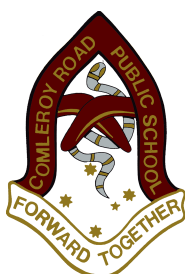


2021 Annual Report

Comleroy Road Public School



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Introduction

The Annual Report for 2021 is provided to the community of Comleroy Road 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

Comleroy Road Public School is a dynamic and collaborative learning community that is committed to developing independent learners who are self-directed, motivated and creative individuals. The school community values respect, honesty and kindness. An appreciation for knowledge and tradition creates a strong sense of belonging and connection within and beyond the school.

School context

Comleroy Road Public School is located in the rolling hills east of Kurrajong in a semi - rural area of the Hawkesbury district. The school is accommodated in modern buildings on an eighteen acre bush land site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

The incorporation of Positive Behaviour for Learning (PBL), aims at creating an environment that fosters school success and inclusion for all. Our school-wide discipline plan aims at promoting and role modelling positive, resilient and inclusive behaviour amongst all school stakeholders.

Comleroy Road Public School is well resourced and offers a wide range of learning opportunities and extra-curricular programs across all Key Learning Areas to enable students to reach their full potential.

The school has undertaken a comprehensive situational analysis and identified the following areas for improvement across learning, teaching and leading. The school will be targeting two strategic priorities in the 2021-2024 school plan: Student Growth and Attainment and Collaborative Practices. We will be focusing resourcing and professional learning towards deeply embedding evidence-base practice and explicit teaching, the effective use of data, collaborative learning communities and strengthening community engagement to enhance student learning. This has been a consultative process with students, staff, community and key stakeholders.

The school will focus on striving to ensure that every Aboriginal student achieves their full potential through personalised learning and cultural experiences. Each Aboriginal student will feel a sense of belonging through engagement and collaboration.

A welcoming and friendly school, we work in close partnership with parents and the wider community. Our staff are constantly seeking professional learning to enhance and develop their teaching practices. Parents are encouraged to be active participants in school activities and to have valued input into their child's learning.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all Key Learning Areas, we will further develop and refine data driven teaching practices that are grounded in research, explicit instruction and responsive to the learning needs of individual students.

Initiatives

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

- Evidence-based practice and explicit teaching
- Effective use of data

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$11,544.78

Professional learning: \$12,442.00

Low level adjustment for disability: \$56,059.00

Literacy and numeracy: \$3,261.37

Summary of progress

Evidence-based practice and explicit teaching

To support the implementation of evidence-based practice and explicit teaching, our focus for Strategic Direction 1 was to engage with high impact professional learning and evidence-based research in order to build the capacity of teachers and improve student learning outcomes. Professional learning in Cognitive Science, What Works Best, Effective Reading K-2 and Lyn Sharratt's research was used to support future design and implementation of quality teaching in literacy and numeracy. Weekly professional learning sessions enabled teachers to collaborate and reflect on the professional learning and engage in discussion around explicit teaching and learning programs. In response to COVID learning from home requirements, the school shifted to an online professional learning model for staff. Following staff engagement in professional learning, staff survey data indicated a proficient level of understanding in relation to all professional learning covered despite the challenges of moving online. Staff confirmed that the professional learning gave them a better understanding of how to apply the theories covered to programming and delivery of content. Future directions involve the continuation of high impact professional learning sessions based on current research to support the implementation of the new curriculum in the areas of literacy and numeracy to support curriculum planning and delivery.

Effective use of data

To establish a foundation for the effective use of data, professional learning around the functionality of SCOUT/ALAN software was carried out. Internal and external data sources have been identified and used to track student progress against syllabus outcomes and the learning progressions. A focus on establishing quality assessment processes has begun with the refinement of the school's assessment policy. This has ensured a whole school approach to the collection of data and consistency of data collected across K-6. The implementation of case management meetings were carried out on individual students to ensure their literacy needs were being met. Future directions in relation to assessment and the effective use of data will include the creation of quality assessments, refinement of data collection, utilisation of this data to inform teaching and learning practices and the creation of cross-school data teams.

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
There will be a 4% uplift from the baseline percentage in Year 3 and 5 students achieving in the top two bands in NAPLAN reading.	36.36% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target. Data indicates an uplift of 3.45% against baseline data.
There will be a 3% uplift from the	27.27% of students achieved in the top two bands in NAPLAN numeracy

baseline percentage in Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy.	indicating progress toward the lower-bound target. Data indicates an uplift of 0.99% against baseline data.
There will be a 2% uplift from the baseline percentage in Year 5 students achieving expected growth in reading.	The percentage of students achieving expected growth in reading decreased slightly by 1.76%.
There will be a 4% uplift from the baseline percentage in Year 5 students achieving expected growth in numeracy.	Percentage of students achieving expected growth in numeracy increased by 21.64% indicating achievement of the upper bound system-negotiated target.

Strategic Direction 2: Collaborative practices

Purpose

Authentic community engagement will ensure frequent and ongoing formalised communities of practice that add to school culture and promotes and values the sharing of ideas and advice through effective collaboration.

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.

- Collaborative Learning Communities
- Community Engagement to enhance student learning

Resources allocated to this strategic direction

Socio-economic background: \$33,252.52

English language proficiency: \$2,400.00

Low level adjustment for disability: \$16,973.18

QTSS release: \$22,311.48

Literacy and numeracy intervention: \$5,500.00

Aboriginal background: \$4,142.55

Summary of progress

Collaborative Learning Communities

In 2021, the school engaged in a collaborative partnership with Grose View Public School to build our collective capacity in using data analysis, planning and implementation. The schools examined reading and numeracy guided data packs, PLAN 2, NAPLAN and Check-in data. Resulting from this, a focus area of Additive Strategies in numeracy was identified and teachers engaged in professional learning with LANSa support and digital learning resource hub resources. In response to COVID learning from home requirements, the schools shifted to an online professional learning model for staff. We were unable to engage in face to face lesson observations and demonstration lessons. Executive staff have demonstrated increased capacity to triangulate data and access evidence informed resources. Moving forward, the school has prioritised face to face lesson observations and numeracy learning sprints.

Community Engagement to enhance student learning

In this initiative, the school commenced work on the implementation of the Sentral Parent Portal to streamline our communication strategy. This strategy has been designed to support parents in accessing calendar events and student attendance. With the shift to learning from home, the focus on calendar events and attendance was not required, however, a significant number of unexpected gains were achieved by virtue of school/parent engagement through Google Classroom and Class Dojo. Moving forward into 2022, the school will continue to implement additional Parent Portal features and a series of parent workshops to support literacy and numeracy.

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
Establish baseline data in identified areas of the literacy and numeracy progressions.	Progress has been made through analysis of reading and numeracy guided data packs, NAPLAN item analysis and Check-in assessments.
In the Domain of Educational Leadership, the theme of Community engagement will be trending upwards towards Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of community engagement.
There will be a uplift of 2% of students attending school greater than 90% of	The number of students attending greater than 90% of the time or more has increased by 0.72%, indicating progress toward the lower bound target.

the time.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$130,170.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Comleroy Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning, behaviour and health care needs <p>The allocation of this funding has resulted in: Individualised support for students identified with significant needs in the classroom. Implementation of Individual Learning Plans, literacy and numeracy support and wellbeing support have formed the basis of Student Learning Support Officer roles.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued tailored support for individual students who require Individual Learning Plans, literacy and numeracy and student wellbeing strategies.</p>
<p>Socio-economic background</p> <p>\$33,252.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Comleroy Road 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"> • Collaborative Learning Communities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement effective data analysis to support identified students with additional needs • flexible use of staff to enable teacher collaboration and analysis of student work samples, moderation of assessments and analysis of PLAN 2, NAPLAN, Check-in data and internal data sources <p>The allocation of this funding has resulted in: The supplementation and formation of a 7th class, which has enabled the school to implement key initiatives in the Strategic Improvement Plan with a particular focus on building the capacity of teachers to engage in data analysis (internal and external sources) to inform planning and the modification of teaching and learning programs to support student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further embed consistent practice across the school in explicit instruction through engagement with Training 24/7 consultants.</p>
<p>Aboriginal background</p> <p>\$4,142.55</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Comleroy Road 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>

<p>Aboriginal background</p> <p>\$4,142.55</p>	<ul style="list-style-type: none"> • Community Engagement to enhance student learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • providing students with cultural experiences in the form of a cultural incursion • staff professional learning on Aboriginal histories and culture • purchasing of Aboriginal literacy resources <p>The allocation of this funding has resulted in: Building the capacity of the school to provide targeted support for Aboriginal students and our community including: development of Personalised Learning Pathways in consultation with parents, purchasing of quality literacy resources for all stages and cultural programs for the school community.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued development of Personalised Learning Pathways in consultation with parents, embedding quality literacy resources for all stages into teaching and learning programs and building of cultural awareness programs across the school community.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Comleroy Road 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"> • Collaborative Learning Communities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: The supplementation and formation of a 7th class, which has enabled the school to implement key initiatives in the Strategic Improvement Plan with a particular focus on supporting individual students in literacy and numeracy acquisition.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued tailored individual support for students.</p>
<p>Low level adjustment for disability</p> <p>\$73,032.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Comleroy Road 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"> • Evidence-based practice and explicit teaching • Collaborative Learning Communities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST teacher to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The application of evidence-based research into explicit instruction in literacy and numeracy. In class and individual student programs were</p>

