

2021 Annual Report

Coffee Camp Public School



1583

Introduction

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

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

School contact details

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School vision

At Coffee Camp Public School we believe in high quality educational opportunities for each and every student and staff member.

School context

Coffee Camp Public School is a two teacher school located 11km south of Nimbin. Coffee Camp Public School runs programs that cater for the needs of its students and the school community.

Academic achievement, performing arts, sport, visible learning, student welfare and participation in the middle years learning initiative are strengths and areas of focus. Parents are proud of our established traditions and record of success.

Coffee Camp Public School will continue to view student wellbeing as our "core" business. Practices that promote resilience, successful learners for the 21st century, care and respect for other cultures and our environment will continue to be embedded in our school culture.

Coffee Camp Public School will focus on the implementation of the curriculum, success for aboriginal students, inclusivity for all cultures and staff and students acquiring and demonstrating leadership skills.

Coffee Camp Public School community is a proud member of the "Big Scrub" Community of Schools.

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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student has strong foundations in **reading**, communication and **numeracy** enabling confidence in their ability to learn and adapt, we will continually challenge them to learn and improve.

Initiatives

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

- Quality Teaching in Reading
- Quality Teaching in Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$5,620.00

Integration funding support: \$37,533.00

Aboriginal background: \$15,492.00

Socio-economic background: \$11,500.00

Low level adjustment for disability: \$16,845.00

QTSS release: \$1,281.00

Location: \$4,875.00

School support allocation (principal support): \$4,000.00

Summary of progress

Utilising activities funded through multiple sources, employment of school learning support officers (Combined 1.0 Full-time) to provide additional support for students who have high-level learning needs. Release was provided for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). Additionally, at the beginning of term 1, a COVID ILSP teacher was employed to support the delivery of evidence-based literacy and numeracy programs and data driven practices. Key focus of the 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 over a 20 week period.

As a result, all eligible students demonstrated 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. Differentiated teaching programs demonstrated on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading and numeracy assessments, writing samples, teacher observation and PLAN2 data.

Moving into next year our focus will be to improve Student Growth and Attainment through the development of teacher capacity in the areas of reading and numeracy, focusing on the implementation of consistent assessment procedures to track and monitor student progress across the school. This assessment and data collection will be utilised to implement targeted teaching and learning programs that meet each individual child's learning needs. The COVID ILSP and LAST positions will be combined to provide a teacher 1 day a week to develop targeted teaching and learning resources to meet the needs of all students.

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
Reading. Achieve expected growth in Reading measured against system negotiated targets. Achieve expected top two bands, system negotiated targets for Reading in NAPLAN.	Data indicates 83% of eligible students years 3 and 5 are in the top two skill bands for reading. The % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading across the Richmond Network Small Schools increased by 6.6% in Reading progressing beyond the lower bound network target.

<p>Reading.</p> <p>Achieve expected growth in Reading measured against system negotiated targets. Achieve expected top two bands, system negotiated targets for Reading in NAPLAN.</p>	<p>The % of Stage 2 and 3 students achieving expected growth in NAPLAN Reading across the Richmond Network Small Schools was 57.9% in Reading achieving beyond the baseline data and progressing towards the lower bound network target.</p>
<p>Numeracy.</p> <p>Achieve expected growth in Numeracy measured against system negotiated targets. Achieve expected top two bands, system negotiated targets for Numeracy in NAPLAN.</p>	<p>Data indicates 83% of eligible students years 3 and 5 are in the top two skill bands for numeracy.</p> <p>The % of Stage 2 and 3 students in the top 2 bands of NAPLAN Numeracy across the Richmond Network Small Schools increased by 15.2% in Numeracy progressing beyond the lower bound network target.</p> <p>The % of Stage 2 and 3 students achieving expected growth in NAPLAN Numeracy across the Richmond Network Small Schools was 52.6% in Numeracy achieving beyond the baseline data and progressing towards the lower bound network target.</p>
<p>Increase the % of students attending school more than 90% of the time to contribute towards the Richmond Network of Small Schools beyond the baseline data of 60%.</p>	<p>The % of students attending school more than 90% of the time across the Richmond Network of Small Schools decreased by 6.25% demonstrating that we are not yet progressing towards the lower bound small schools target.</p>
<p>The school self-assesses at the Delivering level of the Data Skills and Use element of the Teaching Domain of the School Excellence Framework with the data literacy theme assessed as Sustaining and Growing.</p>	<p>100% of staff developed their skills around data literacy with a Microsoft Teams channel being made for staff to share and collaborate on data. Due to COVID-19 this initiative was not embedded the way it was intended and as such will continue to be a focus into 2022 as we move towards sustaining and growing.</p>
<p>The school self-assesses at the Delivering level of the Assessment Skills and Use element of the Teaching Domain of the School Excellence Framework with the student engagement theme assessed as Sustaining and Growing.</p>	<p>100% of teaching staff participated in Visible Learning: Learning Intention and Success Criteria professional learning and used this to inform students of the learning intention and how they can achieve success. As we move into 2022 we will begin to embed more student ownership into this so we can move towards sustaining and growing.</p>

Strategic Direction 2: Leaders of our own learning

Purpose

To ensure a whole school approach to wellbeing and engagement, where students staff and the community recognise that student wellbeing and engagement are important conditions for learning.

