands in NAPLAN to be at or above the school's Network-negotiated target in numeracy of 36%.	In 2021, 40% of students were placed in the top two skill bands in NAPLAN for numeracy, indicating achievement of Network target.

Increase the percentage of students achieving expected growth in NAPLAN reading, working towards the network-negotiated target of 60%.	In 2021, 100% of students achieved expected growth in NAPLAN reading.
Increase the percentage of students achieving expected growth in NAPLAN numeracy, working towards the network-negotiated target of 60%.	In 2021, 67% of students achieved expected growth in NAPLAN numeracy.

Strategic Direction 2: Leaders of our learning

Purpose

To build a culture of collaboration where students take ownership of their learning. Students, teachers and parents work in partnership to promote a positive learning mindset where students connect, succeed, thrive and learn.

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.

- A Culture of Self-Directed Learning
- A Culture of Collaboration

Resources allocated to this strategic direction

QTSS release: \$7,000.00

Location: \$1,000.00

Professional learning: \$70.00

Early Action for Success (EAFs): \$60,000.00

Literacy and numeracy: \$3,000.00

Socio-economic background: \$25,000.00

Aboriginal background: \$4,531.16

Integration funding support: \$41,016.00

Summary of progress

The staff has worked collaboratively with all students to develop a goal-setting mindset responding to formative and summative assessments. Underpinned by the principles of the Wellbeing Framework students are moving towards more self-directed learning. The systems established, initially in English, to support teachers' consistent, evidence-based judgement and moderation are proving valuable and will be further refined in 2022. Students are growing in confidence when discussing feedback and demonstrate an understanding of their next goals.

Targeted Professional Development on working memory and growth mindset have enhanced classroom practices as has a growing expertise in data analysis, informing feedback to students. Acknowledging the authenticity of the feedback, mentored by teachers, students are gradually taking ownership of their learning. A respectful collaboration has been developed as teachers and students have investigated growth mindset, effectively focussing on the thought processes for learning.

The activities completed have enabled students to think critically and creatively during their exploration of the Native Bees introduced to the school through a Woolworths Garden Grant. The PBL (Pupil Based Learning) model was implemented in a Science Technology Engineering Art and Mathematics (STEAM) project for all stages across the school. There was a strong literacy focus for Stages 2 and 3, culminating in written, visual and oral presentations, with feedback provided by their peers. A spirit of collaboration between students was evident when Stage 3 assisted Stage 2 to create the coding for ES1 and our 2022 Kindergarten students to navigate. Feedback from the parents affirmed this was a highlight of the orientation process.

Providing authentic and relevant tasks, encourages the students' engagement, which in turn results in consistent attendance.

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 more than 90% of the time. Average over last 3 years = 75%. System-negotiated lower bound target = 70%.	The number of students attending greater than 90% of the time is higher than the Network and State rates and within the negotiated target of 70%.

<p>Continue to collect, analyse and collate Student Wellbeing and Engagement Survey data to identify future focus areas.</p> <p>Deconstruct Parent Wellbeing surveys and analyse data from questions that relate to student engagement.</p>	<p>Student Wellbeing and Engagement survey data indicates 95% of students reporting positive wellbeing outcomes. This is consistent with 2020's data.</p>
<p>Continue to collect data from Parent Wellbeing and Two Wishes and a Suggestion surveys</p> <p>Deconstruct Parent Wellbeing survey and analyse data from questions that relate to parent engagement</p>	<p>Two Wishes and a Suggestion surveys were not utilised widely this year. This was due to area lockdowns, restrictions and Department guidelines resulting from the COVID pandemic.</p> <p>25% of parent surveys requesting feedback on how community involvement could be enhanced were returned; and of those, 100% indicated a wish to attend a school Open Day. The Open Day did not occur due to COVID 19 restrictions.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$41,016.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chillingham 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"> • A Culture of Collaboration <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement targeted programs to support identified students with additional needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSP) • 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 • intensive learning and behaviour support for funded students • 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: supporting eligible students at Chillingham Public School in mainstream classes who require moderate to high levels of adjustment. As well as regular intensive individual support with the Learning and Support Teacher. All eligible students are demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Aboriginal background</p> <p>\$4,531.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chillingham 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"> • A Culture of Collaboration <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 deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: helping meet the specific learning needs of Aboriginal students at Chillingham Public School, to ensure that the performance of Aboriginal students match or better those of the broader student population, while</p>

<p>Aboriginal background</p> <p>\$4,531.16</p>	<p>maintaining cultural identity.</p> <p>After evaluation, the next steps to support our students with this funding will be: to maximize learning opportunities for students from Aboriginal and Torres Strait Islander (ATSI) backgrounds, through utilising knowledge of departmental policies and educational action plans.</p>
<p>Low level adjustment for disability</p> <p>\$28,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Chillingham 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 • employment of LaST and interventionist teacher • 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: providing additional support for students at Chillingham Public School in mainstream classes who have a disability by making adjustments to their learning when appropriate.</p> <p>After evaluation, the next steps to support our students with this funding will be: additional support to provide time for staff to work alongside external agencies to identify areas of concerns. In consultations with these agencies, formulate appropriate interventions to support student engagement in learning.</p>
<p>Location</p> <p>\$1,000.00</p>	<p>The location funding allocation is provided to Chillingham Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of Collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in: providing funding to the students to address school needs as a result of our remoteness.</p> <p>After evaluation, the next steps to support our students with this funding will be: for staff to engage in PL with a focus on future focused directions that enable effective planning of engaging, responsive and explicit teaching and learning programs. This integration of ICT into authentic learning experiences will inspire and engage students from our remote location.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Chillingham Public</p>