<p>Low level adjustment for disability</p> <p>\$73,032.18</p>	<p>developed and implemented in line with current research and professional learning undertaken by staff to meet the individual learning needs of students across K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further embed consistent practice across the school in explicit instruction through engagement with current research and evidence-based practice.</p>
<p>Location</p> <p>\$3,073.88</p>	<p>The location funding allocation is provided to Comleroy Road 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • purchasing of classroom and playground resources to support teaching and learning <p>The allocation of this funding has resulted in: The purchasing of resources to support teaching and learning across K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: To improve outdoor play equipment for students who require passive play activities.</p>
<p>Literacy and numeracy</p> <p>\$3,261.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Comleroy Road 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"> • Evidence-based practice and explicit teaching • Effective use of data <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy • development of data wall to track students in literacy and numeracy against syllabus outcomes and literacy and numeracy progressions <p>The allocation of this funding has resulted in: Quality resourcing of literacy and numeracy to support student learning, including learning from home. Consistent tracking of student data against syllabus outcomes and literacy and numeracy progressions across K-6 has been achieved through the implementation of a data wall.</p> <p>After evaluation, the next steps to support our students with this funding will be: The implementation of literacy and numeracy sprints to address student need. Continued tracking of student progress in the areas of phonics, fluency, quantifying number and additive strategies against syllabus outcomes and literacy and numeracy progressions.</p>
<p>QTSS release</p> <p>\$22,311.48</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Comleroy Road 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"> • Collaborative Learning Communities

<p>QTSS release</p> <p>\$22,311.48</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principal provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: To supplement the formation of a 7th class, which has enabled the school to implement key initiatives in the Strategic Improvement Plan with a particular focus on providing executive release to support teachers in the implementation of key initiatives including: explicit instruction in literacy, data analysis, lesson planning and lesson delivery.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further embed teacher knowledge and understanding of explicit instruction in numeracy, data analysis, lesson planning and lesson delivery.</p>
<p>Literacy and numeracy intervention</p> <p>\$17,044.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Comleroy Road Public School who may be at risk of not meeting minimum standards.</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"> • Evidence-based practice and explicit teaching • Collaborative Learning Communities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • 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 • professional learning in evidence-based literacy and numeracy • purchase of literacy and numeracy subscriptions to support home learning and the teaching of synthetic phonics <p>The allocation of this funding has resulted in: Purchasing of a professional learning package to support explicit instruction in reading and upskilling in the use of literacy and numeracy data packs and guided support.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, the school will prioritise embedding Training 24/7 high impact professional learning into classroom practice.</p>
<p>COVID ILSP</p> <p>\$68,833.20</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"> • Small group tuition provided to students in Stages 1-3 utilising COVID ILSP tutors. <p>The allocation of this funding has resulted in: The provision of ongoing and continuous small group remediation of students requiring support in literacy and/or numeracy in stages 1 to 3. This</p>

<p>COVID ILSP</p> <p>\$68,833.20</p>	<p>led to improved individual results in both literacy and numeracy check in assessment and school based data., as well as, engagement in learning through improved attendance.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue with the program in 2022 with the inclusion of a greater range of students. The tutors will modify and adjust the programs implemented based on student data, with a focus on phonological awareness, decoding skills and improved vocabulary. In numeracy the focus will continue to remain on additive strategies, as well as, whole number understanding.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	71	59	66	73
Girls	50	50	57	67

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.2	95.4	93.8	94.4
1	95	94.2	91.8	92.6
2	95.6	95.1	91.9	93.6
3	96.3	93.4	93.1	93.5
4	91.4	91.2	92.5	96.6
5	95.5	88.4	93.3	92.2
6	89.6	91.4	94	92.5
All Years	93.5	92.7	93	93.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.75
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.91

*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	145,083
Revenue	1,685,211
Appropriation	1,651,867
Sale of Goods and Services	2,708
Grants and contributions	30,412
Investment income	223
Expenses	-1,608,365
Employee related	-1,484,844
Operating expenses	-123,521
Surplus / deficit for the year	76,846
Closing Balance	221,929

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	61,648
Equity Total	112,827
Equity - Aboriginal	4,143
Equity - Socio-economic	33,253
Equity - Language	2,400
Equity - Disability	73,032
Base Total	1,226,387
Base - Per Capita	30,322
Base - Location	3,074
Base - Other	1,192,992
Other Total	86,027
Grand Total	1,486,889

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

The Tell Them From Me Parent Survey indicated that parents are satisfied with how the school supports students and families. The school performed above state norms in 4 of the 7 measures of the survey with the parents feel welcome and school supports positive behaviour elements having the highest scores of 8 and 7.7 out of 10.

Tell Them From Me results identified that 95% of students have positive expectations for success. Survey data indicated that 75% of students reported a maintained sense of advocacy and high expectations.

The Tell Them From Me Teacher Survey indicated that the school performed above state norms in 1 of the 8 measures of the survey with the inclusive school element having the highest scores of 8.6. Survey data indicates the element of technology is an area of focus for 2022.

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.