

2021 Annual Report

Crystal Creek Public School



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Introduction

The Annual Report for 2021 is provided to the community of Crystal Creek 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

Our vision at Crystal Creek Public School is to work in partnership with our community to maintain an inviting, nurturing and sustainably-conscious learning environment. The school will provide students with quality education that is future-focused and create opportunities for all students to achieve their full potential. We endeavour to foster a rich, lifelong interest in learning to ensure all of our students become responsible and informed global participants.

School context

Crystal Creek Public School is a small, rural school nestled in the Far North Coast region of NSW. The school is situated 11km west of Murwillumbah and has an enrollment of 71 students. Crystal Creek Public School is renowned for providing quality teaching and learning in an environment that values wellbeing and nurtures the whole child.

Our school has vibrant and dynamic staff who range in experience and expertise. 7% of students identify as Aboriginal. Our students come from a wide range of different socio-economic backgrounds and bring with them diverse knowledge about our local area.

Crystal Creek Public School has a clear vision for learning that is future-focused and empowers students to innovate and problem solve in ways that contribute to creating a sustainable society. The school provides staff and students with modern facilities, flexible learning spaces and outdoor learning areas.

Extra-curricular opportunities in sport, science, technology, and creative and performing arts enable our students to excel through a range of different experiences whilst *growing together* as a community. Crystal Creek Public School approaches education for sustainability through a range of programs, including Kids in the Kitchen, Nature Play and Garden Club, and provides students with access to a large chicken coup and community vegetable garden in order to help drive sustainable development.

The whole school community, involving students, staff and parents, was consulted in a thorough situational analysis followed by the development of a strategic improvement plan. Through our situational analysis we have identified a need to employ a targeted approach to intervention to address learning gaps in reading and numeracy. Additionally, further work needs to occur around how teachers use data driven practices to successfully plan for and deliver quality differentiated instruction to meet the needs of all students.

The Instructional Leadership team will be utilised to build understanding of how to do this successfully and will collaboratively work with staff to lead much of this work in the school.

A strategic and planned approach that focuses on building strong foundations in the early years will guide our school's wellbeing processes to ensure all students have an opportunity to connect, succeed, thrive and learn.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine our processes for best practice to promote teaching effectiveness and strengthen our response to learning intervention. Our aim is for students to become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Initiatives

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

- Evidence informed approach
- Pedagogical practice

Resources allocated to this strategic direction

Socio-economic background: \$30,223.74

Low level adjustment for disability: \$34,355.55

Professional learning: \$7,665.25

Literacy and numeracy: \$8,062.07

Summary of progress

Student growth and attainment in 2021, focused professional learning on building teacher capability to support the implementation and effective delivery of literacy intervention across the whole school. Refining our processes for continuous evaluation and collaboration led to improvement in collective pedagogical practice and supported teachers to use an evidence-informed approach when identifying strategic priorities and addressing the literacy and numeracy needs of all students. The initial success of our response to intervention model, guided professional discussions to consider ways that we could best support student literacy learning in the Early Years to reduce the demand for future intervention. As a result, high-impact professional learning in InitialLit, a whole-class literacy program, has been organised for our early years teachers in 2022..

This initiative will progress in 2022 as our focus shifts towards streamlining whole-school structures and pedagogical, evidence informed practice in numeracy. Connecting with our network of schools will provide greater opportunities for high-impact professional learning in the use of data-driven practices to effectively target teaching, monitor adjustments and drive student learning in 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
An uplift of 3% from baseline of students achieving top two bands in NAPLAN reading to work towards the system-negotiated lower bound target.	Increase of 4.26% from baseline data of students achieving top two bands in NAPLAN reading exceeding the annual progress measure. There has been an increase of 6.12% in students achieving top two bands in NAPLAN reading compared to the 2019 data set. Results are 3.21% below the system-negotiated lower bound target.
An uplift of 3% from baseline of students achieving top two bands in NAPLAN numeracy to work towards the system-negotiated lower bound target.	Decrease of 2.74% from baseline data of students achieving top two bands in NAPLAN numeracy. There has been a decrease of 10.35% in students achieving top two bands in NAPLAN numeracy compared to the 2019 data set. Results are 10.25% below the system-negotiated lower bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be working towards the school-negotiated target in numeracy of 60%.	35.23% decline in students achieving at or above expected growth in NAPLAN numeracy. Annual progress measure not met.

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be working towards the school-negotiated target in reading of 60%.	8.07% decline in students achieving at or above expected growth in NAPLAN reading. Annual progress measure not met.
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Purpose

Data driven practices are routinely used to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school initiatives.

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 assessment
- Data driven practices

Resources allocated to this strategic direction

Literacy and numeracy: \$1,177.40

Location: \$1,133.09

Socio-economic background: \$6,670.95

Summary of progress

The initiative of data-driven practices in 2021, resulted in the implementation of Essential Assessment - an online, evidence-informed, whole school improvement model for monitoring and measuring literacy and numeracy. Strategically positioning an Instructional Leader to work within the school led to targeted professional learning and provided coaching opportunities for teachers to experiment with data triangulation, using SCOUT. SCOUT will become a resourceful tool for data analysis in 2022 to help teachers understand where learners are in their learning and the appropriate goals required to support them in the "next steps" of the learning process.

Allocating time to consistently and collaboratively analyse data proved difficult at times due to the disruptive nature of 2021. The appointment of an Assistant Principal Curriculum and Instruction (APCI) in Term 2, 2022 will allow our school to develop structures and processes for whole-school consistency and embed a culture of data-driven practices in the teaching and learning cycle. Trial classes will be developed to use PLAN2 as a platform to record teacher observations and track literacy and numeracy progressions of individual students.

Ongoing, purposeful, high-impact professional learning will remain a priority moving into 2022 with the appointment of a Rural Access Gap digital teacher.

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
Whole school assessment strategy designed to ensure that the learning of all students is systematically monitored is used in 66% of classrooms.	Essential assessment is used as a tool for tracking literacy and numeracy data in 66% of classrooms indicating achievement of annual progress measure.
100% of teachers engaged in High Impact Professional Learning to improve understanding and competency when implementing current data-driven practices.	100% of teachers engaged in High Impact Professional Learning to introduce Essential Assessment as an online tool for tracking student achievement data in literacy and numeracy. Increased staff understanding and competences are evidenced in the increased use of Essential Assessment to inform teaching practice and reporting to parents.

Strategic Direction 3: Curriculum

Purpose

To maximise opportunities for curriculum innovation, a holistic approach to student wellbeing will drive our school to create meaningful learning experiences that ensure every child feels known, valued and cared for.

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.

- Start Strong in the Early Years
- Curriculum Innovation

Resources allocated to this strategic direction

Socio-economic background: \$17,360.00

Aboriginal background: \$4,672.36

Summary of progress

Attendance concerns remained a consistent theme in 2021, proving to be an area in need of continued improvement. Attendance paper slips are sent out with the expectation that justified reasons are provided to support absenteeism. This model will be reviewed in 2022. A transition to online school communication has been enacted this year with great success. A dedicated Digital Classroom Officer will be employed in 2022 to enhance opportunities for future-focused pedagogy and curriculum innovation across the whole school. The Nature Play program was developed for all students to participate in weekly, guided lessons about the environment and provide unstructured play opportunities outdoors.

Targeted, ongoing High Impact Professional Learning was provided to build teacher capacity in using evidence-based strategies and resources to support literacy development in the early years. Strategic resourcing was allocated in the K-3 classrooms and supported our response to early intervention. Planning and preparation for the "Starting Strong in the Early Years" community event was postponed until 2022 due to COVID restrictions. This will become an annual event to promote our school Kindergarten orientation program and strengthen community partnerships with local preschools and other valuable stakeholders.

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 attending more than 90% of the time to work towards the system-negotiated lower bound target of 72.6%	51.50% of students attended more than 90% of the time. This is a decrease of 17.17% from previous data set.
An uplift of 2.9% from previous data set of parents attending "Growing Together" workshops.	COVID restrictions prevented data collection.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$73,547.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Crystal Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [MiniLit] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of Individual Learning Plans. • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Increased engagement, access to the curriculum and learning outcomes for students with disabilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Timetabling and class structures will be reviewed to maximise the impact of SLSO on student outcomes.</p>
<p>Socio-economic background</p> <p>\$54,254.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Crystal Creek 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"> • Evidence informed approach • