

2021 Annual Report

Condobolin Public School



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Introduction

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

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

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School vision

At Condobolin Public School, our staff will ensure every child is known, valued and cared for, by inspiring students to continually improve. We will engage and challenge every student in their learning to become literate, numerate and curious, in an environment in which they can flourish. Our vision is to be partners in learning with both students, families and the community, working together to empower each child to be strong, smart and proud and let their light shine.

School context

Condobolin Public School is an inclusive primary school in the township of Condobolin on the lands of the Wiradjuri people. It has provided education to the students of Condobolin and its surrounds for over 150 years. It is considered to be a remote school and is located close to the geographic centre of New South Wales. Condobolin is home to approximately 3 500 people. Farming, Trades, Mining, Shire Workers, Education and local retailers are just a few of the common occupations held within the area.

Of the 293 students currently enrolled, 133 being of Aboriginal and/or Torres Strait Islander, and a further 2% from language backgrounds other than English. In 2020, the school established a second Multi-categorical class to further support students with additional needs.

There is an active Student Representative Council made up of students from Year 2 through to Year 6 who assist with school decision making and fundraising for charities. Students also have the opportunity to participate in and represent the school in extra-curricular activities including a variety of sports, creative and performing arts, cultural activities and community events.

Through our situational analysis, we have identified our high level areas for improvement or further development. We have identified the need to strengthen data-driven practices to ensure that all students benefit from personalised learning. There will be a continued focus on staff successfully using data to plan for and deliver quality differentiated instruction to all students, including students with additional needs and those identified as high potential and gifted.

The second area of focus is staff collaboration and feedback to enhance teaching practice and student growth in literacy and numeracy. To excel, teachers individually and collaboratively evaluate the effectiveness of their teaching practice including analysis of student engagement, learning and growth.

Supporting students to connect, succeed and thrive is the final focus in the development of the whole child for successful student learning outcomes as identified through our situational analysis. This focus includes attendance and students' sense of belonging, expectations of success and advocacy across the school. It also includes the implementation of Positive Behaviour for Learning and strengthening community understanding of this strategy.

The Parents and Citizens' Association and Aboriginal Education Consultative Group are both integral parts of the school, committed to working collaboratively to enhance learning and cultural opportunities. Condobolin Public school has a long standing partnership with Royal Far West providing specialist support to our rural families. The involvement of specialised community organisations and the whole school community in this strategic improvement plan over the next four years will be essential for success.

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	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to increase student achievement in literacy and numeracy, staff will use data and evidence based practices to target where to next for 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.

- Assessment Driven Practices

Resources allocated to this strategic direction

Aboriginal background: \$120,429.00
Literacy and numeracy: \$7,916.06
Professional learning: \$24,733.17
Literacy and numeracy intervention: \$35,317.17
Low level adjustment for disability: \$173,407.58
Socio-economic background: \$257,871.40
Early Action for Success (EAFS): \$137,213.00
QTSS release: \$11,211.50
Per capita: \$36,363.00
Location: \$15,000.00

Summary of progress

The initiative for this strategic direction is Assessment driven practices. In 2021, whole school processes for the collection of data were reviewed and lead by the Learning and Support and Intervention team. This resulted in the establishment of visible data walls to track literacy, attendance and behaviour. The school executive participated in Professional Readings and online learning events with Lyn Sharratt's Clarity in Leading, Teaching and Learning.

Senior executive reviewed student results from the Reading and Numeracy Guided Data Package, Term 2 Check in assessment results and internal performance data to identify comprehension as a focus area for improvement in reading and place value in numeracy. Throughout the year staff were divided into SIP teams to refine explicit teaching of reading comprehension strategies for Kindergarten and Year 1, Year 2/3/4 and Year 5 and 6. Strategic Improvement Plan (SIP) teams worked collaboratively to identify strategies on reading comprehension to embed into teaching and learning programs and in capturing data to evaluate progress in five week blocks.

