

2021 Annual Report

Coonabarabran Public School



1630

Introduction

The Annual Report for 2021 is provided to the community of Coonabarabran 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

Coonabarabran Public School

Cnr John St & Newell Hwy

Coonabarabran, 2357

www.coonabarab-p.schools.nsw.edu.au

coonabarab-p.school@det.nsw.edu.au

6842 1771

School vision

Coonabarabran Public School staff, students, parents and carers are partners who share the collective responsibility for student achievement in an outstanding learning environment. Our students are encouraged to be successful, respectful, resilient, confident and creative individuals; and involved, informed citizens. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Coonabarabran Public School is set in the picturesque town of Coonabarabran, in close proximity to the Warrumbungle National Park and Siding Spring Observatory, located approximately 150 kilometres north of Dubbo. The school utilises its unique environment as a feature in many of its learning activities and studies. Coonabarabran Public School has an enrolment of 265 students. Approximately 40% of the students identify as Aboriginal or Torres Strait islander. The school has two Aboriginal Education Officers who provide assistance to teachers, Aboriginal students and their families to support improved learning and wellbeing outcomes for Aboriginal students. The school has excellent facilities with well-maintained and resourced classrooms. All students have a school owned iPad and each room is fitted with an interactive display.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that our school participated in External Validation in 2020, which has allowed us to build upon the findings from this as well as the previous school planning cycle. The three areas are:

1: Student Growth and Attainment

When analysis was conducted against student outcome measures, Reading and Numeracy are areas for explicit focus in this new school plan. There are 22% of students achieving in the Top 2 Bands in Reading and Numeracy. Our whole school focus to improve student growth and achievement in Reading and Numeracy is underpinned by the evidence base provided by What Works Best. We will develop and sustain whole school processes for collecting and analysing data to inform teaching and learning programs.

2: Teaching and Leading

Through the External Validation process, it became evident that in the area of Effective Classroom Practice; Lesson Planning, Explicit Teaching and Feedback will become a focus in this school plan. A whole school process will be developed and sustained where a more deliberate, planned and strategic approach to collaborate and analyse student data to monitor progress. This involves linking data and processes to teaching effectiveness whilst using the What Works Best document to support.

3: Wellbeing

Through the situational analysis, it was evident that our attendance rate has fluctuated between 87% and 93% over the last 5 years. The data has implications for our Wellbeing programs at school and promoting positive behaviour. As a school, the support that we offer to students is higher than State average. This is due to our Learning and Support Team and the Individual Learning Plans that are implemented. As a focus, we will continue with positive behaviour systems and bring student in to analyse the data to inform next steps. Tracking of the data to include positives as well as negatives will be introduced and sustained.

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	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in Reading and Numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are 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.

- Professional Learning

Resources allocated to this strategic direction

Professional learning: \$5,000.00

COVID ILSP: \$185,849.64

Aboriginal background: \$15,000.00

Socio-economic background: \$63,635.40

Low level adjustment for disability: \$210,935.01

Early Action for Success (EAFs): \$171,513.00

Literacy and numeracy: \$7,866.74

Literacy and numeracy intervention: \$47,089.56

Integration funding support: \$187,859.00

Summary of progress

SDD was held offsite which set the time for the day. The IL ran the Reading session and the exits slips revealed teachers want support with teaching reading, teachers loved learning about the reading rope, The DRLH was a great resource that linked to scope and sequence and they wanted more time to look at the DRLH..

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
• Students will achieve in the top two bands above the negotiated base line target of 22% in Reading.	• NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading
• Students will achieve in the top two bands above the negotiated baseline target of 22.4% in Numeracy.	• NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy
• Aboriginal students will achieve in the top three bands at or above the baseline system negotiated target of 29.4%	• NAPLAN scores indicate a decrease in the percentage of Aboriginal students in the top three skill bands for reading
• Aboriginal students will achieve in the top three bands at or above the baseline system negotiated target of 25.4%	• NAPLAN scores indicate a decrease in the percentage of Aboriginal students in the top three skill bands for numeracy
• Students will achieve the expected growth in reading above the system negotiated baseline target of 34.7% in Reading	• NAPLAN scores indicate a slight decrease in the percentage of students achieving expected growth in reading
Students will achieve the expected	• NAPLAN scores indicate a increase in the percentage of students

growth in numeracy above the system
negotiated baseline target of 47% in
Reading

achieving expected growth in numeracy

Strategic Direction 2: Teaching and Leading

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy. We will establish a culture of high expectations resulting in sustained and measurable whole school improvement.