<p>\$3,000.00</p>	<p>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"> • A Culture of Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: the provision of extra staff to address the literacy and numeracy learning needs of students at Chillingham Public School from Kindergarten to Year 6.</p> <p>After evaluation, the next steps to support our students with this funding will be: the use of on-demand assessments through Assessing Literacy and Numeracy (ALAN). Allocation of a 5-weekly collection of data and analysis time, to identify students at risk and provide at point of need intervention.</p>
<p>Early Action for Success (EAfS)</p> <p>\$60,000.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Chillingham Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • A Culture of Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: providing collaboration with and professional learning to staff to address the literacy and numeracy learning needs of students at Chillingham Public School from Kindergarten to Year 6.</p> <p>After evaluation, the next steps to support our students with this funding will be: the allocation of time for staff to collect data, engage in critical conversations with Assistant Principal Curriculum and Instruction and participate in Professional Learning (PL) to develop evidence-based pedagogical content knowledge.</p>
<p>QTSS release</p> <p>\$7,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chillingham 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"> • A Culture of Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum

<p>QTSS release</p> <p>\$7,000.00</p>	<p>The allocation of this funding has resulted in: the improvement of teacher quality and enhancement of professional practice at Chillingham Public School.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$24,000.00</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 educator to deliver small group tuition. • release educator to analyse student data to monitor progress of small group tuition. • provide targeted, explicit instruction for student groups in Literacy particularly in the focus areas phonic knowledge and word recognition. <p>The allocation of this funding has resulted in: small group tuition being implemented well in literacy for the 3 groups (Year 1, Year 2 and Year 6).</p> <p>PLAN2 shows growth/progress of students receiving small group tuition. Some students in Year 1 who were showing growth in Semester 1, didn't progress in Semester 2 as 'Learning from home' and the lack of access to technology limited their progress.</p> <p>PM Benchmarking Assessment indicated that 33% have reached Year 1 benchmarking target and the EAFS reading target of beyond level 17 and 66% have improved 6 reading levels, working towards Year 1 target. Weekly spelling assessment and administering the South Australian spelling assessment showed growth. All students showed 50% growth from Semester 1 assessment to Semester 2 assessment.</p> <p>As a direct result of the consistent and targeted intervention, students and teachers reported increasing engagement both in small group tuition and return to class. Students engagement with returning spelling homework also increased from Semester 1 to Semester 2 which resulted in growth and progress in their weekly spelling assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy small group tuition with a focus on phonic knowledge and word recognition using data sources to identify specific student need. Students will be regularly monitored as they transition back into the classroom. Providing additional class support for some students to continue to meet their personal learning goals will be a priority.</p>
<p>Socio-economic background</p> <p>\$26,818.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chillingham 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"> • A Culture of Collaboration • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$26,818.04</p>	<ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • professional development of staff to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: helping meet the additional learning needs of students who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>After evaluation, the next steps to support our students with this funding will be: the allocation and management of resources to ensure all teachers have access to technology to plan and implement innovative classroom practice. Effective and equitable planning and management provides all students with access to technology to enhance their learning and engagement.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	17	18	15	17
Girls	14	16	16	19

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.8	97	88.4	95.9
1	89.8	97.6	91.1	90.8
2	94	93.2	90.6	91.5
3	92	95.8	95.8	94.2
4	93.3	89.3	82.9	87.9
5	86.6	93.8	91.1	88.6
6	90.5	91.9	85.8	89.9
All Years	91.9	93.7	89.3	91.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

Staff type	Benchmark 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	66,499
Revenue	727,332
Appropriation	714,426
Sale of Goods and Services	26
Grants and contributions	12,861
Investment income	19
Expenses	-717,067
Employee related	-683,554
Operating expenses	-33,512
Surplus / deficit for the year	10,266
Closing Balance	76,765

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.

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	41,016
Equity Total	60,499
Equity - Aboriginal	4,531
Equity - Socio-economic	27,030
Equity - Language	0
Equity - Disability	28,938
Base Total	495,501
Base - Per Capita	7,642
Base - Location	1,270
Base - Other	486,590
Other Total	78,053
Grand Total	675,069

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

What I like best about my child's school is the personalised service! Every child is treated as an individual with individual needs. All staff go above and beyond to support all the students and their families. If you ever have an opportunity to come along to an event at the school you will see the passion and compassion that is normal for this beautiful little school. Nothing is too much at Chillingham Public School. It's beautiful to see how kind the students are to each other, always helping and including everyone.

As a teacher at Chillingham Public School, I love being part of the small, nurturing community that has been created. It is lovely to watch students from all year groups mix and interact socially while feeling safe to try new things and discover new interests. Having smaller class groups means that we have the time to ensure all student's learning is delivered at a level where they are challenged but feel safe and supported. Their social, emotional and quirky little characteristics that make them special are appreciated and celebrated by all staff so that we can guide them to reach their full potential.

Chillingham Public School has such a lovely community feel about it. The children are so supportive of one another, both inside and outside the classroom and really love their school. The student's behaviour is exceptional, and this reflects the lovely culture the staff have created at the school!

A sample of student responses (K-6):

- The thing I like best about my school is that it is very nice. My friends are nice to me.
- The thing I like best about my school is writing my homework because it gives me points.
- The thing I like best about my school is the playground because it is fun and challenging for me.
- The thing I like best about my school is my teachers because they're so kind and respectful to everyone. They also help me learn so later on I will know these things. I couldn't be in a better place.
- The thing I like best about my school is the work that the teachers give us because they make sure that it's not too hard or too easy.
- The thing I like best about my school is the people in it. They are all unique and special and very kind to me.
- The thing I like best about my school is the teachers respect me for who I am and they always expect the best of me. The teachers always think every student is smart and has 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.