For numeracy, the focus of 2021 was deepening staff knowledge and understanding of teaching number. Staff professional learning was facilitated by the Instructional Leader who lead in the learning modules of Strong Start (K-2) and Big Ideas (3-6). This learning focused on revising research and processes for teaching Counting and Substitising, building teacher horizon knowledge of Place Value and delivering research-based processes for introducing 2, 3 and 4 digit numbers to teach and consolidate place value concepts. Teachers identified whole school vision for numeracy and time for collaborative reflection in Stage groups provided teachers the opportunity to compare, contrast and clarify their findings and wonderings around their deepening knowledge and understanding of Trusting the Count as a Big Idea in number. The next steps for numeracy is to adopt the explicit teaching structure implemented this year for reading comprehension to place value, create a K-6 numeracy vision statement and to review the current scope and sequence for numeracy to include connections and opportunities for spaced practice.

The following areas were identified as what worked well for Strategic Direction 1: five week learning blocks, the division of staff into smaller SIP focus groups to increase collaborative opportunities, use of short assessment tasks from the literacy and numeracy learning hubs, consistent focus across all stages, timetabling within whole school structures to give time for planning and data collection. Through the analysis of teaching and learning programs best practice teaching strategies and resources were embedded. This also included continuous teacher reflections and evaluations being visible of what worked and why, what didn't work and why and what additional support is needed for staff and students.

The most helpful data was the sequence of teaching and learning of comprehension being driven by student results, PLAN data to reflect on impact, Term 2 and Term 4 check in assessments, class based assessments, NAPLAN results and teacher feedback. Areas of the data that needs strengthening is capturing staff voice in a more direct way by using pre and post comments to gauge their confidence and competence. Ensuring consistent assessment tasks are being used across Stages and the use of PLAN2 indicators to develop assessment tasks.

The extent of changes include:

- teaching and learning programs demonstrate refinements to practice in the planning process and staff meetings for evaluation,
- the analysis of external data has shifted from executive only to all staff engagement
- analysis of check-in data and internal assessment data related to student skills in comprehension reveal progress is being made towards our 2021 annual progress measures
- growth in the collection of and conversations about student data being owned by all staff

An area that will need to be strengthened is ensuring that all activities and learning begins with baseline data, increasing staff confidence to independently analyse and use data to inform their teaching and learning practice and the use of multiple sources of assessment to make consistent teacher judgements.

In 2022, in this strategic direction we will continue to plan for staff to work together in teams to participate in ongoing professional learning to use explicit teaching and quality assessment to inform teaching and learning programs for literacy and numeracy. Explicit teaching will continue to focus on the use of Learning Intentions and Success Criteria in the development of student learning goals. We will focus on having consistent baseline data across stages of learning to know where students are at in their learning and establishing consistent assessment practices that allow for collaborative planning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands NAPLAN numeracy to be above the system-negotiated baseline target of 11.9%.	In 2021, progress is yet to be seen toward the lower bound target with 10.77% of students achieving results in the top two NAPLAN bands in numeracy.
Increased percentage of Aboriginal students achieving in the top three bands NAPLAN numeracy to be above the system-negotiated baseline target of 10.4%.	In 2021, progress is yet to be seen toward the lower bound target with 4.35% of Aboriginal students achieving results in the top three NAPLAN bands in numeracy.
Increased percentage of students achieving in the top two bands NAPLAN reading to be above the system-negotiated baseline target of 21.2%.	In 2021, 34.33% of students achieved in the top two bands for NAPLAN reading, exceeding the 2022 upper bound target of 34%.
Increase the percentage of Aboriginal students achieving in the top three bands NAPLAN reading to be above the system-negotiated baseline target of 21.7%.	In 2021, 25% of Aboriginal students have achieved results in the top three NAPLAN bands in reading indicating progress towards the 2022 lower bound target.
School assessment in the School Excellence Framework (SEF) remains consistent at 'Delivering' in the following themes: <ul style="list-style-type: none"> • Data analysis • Data use in teaching • Data use in planning 	<p>In 2021, self-assessment against the School Excellence framework shows the theme of Data analysis to be sustaining and growing.</p> <p>In 2021, self-assessment against the School Excellence framework shows the theme of Data use in teaching to be delivering.</p> <p>In 2021, self-assessment against the School Excellence framework shows the theme of Data use in planning to be delivering.</p>

Strategic Direction 2: High impact teaching practice

Purpose

In order to ensure every student achieves at or above expected growth, we will embed high impact teaching practice.

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 K-6

Resources allocated to this strategic direction

QTSS release: \$49,556.46

Professional learning: \$13,217.50

Location: \$6,717.08

Summary of progress

In 2021, there was comprehensive and ongoing staff professional learning to continually build teacher and student learning support staff capabilities to use explicit teaching and data to improve student achievement. Classroom teachers engaged in the online learning modules: Clarity Online Learning Suite - What Matters Most in Learning, Teaching and Leading by Lyn Sharratt. The focus of the modules was on leadership across the school and in every classroom and ensuring that conversations are based on student data to drive next steps. Stage teams worked together to develop teaching and learning programs and executive staff mentored the development of beginning teachers. Student learning support staff participated in professional learning sessions focused on behaviour needs, increasing staff ICT skills and knowledge of the School Excellence Framework.

Improving student comprehension skills was the priority for data conversations throughout the collaborative aspects of professional learning in 2021. As such, student growth in NAPLAN reading exceeded the upper bound targets as a result of sustained explicit teaching of reading and comprehension. Numeracy is an area that needs strengthening. In 2021 there was a deliberate focus in mathematics for developing staff knowledge through professional learning in Big Ideas and Strong Start for delivery in 2022. With the guidance of the new position of Assistant Principal Curriculum and Instruction, numeracy will be taught with the same framework as literacy to improve student growth. Best practice will be integrated into mathematics.

In 2022, in this strategic direction, we will continue to have school wide structures to support collaboration amongst teams focused on explicit teaching and effective feedback. It was intended for triads to commence in 2021 for staff to engage in observation and feedback of practice during literacy and numeracy lessons however this was not implemented due to limited staff. We will increase the use of observation and feedback as an explicit system for staff collaboration to reflect on teaching effectiveness and to inform next steps in teaching. Teaching staff will continue to participate in the ongoing professional learning of the Clarity Online Learning Modules, Lyn Sharratt to continually build teaching capabilities to use explicit teaching and data to improve student achievement in 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
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 51.2%.	In 2021, the proportion of Year 5 students achieving expected growth in NAPLAN reading is 63.33% and is progressing toward the upper-bound system negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 41.1%.	In 2021, the proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 36.67% with progress yet to be seen toward the lower-bound system negotiated baseline target.
School assessment in the School	In 2021. self-assessment against the School Excellence framework shows

Excellence Framework (SEF) remains consistent at 'Sustaining and Growing' in the following themes:

- Collaborative practice and feedback
- Explicit teaching
- Feedback for students

the theme of Collaborative practice and feedback to be sustaining and growing.

In 2021, self-assessment against the School Excellence framework shows the theme of Explicit teaching to be delivering.

In 2021, self-assessment against the School Excellence framework shows the theme of Feedback for students to be delivering..

Purpose

In order for every student to connect, succeed and thrive in their learning and wellbeing, we will partner together with staff, students, families and community to strengthen a culture of high expectations.

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.

- Supporting students to connect, succeed and thrive in learning.

Resources allocated to this strategic direction

Aboriginal background: \$155,024.55

Location: \$45,750.00

Low level adjustment for disability: \$44,847.03

Per capita: \$36,362.00

Professional learning: \$4,000.00

Integration funding support: \$258,783.00

English language proficiency: \$2,400.00

Summary of progress

This year Condobolin Public School staff underwent professional learning in the Wellbeing for School Excellence Framework modules with Wellbeing Officer and Assistant Principal Learning and Support. Condobolin Public School committed to identified planned strategies from each module which were cognitive, emotional, social, physical and spiritual. These include whole school practices of morning check-ins with students at the start of each day in every classroom, planned sensory breaks mid morning to support cognitive load and physical needs and a structured student leadership program for the student leadership body. For the social emotional aspect of the Wellbeing Modules Pilot classes were identified to implement the Social Emotional Learning (SEL) Program, Zones of Regulation. After 8 weeks of implementation, teacher surveys indicated significant levels of student engagement during lessons, an increase of student talk, identifying emotions and engaging with teachers about their own levels of regulation and some instances of identifying emotions and levels of regulation in others. Next year the whole school practices will continue to support the five domains for student wellbeing and we will commit to all classes in years 3-6, MC and staff already trained to implement SEL Zones of Regulation. Training will be provided to new staff and executive to assist with embedding the language within the current Positive Behaviour for Learning framework.

To support Aboriginal Culture and perspectives within the school and across curriculum areas Sista Speak was piloted with a group of Stage 3 Aboriginal girls. The program was delivered by an Aboriginal student learning support officer and supported by an executive staff member. Student participation saw strengthened relationships between participating students and staff to support attendance and confidence. Wiradjuri language continued to be taught by the Wiradjuri language teacher across Kindergarten to Year 6. Aboriginal Education Officers continue to support students across Kindergarten to Year 6 to support academic and wellbeing needs of students. Next year Sista Speak will continue with a larger group of Aboriginal girls supported by the Wiradjuri language teacher and SLSO. Wiradjuri language will continue to be taught. The school has also committed to the three-year partnership project of Culturally Nourishing Schooling commencing in 2022. The Culturally Nourishing Schooling Project is part of a collaborative research study with UNSW, investigating strategies to improve teaching and learning outcomes for Aboriginal and Torres Strait Islander students and developing all students' understanding of Aboriginal perspectives across curriculum areas.

There was a school wide focus on attendance which involved analysing whole school and student group data, resulting in a school system to monitor individual student attendance and early identification of students at risk. An attendance team was formed which met fortnightly and provided feedback and support to classroom teachers to improve student attendance. Through the COVID lock down period school procedures were modified to reflect the change in circumstance to keep high expectations of students learning from home. To assist students to monitor their own attendance, each student has an attendance card as a visual representation of days at school and is used as a basis for attendance conversations. Next year, Condobolin Public School will continue to focus on celebrating student attendance, early identification of at risk students and strengthening community partnerships to increase student attendance to more than 90%.

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
Tell Them From Me Wellbeing (TTFM) data of advocacy at school, expectations for success and sense of belonging to be at or above the baseline system-negotiated target of 82.3%.	In 2021, the Tell Them From Me data shows 79.6% of reported positive wellbeing which includes the three areas of Advocacy at school, Sense of belonging and Expectations of success.
Increased percentage of students attending school more than 90% of the time to be at or above the baseline system-negotiated target of 64.9%.	In 2021, 55.93% of students are attending greater than 90% of the time or more indicating progress is yet to be seen in this target.
<p>School assessment in the School Excellence Framework (SEF) remains consist at 'Sustaining and Growing' in the following themes:</p> <ul style="list-style-type: none"> • High Expectations (Learning Culture) • A planned approach to wellbeing • Student engagement 	<p>In 2021, self-assessment against the School Excellence framework shows the theme of High expectations (learning culture) to be sustaining and growing.</p> <p>In 2021, self-assessment against the School Excellence framework shows the theme of A planned approach to wellbeing sustaining and growing.</p> <p>In 2021, self-assessment against the School Excellence framework shows the theme of Student engagement to be delivering.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$258,783.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Condobolin 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"> • Supporting students to connect, succeed and thrive in learning. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of SLSO's to support individual needs of the students. <p>The allocation of this funding has resulted in: Engagement of these identified students showed improvements academically and socially.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of SLSO staff will be continued to support these individual students.</p>
<p>Socio-economic background</p> <p>\$262,998.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Condobolin 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"> • Assessment Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement instructional leadership and wellbeing programs to support students. • employment of additional staff to support literacy and numeracy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Employment of additional staff to support literacy and numeracy. There has been some growth in the academic and social outcomes for students and it has enabled smaller class sizes in Kindergarten to Year 2 for strengthened support in the foundation years of learning for literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: These funds will continue to support students to engage in their learning through the provision of financial support and employment of additional staff to strengthen learning in literacy and numeracy.</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 Condobolin 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"> • Supporting students to connect, succeed and thrive in learning. <p>Overview of activities partially or fully funded with this equity loading</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>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: Provisions of English Language interventions to identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to use this funding to assist with language development of students with the provisions of resources and employment of additional staff to run language programs.</p>
<p>Low level adjustment for disability</p> <p>\$221,084.29</p>	<p>Low level adjustment for disability equity loading provides support for students at Condobolin 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"> • Supporting students to connect, succeed and thrive in learning. • Assessment Driven Practices • Other funded activities <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 • targeted students are provided with evidence-based intervention programs including Centre for Effective Reading (CER), MiniLit and MacLit to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Students working towards and achieving their individual learning goals with increased intervention groups. Student data collated and systems established to monitor student progress across cohorts. The provision of extra intervention support for key students through the employment of SLSO staff. It has also funded Learning and Support Teacher positions to assist classroom teachers in differentiating their teaching and learning programs for students identified through NCCD and in catering for the full range of student abilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ SLSO staff to support individualised learning for identified students and to continue to upskill our SLSOs to reflect student needs. To focus the Learning and Support Teachers to assist classroom teachers in their development of delivering differentiated curriculum through case management meetings.</p>
<p>Location</p> <p>\$129,717.08</p>	<p>The location funding allocation is provided to Condobolin 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"> • Assessment Driven Practices • Quality Teaching K-6 • Supporting students to connect, succeed and thrive in learning. • Other funded activities

<p>Location</p> <p>\$129,717.08</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement • professional learning subsidising for staff - travel, accommodation, courses • Positive Behaviour for Learning resources and student activities • Regional Renewal joint project with NSW DoE Assets to upgrade playground equipment <p>The allocation of this funding has resulted in: Students being able to engage with excursions, incursions and accessing curriculum based activities and resources for learning. Increased IT devices for one to one device per student and staff developing student skills to access and use online platforms for learning. Increased inclusion of cloud based platforms to support teaching and learning programs including Google Classroom, Google Slides and literacy and numeracy applications.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to use this funding to support the subsidising of extra curricular activities, professional learning for staff and enhance our playground space. Explore the option of the employment of additional staff to provide release time for classroom teachers to support collaboration, planning for individualised learning and data analysis. Supporting the school to overcome isolation in accessing additional support services for students and families.</p>
<p>Literacy and numeracy</p> <p>\$7,916.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Condobolin 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"> • Assessment Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Increased staff understanding and implementation of evidence based teaching backed by research in Kindergarten Sustainable support structure in place to provide continued guidance and mentoring with middle executive undertaking professional learning Provision of quality resources to support the literacy development of students in Kindergarten</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 there will be the allocation of the new executive position, Assistant Principal Curriculum and Instruction, that will replace this funding allocation.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,213.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Condobolin Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Driven Practices

<p>Early Action for Success (EAfS)</p> <p>\$137,213.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in:</p> <p>Student achievement exceeding the upper bound system negotiated target for reading NAPLAN.</p> <p>Student literacy and numeracy data being tracked with increased staff consistency and competence in using PLAN 2 as a focus tool across K-6 staff</p> <p>Strengthened monitoring of student progress in reading K-2 allowing for early identification of students needing additional supports for reading. PLAN 2 data with Understanding Texts used to establish indicators for explicit teaching and learning goals embedded within teaching and learning programs and assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This funding has been absorbed to fund the Assistant Principal Curriculum and Instruction role for 2022.</p>
<p>QTSS release</p> <p>\$60,767.96</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Condobolin 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"> • Assessment Driven Practices • Quality Teaching K-6 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>Improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practices.</p> <p>Assistant principals provided instructional leadership to support beginning and experienced staff with program delivery and student management strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to release executive staff to support quality teaching programs. Provide release from face to face for staff to engage with personalised and group mentoring opportunities including observation and feedback especially for numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Condobolin Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</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"> • Assessment Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <p>Increased access for students to intervention programs developing literacy and numeracy skills. A focus on instructional leadership in the Kindergarten to Year 2 space for literacy and numeracy. Embedded structure of Co Plan, Co Teach and Co Assess model to support reflective practice driven by student results. Strengthened assessment practice for the collection of baseline data to support student improvement in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This will be absorbed into funding for the Assistant Principal Curriculum and Instructions role in 2022.</p>
<p>COVID ILSP</p> <p>\$207,713.83</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"> • employing staff to provide online tuition to student groups for numeracy using Cluey. • employing/releasing staff to coordinate the program • employment of teachers/SLSOs to deliver small group tuition for literacy understanding texts and numeracy whole number and place value.. <p>The allocation of this funding has resulted in:</p> <p>Literacy - more than half of the students engaging in tuition groups reached their personal learning goals based on the literacy progressions. Some identified students still require additional support. Numeracy - analysis of data showed that the small group tuition in year 4 with more than half of the students have reached their personal learning goals based on the numeracy progressions. Increased engagement in both small group tuition and returning to class as a result of the COVID ISLP professional learning modules in delivering effective small group tuition.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to employ teachers and trained SLSOs to implement literacy and numeracy small group tuition using student assessment results to identify specific student need. Providing additional in class support for identified students to continue to be successful in accessing the English and Mathematics curriculum.</p>

Aboriginal background

\$275,885.55

Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Condobolin 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Assessment Driven Practices
- Supporting students to connect, succeed and thrive in learning.
- Other funded activities

Overview of activities partially or fully funded with this equity loading include:

- employment of additional staff to deliver Wiradjuri Language lessons across Kindergarten to Year 6
- employment of specialist additional staff (SLSO) to support Aboriginal students
- employment of specialist additional staff (AEO) to support Aboriginal students
- employment of additional staff to support literacy, numeracy and wellbeing programs

The allocation of this funding has resulted in:

There has been a stronger engagement of some of our Aboriginal students with attendance and learning.

Employment of specialist additional staff (SLSO, AEO) to support Aboriginal Students with increased provision of literacy and numeracy intervention programs.

Stronger presence of Aboriginal culture through the teaching of Wiradjuri language and delivery of Sista Speak.

After evaluation, the next steps to support our students with this funding will be:

To continue to deliver differentiated and personalised learning to support Aboriginal students in their literacy and numeracy needs through SLSO and additional teachers for in class support and literacy intervention programs. Wiradjuri language will continue to be embedded through Release from face to face lessons across Kindergarten to Year 6 by the Wiradjuri language teacher.

To employ a cultural mentor to support the embedding of Aboriginal and Torres Strait Islander perspectives within curriculum as part of the Culturally Nourishing Schooling Project.

For AEO staff to continue to support students in class, playground and to increase opportunities for community engagement to increase student attendance and cultural wellbeing.

To continue to deliver Sista Speak with a larger group of Year 5 and 6 Aboriginal girls.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	156	162	148	153
Girls	140	152	141	138

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.8	91	90.8	90.4
1	87.5	89.6	90.8	88.3
2	92.1	89	93.3	88.6
3	89.7	90.9	92.2	87.5
4	89.4	86.9	93.4	87
5	89.9	86.9	90.2	89
6	89.8	88.2	90.2	83.3
All Years	89.9	89	91.5	87.8
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)	3
Classroom Teacher(s)	14.06
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
School Administration and Support Staff	6.85

*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	475,560
Revenue	4,939,366
Appropriation	4,920,204
Sale of Goods and Services	889
Grants and contributions	18,033
Investment income	140
Other revenue	100
Expenses	-4,913,174
Employee related	-4,220,382
Operating expenses	-692,791
Surplus / deficit for the year	26,192
Closing Balance	501,752

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	264,905
Equity Total	762,369
Equity - Aboriginal	275,886
Equity - Socio-economic	262,999
Equity - Language	2,400
Equity - Disability	221,085
Base Total	2,973,014
Base - Per Capita	72,727
Base - Location	129,717
Base - Other	2,770,570
Other Total	547,872
Grand Total	4,548,160

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

Condobolin Public School annually participates in the Tell Them From Me surveys for students, staff and parents. This involves students from year 4 to year 6, staff who wish to participate and parents. In 2022 there will be further opportunities to seek student, staff and parent feedback each semester on key focus areas.

Parents

This is a comprehensive questionnaire covering several aspects of parent perceptions of their children's learning at home and school. It covers seven areas of: Parents feel welcome, Inclusive school, Safety at school, School supports positive behaviour, School supports learning, Parents support learning at home and Parents are informed. 54 parent/carers participated in this survey.

In Parents Feel Welcome, two strong areas of satisfaction included that parents/carers feel that they can easily speak with their child's teacher and that written information from the school is in clear, plain language. An area of least satisfaction is parents being well informed about school activities.

In Inclusive School, an area of strong satisfaction is that school staff take an active role in making sure all students are included in school activities. An area of least satisfaction however still on the positive of the scale is that teachers help students who need extra support. Overall parent satisfaction is high for Inclusive school.

In Safety at School, an area of strong satisfaction is that parents/carers feel that their child feels safe going to and from school. An area of least satisfaction is that of behaviour issues being dealt with in a timely manner.

In School Supports Positive Behaviour a strong area of satisfaction is that parent/carers feel that their child is clear about the rules for school behaviour. An area of least satisfaction, however still on the positive side of the scale, is classroom management of teachers.

In School Supports Learning, a strong area of satisfaction is that parents/carers feel that their child is encouraged to do their best work. An area of least satisfaction is that teachers expect homework to be done on time.

In Parents Support Learning at Home, two strong areas of satisfaction is that parent/carers encourage and praise their children to do well at school. An area of least satisfaction is for the school to assist families to discuss, at home, how well their child is doing in their class.

In Parents are Informed, a strong area of satisfaction is that parent/carers feel that reports on student progress are written in terms that they understand. An area of least satisfaction is parents/carers are informed about their child's behaviour at school, whether positive or negative.

During the learning from home period 84% of parents/carers surveyed agreed to strongly agreed that the resources provided assisted student learning. 78% of parents agreed to strongly agreed that school support and school contact also assisted during this period.

In 2022, the two areas needing consideration with an explicit focus is that of Parents are Informed and School Supports learning.

Students

This snapshot of data is reflective of Semester 2 survey responses. Student responses have identified 71% of Students with a positive sense of belonging. 80% of students reported that they have friends at school that they can trust and who encourage them to make positive choices. 76% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 75% of students try hard to succeed in their learning. In Semester 1, 94 students participated in the survey and 89 in Semester 2.

Only 55% of students are interested or motivated in their learning.

29% of students reported being subjected to moderate to severe, physical, social or verbal bullying or are bullied over the internet. 67% of students identified that if students are being bullied or see someone else being bullied, they know where to go for help.

Out of the 10 point scale the school average is 7.4 for students feeling as though they have someone at school who consistently provides encouragement and can be turned to for advice. For positive teacher-student relations, 7.5 reflects that students feel teachers are responsive to their needs and encourages independence. For expectations for success, 7.4 reflects that school staff emphasise academic skills and hold high expectations for all students to succeed.

70% of Aboriginal students feel good about their culture when at school and 64% feel that their teachers have a good understanding of their culture. 10% of students strongly disagreed in both these areas.

Two areas needing further enquiry and explicit focus is Positive Learning Culture where students understand there are clear rules and expectations for classroom behaviour and Positive sense of belonging.

Regular contact was made to seek feedback about the school throughout the year from our Student Representative Council (SRC) regarding PBL initiatives, sport shirts and general feedback to changes within the school.

Staff

14 respondents completed the staff survey. This is an area to increase to ensure that all staff are captured in 2022 survey data. Staff are surveyed in the eight drivers of student learning: Learning Culture, Data Informs Practice, Collaboration, Leadership, Parent involvement, Inclusive School, Technology and Teaching Strategies.

In leadership, staff have identified that a strength is working with school leaders to create a safe and orderly environment. An area needing consideration is increased feedback about classroom practice.

In collaboration, identified strengths are talking with each other about strategies that increase student engagement and assessment strategies. An area in need of consideration is sharing lesson plans and other resources amongst staff.

In Learning culture, an identified strength is setting high expectations for students and an area in need of strengthening is talking with students about barriers in learning.

In Data informs practice, an identified strength is using formal assessment tasks to help students set challenging goals and an area in need of strengthening is provided examples of work to students that show the A-E scale of achievement.

In Teaching Strategies, an identified strength is students receive feedback on their work that brings them closer to achieving their goals and an area that could be considered is increasing discussions with students of ways of seeking help that will increase learning.

In Technology, all areas scored quite low. An identified strength was helping students to overcome personal barriers to using interactive technology and further areas in need of consideration is explicitly using technology to assist with setting and monitoring learning goals.

In Inclusive school, all areas scored well. An identified strength was in establishing clear expectations for classroom behaviour and an area for consideration is to assist students with planning their assignments.

In Parent involvement, an identified strengths include working with parents to solve problems interfering with their child's progress and sharing students' learning goals with their parents. An area for consideration is exploring increased opportunities for parents to review and comment on students' work.

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.