Initiatives

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

- Effective Classroom Practice
- Accreditation
- Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$35,460.27

QTSS release: \$48,771.33

Location: \$47,054.68

English language proficiency: \$2,400.00

Summary of progress

- Exec and teacher feedback reinforced the research and model of implementation of QTR as high impact collaboration PL for the school
- Teacher feedback responses from 2021 reported QTR has had a positive impact on student outcomes, quality of teaching and teacher morale.
- Post PL survey indicated staff interest in completing more coding activities
- Number of teachers volunteering to participate in Rounds indicates readiness of school to embed QTR
- All teaching staff been observed
- A timeline for reflection and review now built in to annual outline.
- All beginning teaching staff have been inducted

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Professional learning to all staff is delivered on lesson planning, explicit teaching and feedback• Strategies will be implemented and their effectiveness will be evaluated with supervisors.	<ul style="list-style-type: none">• PL was delivered to all staff at regular intervals and we have seen improvements in the areas of lesson planning, explicit teaching and feedback.
<ul style="list-style-type: none">• Teacher's attainment of professional goals in their PDP and their maintenance of their accreditation is supported by the school.	<ul style="list-style-type: none">• Collaborative meetings were help to support and strengthen goal setting and to provide support and information for those seeking accreditation
<ul style="list-style-type: none">• The Leadership Team ensures that the implementation of syllabuses and associated assessment and reporting processes meet NESA and Department requirements.	<ul style="list-style-type: none">• Program meetings and planning days ensured all staff implemented the requirements for syllabus and assessment outcomes

Strategic Direction 3: Well-being

Purpose

To develop and embed a sustainable culture of well-being to provide students with the knowledge and skills to connect, succeed and thrive.

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.

- Whole School Well-being
- Gamilaraay Language Project
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$209,667.21

School support allocation (principal support): \$15,328.93

Aboriginal background: \$195,024.11

Low level adjustment for disability: \$10,000.00

Location: \$40,000.00

Summary of progress

A DP Wellbeing was employed to manage behaviour, up skill teachers and support staff. Whole school systems and structures were established to support behaviour across the school and lighten administrative workload. The Gamilaraay language project provided students and staff with the basic language concepts of the Gamilaraay people. More consistent communication with HSLO supported an increase in attendance with more thorough cooperation with the school.

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
• Students will be developing from the baseline system negotiated target of 80.6%	• The number of students attending greater than 90% of the time or more has increased.
• Students will be attending greater than 90% of the time to be moving from the system negotiated baseline target of 60.8%	• The number of students attending greater than 90% of the time or more has increased.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$187,859.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coonabarabran 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"> • Professional Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: All students on IFS were supported by employing SLSOs to support individual needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Will continue to employ appropriate SLSOs to work with identified teachers and students to ensure access to the curriculum.</p>
<p>Socio-economic background</p> <p>\$273,302.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coonabarabran 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"> • Professional Learning • Whole School Well-being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • additional staffing to implement support for identified students with additional needs <p>The allocation of this funding has resulted in: Staff confidently use the Reading Guide and Learning progressions to ensure there are observable shifts with students regarding learning goals. The DP wellbeing ensured systems and structures are in place to support students within our setting. Students becoming familiar with local Aboriginal language.</p> <p>After evaluation, the next steps to support our students with this funding will be: Addressing individual needs with COVID ILSP will continue. DP wellbeing funding will be redirected.</p>
<p>Aboriginal background</p> <p>\$210,024.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coonabarabran Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Well-being • Professional Learning <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$210,024.11</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to support staff attending numeracy programs • employment of additional staff to deliver personalised support for Aboriginal students • employment of addition staff to support whole school well being • employment of a specialist Aboriginal teacher to support cultural development • engaged specialist staff to support professional learning for trauma informed practice <p>The allocation of this funding has resulted in: A strong foundation for numeracy teaching was established and adapting new strategies in the classroom. DP wellbeing enhanced school school systems and structures. Staff maintaining a strong understanding of trauma informed practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: The funding will continue to support professional learning into the future as need are identified. DP wellbeing funds will be redirected.</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 Coonabarabran 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Releasing teacher from class to partake in professional learning communities <p>The allocation of this funding has resulted in: More targeted quality professional development in accordance with the quality teaching model.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued professional learning around identified needs.</p>
<p>Low level adjustment for disability</p> <p>\$220,935.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Coonabarabran 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"> • Professional Learning • Whole School Well-being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of a DP wellbeing <p>The allocation of this funding has resulted in: Greater understanding for staff of the teaching and learning cycle and learning progressions with reading as an area of focus. Students and teachers being supported by SLSOs to access the curriculum. DP wellbeing established systems and structures to better support student behaviour.</p>