Initiatives

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

- Evidence Based Wellbeing Practices
- Planning for Learning

Resources allocated to this strategic direction

School support allocation (principal support): \$4,800.00

Professional learning: \$5,853.00

Summary of progress

Throughout 2021, teachers engaged specialist professional learning to unpack evidence-based approaches to evidence based wellbeing practices. Staff worked closely with the LaST to support Aboriginal students and students with additional learning needs. Additional release was provided to support teachers to differentiate the curriculum and develop resources and classroom activities for the improvement of learning opportunities for Aboriginal students and students with additional learning needs.

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, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 100% of Aboriginal students feel like their culture is valued at school. Additionally across the cohort, the 2021 Tell Them From Me survey indicates a 86% sense of Advocacy, 93% Belonging and 100% of students identify a sense of High Expectation within the school.

Moving forward we will be working towards developing students as leaders of their own learning through peer leadership training and development of peer groups. We will focus on creating a culture of learning by providing students with opportunities to take ownership of their own learning by embedding student voice into all areas of the 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
An increase of the percentage of students attending school more than 90% of the time has increased from 37.88% (2019) to 50% by end 2021.	The number of students attending greater than 90% of the time or more has increased to 54%.
Teachers undertake a sequenced program of professional learning, with a refined focus on Personalised Learning Plans (PLP's) and Personalised Learning Support Plans (PLSP's).	Document analysis of learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs.
Explicit teaching of learning expectations (PBL) has led to an increase of students reporting a sense of wellbeing (Expectations of success, advocacy, and a sense of belonging at school).	Tell Them From Me data shows a high level of reported positive wellbeing within the school, including a 86% sense of advocacy at school, 93% in sense of belonging and 100% in expectations of success.

Strategic Direction 3: Building Teacher and Leader Capacity

Purpose

Staff demonstrate ownership of their professional growth through actively engaging in professional learning which build practice and ensures great practice curriculum delivery.

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.

- Professional Growth through Collaboration
- Expertise in Curriculum

Resources allocated to this strategic direction

QTSS release: \$4,100.00

School support allocation (principal support): \$4,800.00

Summary of progress

Our focus for 2021 was to improve teacher capacity in the delivery of learning programs across all subject areas. Focusing on High Impact Professional Learning, school teachers were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional learning in the delivery of explicit teacher instruction, utilising success criteria drawn from the evidence-base was a focus of all teaching staff to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across the stages, in the form of coaching and mentoring, has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board as reflected in PLAN2 data. This has been shared with all stakeholders.

We will continue to develop teacher capacity with a focus on the areas of Literacy and Numeracy. Literacy professional learning will focus on the Science of Reading and the implementation of the new K-2 syllabus. Numeracy will focus on Additive Strategies and Number Talks. Staff will be provided with opportunities to collaborate with each other and have the opportunity to co-teach to extend their skills and knowledge.

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
Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning.	Annual progress measure: 100% of teachers utilise learning intentions and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals for all students. Annual progress measures: All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.	Performance and Development Plan reviews indicates 100% of staff have actively collaborated with practitioners from other schools to reflect and improve upon teaching practice.
Whole school analysis of curriculum	All staff reviewed their curriculum knowledge to identify gaps and found that

implementation and identification of gaps in staff knowledge to build curriculum knowledge in these areas and the best way in which to explicitly teach curriculum to students.

phonics as an area for improvement. All staff completed explicit and research-based Phonics professional learning and implemented this learning into the class room. New scope and sequences and lesson plans were developed and delivered based on this new knowledge to improve student learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$37,533.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coffee Camp 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"> • Quality Teaching in Reading <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: All eligible students 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: Employ a full time SLSO to implement targeted small group support for funded students to support small group targeted learning based on student assessment data and needs identified on PLSPs.</p>
<p>Socio-economic background</p> <p>\$11,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coffee Camp 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"> • Quality Teaching in Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement programs to support identified students with additional needs <p>The allocation of this funding has resulted in: Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above both state and SSSG</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ SLSO staff to improve student engagement in literacy and numeracy to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$15,492.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coffee Camp 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"> • Quality Teaching in Reading

