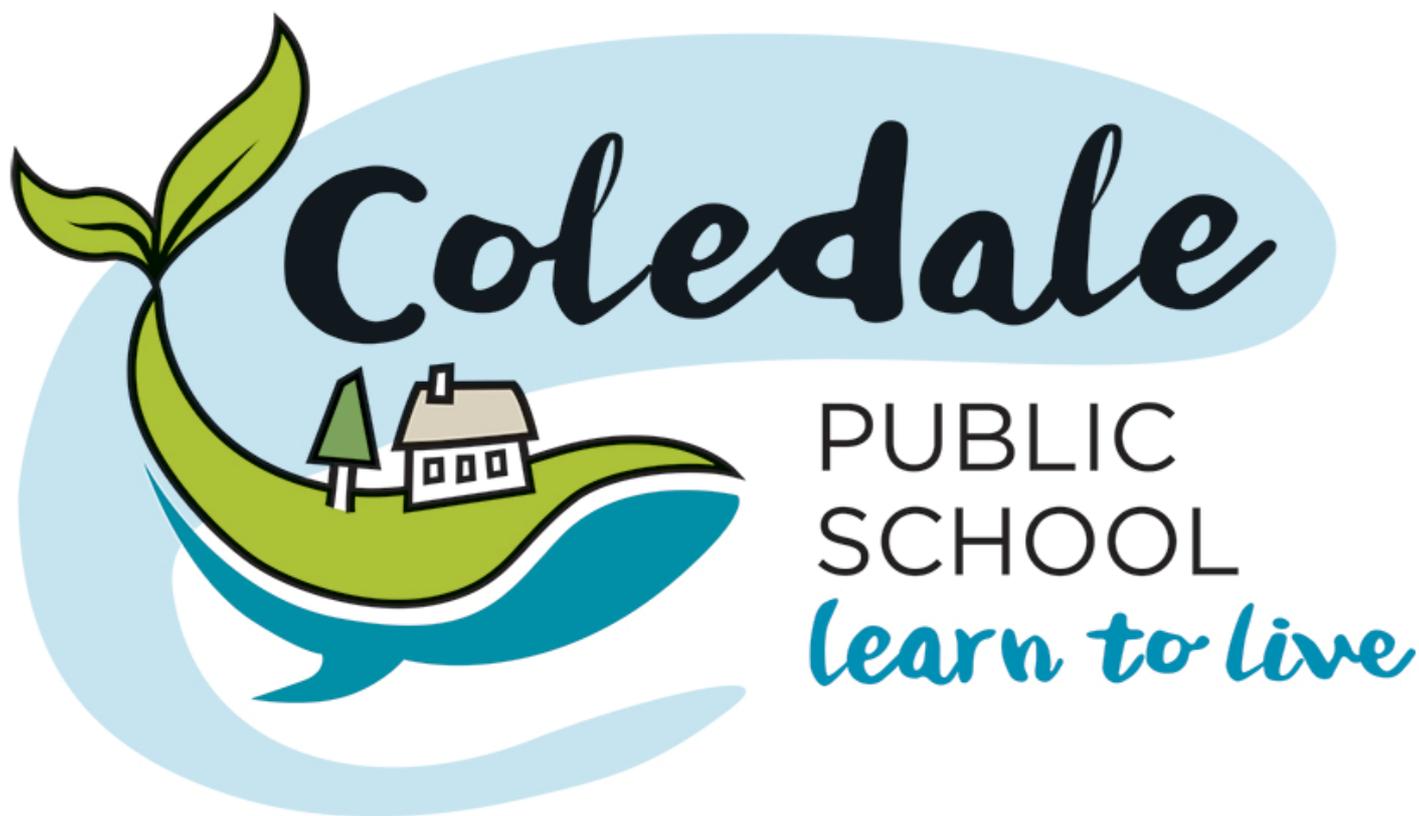


# 2021 Annual Report

Coledale Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Coledale 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 Coledale Public School we strive for excellence and achieve personal potential; to be confident, active, global citizens who thrive through change and challenge.

## School context

Coledale Public School is situated on Dharawal Country and pays respect to the Wodi Wodi people, the traditional custodians of the land on which the school is located.

Our school is located between the escarpment and the sea and enables us to create direct links to the environment and our teaching and learning programs. School numbers are currently 140 students and our FOEI is 25.

The school continues to foster a strong historical connection with the Coledale community with its motto 'Learn to Live'. Coledale Public School proudly delivers quality public education for the children of families in the coastal community of Coledale in the northern suburbs of Wollongong. Our P&C association provides strong support for a variety of programs.

We are a proud member of the Seacliff Community of Schools. Our curriculum provision is enhanced as we deliver joint programs, share educational opportunities and participate in ongoing and evolving professional learning activities.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. Well planned and explicit teaching practices will provide opportunities for students and staff to collaborate through feedback and formative assessment strategies.

Effective partnerships of teacher, student and community voice will support wellbeing and provide self-directed and goal-focused opportunities for learning.

There will be a strong focus on challenge and high expectations in all learning environments. This will be achieved through rich tasks which challenge learners to become innovative, creative and collaborative problem solvers and connect learning to real-world scenarios.

## 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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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

High Impact Learning

In order to build a learning culture which ensures high expectations for quality teaching and learning we will focus on developing and embedding quality teaching and learning practices, system wide assessment and analysis of student performance measures, using the professional standards which underpin the improvement in mathematics and literacy.

### 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.

- Effective classroom practice
- Quality assessment
- Collaboration

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$33,661.73

**Integration funding support:** \$78,586.00

**Literacy and numeracy:** \$16,992.00

**QTSS release:** \$27,805.00

### Summary of progress

Our focus in 2021 was to increase student engagement in numeracy, through the integration of real-world examples into classroom teaching and learning programs.

Staff worked with the Instructional Leader to build capacity in the analysis of data, assessment as a tool and collegially program. An assessment schedule was developed, implemented and reviewed to ensure summative data provided opportunity to direct teaching. All staff had input into this schedule, agreeing upon which assessments provided student learning data that could best direct teacher action. Classroom programs in numeracy were revised to increase the focus on Working Mathematically, explicitly making the link between lesson outcomes and real life application of numeracy skills.

With all teachers being clear on the expectations for collecting and using student assessment data, collaboration sessions enabled them to plan for differentiation of lessons to meet student needs. The use of the NSW Department of Education's Planning Literacy and Numeracy tool (PLAN2) enabled teachers to monitor student progress and achievement over time. The use of summative assessments in Years 3-6 such as Progressive Achievement Tests (PAT) confirmed or challenged teacher judgement against syllabus outcomes. Student voice in relation to numeracy indicates an improvement in student engagement in numeracy lessons, making links between the learning they were doing in the classroom to the flexible use of these strategies in a real-life context.

In 2022 there is a need to build on the lessons and learning established in 2021. The assessment schedule will need to be updated to include monitoring of intervention programs and the assessments related to it. Professional learning will focus on upskilling staff in the new English and Mathematics syllabi in preparation for implementation in 2023 and in ensuring all teachers continue to use evidence-based teaching methods to optimise learning progress for 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
<ul style="list-style-type: none"><li>• Increase in the percentage of students in the top two bands in NAPLAN reading to be above system identified baseline</li><li>• Increase in the percentage of students in the top two bands in</li></ul>	<p>Data indicates 68.57% of students are in the top two skill bands for reading which is an increase against baseline data.</p> <p>In numeracy, 38.24% of students are in the top two skill bands which is similar to the system-identified baseline.</p>

<p>NAPLAN numeracy to be above system identified baseline.</p>	
<ul style="list-style-type: none"> <li>• Increase in the percentage of students achieving expected growth in NAPLAN reading to be above system identified baseline</li> <li>• Increase in the percentage of students achieving expected growth in NAPLAN numeracy to be above system identified baseline.</li> </ul>	<p>The percentage of students achieving expected growth in reading decreased to 30% indicating progress yet to be seen toward exceeding the system-identified baseline.</p> <p>The percentage of students achieving expected growth in numeracy decreased to 44.44% indicating progress yet to be seen toward exceeding the system-identified baseline.</p>
<p>Development, documentation and Implementation of whole-school assessment strategy and data analysis procedures to systematically monitor the learning of all students.</p> <p>Improvement as measured by the School Excellence Framework</p> <ul style="list-style-type: none"> <li>• <b>Student Performance Measures</b> are self-assessed at sustaining and growing.</li> </ul>	<p>Whole school assessment strategy was streamlined to ensure that the learning of all students was systematically monitored through the use of the Planning Literacy and Numeracy tool.</p> <p>Self-assessment against the School Excellence framework shows the element of Student Performance Measures to be delivering.</p>

## Strategic Direction 2: High impact delivery of curriculum and intrinsically motivated learners

### Purpose

We will ensure a high impact teaching and learning environment that promotes a culture of student agency informed by feedback.

### 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.

- Building a Learning Culture
- A culture of high expectations

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$13,604.80

**Professional learning:** \$10,893.96

**Aboriginal background:** \$1,000.00

**Socio-economic background:** \$3,677.83

### Summary of progress

The focus of the work in this strategic direction was to strengthen the learning culture of the school by partnering with all members of the school community in the work of improvement.

Planning and data days occurred in a 5-week cycle during Terms 1, 2 and 4. Teachers participated in professional learning that supported them to implement classroom practices and processes that support high expectations of students. Working collaboratively, teachers differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Teaching and learning programs across the school showed evidence that they were adjusted to address individual student need.

The critical importance of high levels of attendance was communicated to the school community via the school newsletter and personalised attendance approaches. Highlighting the importance of justifying absences was the center of the school's initial focus. An automatic text message system to alert parents to students' absences was introduced. Improvement in students attending greater than 90% of the time was evident. Smiling Minds was introduced to strengthen students' resilience and engagement in classwork. The bush tucker garden continued to support students in making positive social and curriculum connections.

In building on this work in 2022, the school will further refine its attendance procedures to ensure that regular attendance rates for all students improve. Planning and data days will incorporate a focus on personalised learning goals for students with teachers engaged in professional learning that supports their use of formative and summative assessment to help identify the goals. Teachers will also undertake extended professional learning in High Potential and Gifted Education to differentiate classroom programs to engage and challenge every student.

### 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
• Uplift in student Tell Them from Me overall Wellbeing measures (advocacy, expectations of success and belonging) to be above system identified baseline	Tell Them From Me data indicates 87.77% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school), indicating a decline from baseline.
• Uplift in the percentage of students who are attending school greater than 90% of the time to be above system identified baseline	The number of students attending greater than 90% of the time or more has increased by 2.62%.
Improvement as measured by the	Self-assessment against the School Excellence framework shows the

<p>School Excellence Framework</p> <ul style="list-style-type: none"> <li>• <b>Learning Culture</b> is self-assessed at sustaining and growing</li> <li>• <b>Wellbeing</b> is self-assessed at Delivering with some themes identified as being sustaining and growing</li> <li>• <b>Curriculum</b> is self-assessed at Delivering with some themes identified as being sustaining and growing</li> </ul>	<p>element of learning culture to be delivering.</p> <p>Self-assessment against the School Excellence framework shows the element of Wellbeing to be delivering.</p> <p>Self-assessment against the School Excellence framework shows the element of curriculum to be delivering.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$78,586.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coledale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• SLSOs work with identified students K-6 to support them with their learning in literacy and numeracy.</li> <li>• SLSO monitors medication and health needs of specific students over the day.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students accessing additional learning support from teachers and School Learning Support Officers (SLSOs). All students demonstrated progress towards their learning goals as detailed in their personalised learning plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To introduce evidence-based interventions such as MiniLit and MaqLit to explicitly address the learning needs of students. School processes and practices will be refined to formally incorporate integration funding decision making into the learning and support team meeting agenda. The use of integration funding will be adjusted throughout the year in response to student need.</p>
<p>Socio-economic background</p> <p>\$3,677.83</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coledale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building a Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement targeted learning program to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Year 3 NAPLAN reading and spelling above both state and SSSG</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to engage the literacy and numeracy mentor to support our trajectory towards achieving the system-identified targets.</p>
<p>Aboriginal background</p> <p>\$1,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coledale 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building a Learning Culture</li> </ul>

<p>Aboriginal background</p> <p>\$1,000.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Engaging additional teaching support for Aboriginal students to write Personalised Learning Plans and ensure they are supported to achieve expected outcomes in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The Learning Support Team will identify the needs of our Aboriginal students and monitor their progress in support of our students achieving their Personalised Learning Plan goals.</p>
<p>Low level adjustment for disability</p> <p>\$33,661.73</p>	<p>Low level adjustment for disability equity loading provides support for students at Coledale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice</li> <li>• Quality assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through ongoing formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to combine other funding sources with low-level adjustment for disability funding to engage additional teaching staff to implement small group reading intervention programs.</p>
<p>Literacy and numeracy</p> <p>\$16,992.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coledale Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Online program subscriptions to support literacy and numeracy</li> <li>• Literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• Employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Assistant Principal providing professional learning and working collaboratively with teachers to analyse student data. Teachers report that they have become more proficient in analysing student data and planning for learning.</p>

<p>Literacy and numeracy</p> <p>\$16,992.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to hold data days twice per term for teachers to work collaboratively using evidence of student learning to plan classroom programs.</p>
<p>QTSS release</p> <p>\$27,805.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coledale Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant principal provided with additional release time to support classroom programs</li> <li>• Additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The implementation of a formal coaching process for teachers to receive feedback to improve practice. The employment of additional teaching staff using this funding enabled specialist support of High Potential and Gifted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Implement Quality Teaching Rounds as a process to provide quality feedback on teaching practice.</p>
<p>COVID ILSP</p> <p>\$20,649.96</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> <li>• Providing targeted, explicit instruction for student groups in literacy/numeracy - writing and number</li> <li>• Employing staff to provide online tuition to student groups in literacy/numeracy - writing, measurement &amp; geometry</li> <li>• Providing intensive small group tuition for identified students who were identified through data analysis as not meeting benchmarks in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students who received additional support in literacy and numeracy having their individual learning needs met. Check-in data reflects an improvement in the specific areas targeted in the COVID ILSP program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide supplementary learning support to students to those students who have been identified as having additional learning needs.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	83	81	84	77
Girls	66	67	71	61

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.1	92.8	95.8	93.1
1	94.4	92.8	95.8	95.3
2	96.2	88.9	92.8	92.9
3	94.5	93.3	92.2	92.1
4	93.9	92.9	93.9	90.4
5	92.4	92.3	94.6	95
6	94.3	91.6	89.2	93.7
All Years	94.6	92	93.2	93.1
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.8
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.61

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	122,301
<b>Revenue</b>	1,482,057
Appropriation	1,415,936
Sale of Goods and Services	159
Grants and contributions	65,009
Investment income	154
Other revenue	800
<b>Expenses</b>	-1,491,041
Employee related	-1,324,454
Operating expenses	-166,587
<b>Surplus / deficit for the year</b>	-8,984
<b>Closing Balance</b>	113,317

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	78,586
<b>Equity Total</b>	38,970
Equity - Aboriginal	1,665
Equity - Socio-economic	3,678
Equity - Language	0
Equity - Disability	33,628
<b>Base Total</b>	1,186,475
Base - Per Capita	38,210
Base - Location	0
Base - Other	1,148,265
<b>Other Total</b>	61,758
<b>Grand Total</b>	1,365,789

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, students in years 4-6, parents and teachers participated in the Tell them From Me Surveys. Participants were asked questions incorporating a variety of aspects of schooling including school culture, teaching and learning strategies and social - emotional wellbeing.

48 students in years 4-6 completed the **student survey** in 2021. Results showed:

91% of students have friends at school they can trust and who encourage them to make positive choices.

91% of students do not get in trouble at school for disruptive or inappropriate behaviour.

56% of students had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW norm for this category is 53%.

Questions in the **parent survey** covered several aspects of parents' perceptions of their children's experiences at home and school. 17 parents completed the Tell Them From Me "Partners in Learning" parent survey report in 2021. Results showed:

Two-way communication with parents is at the state norm with a mean of 7.4 out of 10 with parents feeling welcome at the school. Parents responded that they felt that they could easily speak with their child's teachers (8.1 out of 10).

89% of parents agreed or strongly agreed that the resources provided during home learning were adequate and 73% felt supported by the school during this time.

56% of parents were involved in school committees in 2021.

9 teachers completed the 'Focus on Learning' **teacher survey** report. The results showed:

Teachers work with others in developing cross-curricular or common learning opportunities.

Teachers use assessments to help them understand where students are having difficulty.

Teachers work collaboratively with parents to assist their child to improve their classwork.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.