<p>Low level adjustment for disability</p> <p>\$220,935.01</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue targeted PL as required. Continued employment of SLSOs for students with learning needs. DP wellbeing funds will be redirected.</p>
<p>Location</p> <p>\$87,054.68</p>	<p>The location funding allocation is provided to Coonabarabran 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"> • Effective Classroom Practice • Whole School Well-being <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employ casual staff to provide RFF for staff <p>The allocation of this funding has resulted in: Teachers gaining a solid understanding of the quality teaching model and the requirements around accreditation as needed. A mentor being provided for those seeking accreditation. Teachers maintaining a solid understanding of trauma informed practices</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue trauma informed and other targeted PL. Increase support for Aboriginal students attending excursions and accessing possibilities.</p>
<p>Literacy and numeracy</p> <p>\$7,866.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Coonabarabran 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"> • Professional Learning <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 • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: A strong understanding for teachers in using PLAN2 and the learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue targeted support in the areas of data driven practices.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Coonabarabran 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"> • Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<ul style="list-style-type: none"> • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to support literacy and numeracy programs • 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 <p>The allocation of this funding has resulted in: Students being supported in small group settings using COVID ILSP funding. Specialist staff being employed to coach and mentor staff and to provide high impact PL.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ curriculum specialists as guided by the department. Continue with small group learning including Macqlit and Multilit.</p>
<p>QTSS release</p> <p>\$48,771.33</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coonabarabran 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"> • Effective Classroom Practice <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 <p>The allocation of this funding has resulted in: Access for the leadership team to targeted PL.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued casual relief and PL costs.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Coonabarabran 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"> • Professional Learning <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 • employment of staff to deliver small group intervention <p>The allocation of this funding has resulted in: Extra RFF so staff can support professional learning communities within the school. Students receiving quality intervention through Macqlit and Minilit.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued funding for Macqlit and Minilit. Casual support for team meetings and targeted PL.</p>
<p>COVID ILSP</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</p>

\$185,849.64

the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

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

- Professional Learning

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to plan and implement high impact PL

The allocation of this funding has resulted in:

Teachers using up to date strategies and best practice for teaching numeracy. Small group intervention using Macqlit and Minilit.

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

Continued targeted PL and implementation of small group intervention.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	158	144	139	128
Girls	132	120	111	111

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.4	84.8	92.2	86.1
1	85.4	89.2	89.5	82.7
2	88.2	89.8	91.4	80.6
3	84.5	86.4	92.1	86.4
4	86.7	90.2	88.5	84.3
5	90.2	85.9	92	86.3
6	89.1	89.4	87.7	89.9
All Years	87.6	87.9	90.1	85.5
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)	12.82
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	5.92

*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	72,059
Revenue	4,752,583
Appropriation	4,648,683
Sale of Goods and Services	59,698
Grants and contributions	34,063
Investment income	38
Other revenue	10,100
Expenses	-4,834,807
Employee related	-4,336,640
Operating expenses	-498,167
Surplus / deficit for the year	-82,224
Closing Balance	-10,165

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	209,498
Equity Total	706,662
Equity - Aboriginal	210,024
Equity - Socio-economic	273,303
Equity - Language	2,400
Equity - Disability	220,935
Base Total	2,556,437
Base - Per Capita	62,901
Base - Location	87,055
Base - Other	2,406,481
Other Total	881,610
Grand Total	4,354,207

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

During 2021 our school sought the opinions of parents and carers, students and teachers about our school. The majority of parents have an improved understanding of initiatives in our school. Anecdotal evidence suggests staff are thoroughly invested in their students learning and wellbeing. Students and parents have been involved in the continued improvement of our wellbeing process and are pleased with the outcomes. An increase in numbers attending P&C meetings is indicative of parental investment in their child's education. Student Representative Council plays an effective role in addressing student voice, this shows a high level of student belonging.

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.