<p>Aboriginal background</p> <p>\$15,492.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: 100% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 100% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional SLSO time to implement targeted small group lessons for Aboriginal students to meet their goals in the PLPs.</p>
<p>Low level adjustment for disability</p> <p>\$16,845.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Coffee Camp 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"> • Quality Teaching in Reading <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <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, with 83% of students achieving in the top 2 bands in reading and numeracy. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding will be allocated towards the LAST role to ensure that maximum support can be delivered to students.</p>
<p>Location</p> <p>\$4,875.00</p>	<p>The location funding allocation is provided to Coffee Camp 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"> • Quality Teaching in Reading <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing with employment of Learning and Support teacher to support individual learning needs of each child. <p>The allocation of this funding has resulted in: Increased targeted key learning area support and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional staffing to meet students learning and wellbeing needs.</p>

<p>Professional learning</p> <p>\$5,853.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Coffee Camp 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"> • Planning for Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release and course costs to build teacher capacity around visible learning. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching, utilising Learning Intention Success Criteria (LISC) resulting in improvement in NAPLAN of students achieving in top 2 bands and internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning will be used to release teachers off class for professional learning opportunities and to purchase research based texts, related to Literacy and Numeracy to increase teacher capacity in this area.</p>
<p>School support allocation (principal support)</p> <p>\$13,600.00</p>	<p>School support allocation funding is provided to support the principal at Coffee Camp Public School with administrative duties and reduce the administrative workload.</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"> • Quality Teaching in Reading • Evidence Based Wellbeing Practices • Planning for Learning • Expertise in Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Learning and Support Teacher to support individual student needs. • Professional learning and collaboration between schools. <p>The allocation of this funding has resulted in: Increased learning opportunities and choices for students. A substantial increase in student engagement and increased rates of attendance in the targeted group.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional LAST and teaching principal release time to develop targeted teaching and learning programs and PLSP/PLPs to support all students learning.</p>
<p>Literacy and numeracy</p> <p>\$5,620.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coffee Camp 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"> • Quality Teaching in Reading • Quality Teaching in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$5,620.00</p>	<ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: An increase in the average benchmark level in Kindergarten from 9 to 13 An increase in the average Year 1 benchmark level from 17 to 21 A 20% increase in Stage 1 students participating regularly (weekly) in the home reading program.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to purchase additional decodable readers and numeracy resources to be able to effectively implement the new curriculum and to meet all students needs.</p>
<p>QTSS release</p> <p>\$5,381.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coffee Camp 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"> • Quality Teaching in Reading • Professional Growth through Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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.</p> <p>After evaluation, the next steps to support our students with this funding will be: To release staff targetting professional learning to lead improvement in areas where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$16,716.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals. 100% of students demonstrated improvement in understanding texts as outlined in PLAN2 data. 83% of students of students achieved in NAPLAN top 2 bands reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

COVID ILSP \$16,716.00	To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	26	20	17	17
Girls	26	15	13	14

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.2	88.1		78.9
1	91.1	89.9	85.2	53.8
2	90.4	87.9	93.6	82
3	94	89.5	86.3	56.7
4	83.1	94.4	90	78
5	88.5	80.5	90.4	82.7
6	88.8	84.2	87.9	88.7
All Years	89.2	87.1	87.8	78.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1		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	91.9	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)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*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	74,475
Revenue	644,087
Appropriation	635,529
Sale of Goods and Services	1,261
Grants and contributions	7,209
Investment income	88
Expenses	-654,687
Employee related	-613,556
Operating expenses	-41,132
Surplus / deficit for the year	-10,600
Closing Balance	63,875

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	66,143
Equity Total	43,840
Equity - Aboriginal	15,493
Equity - Socio-economic	11,501
Equity - Language	0
Equity - Disability	16,847
Base Total	506,644
Base - Per Capita	7,396
Base - Location	4,875
Base - Other	494,373
Other Total	16,998
Grand Total	633,625

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

Parents and caregivers have expressed that they are satisfied with the service the school offers and love the small school community feel that the school brings. Parents and caregivers have indicated that they value the opportunities that the school offers their students especially extra curricula programs such as tennis and creative arts. Continuing open communication and sharing learning between home and school will continue to be the focus in developing home/school relationships.

Staff, indicated that while it was a difficult year with COVID-19 lockdowns, they felt supported in carrying out their duties and they felt their wellbeing was considered a priority by school leadership. Staff value professional learning and collaboration and these will be a key focus moving forward.

Students value the extra curricula opportunities that are offered to them at the school, and the technology that is on offer to them. All students indicated that they have a strong relationship with at least one staff member and their peers. Students value having their voice heard and having opportunities to be involved in decision making.

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.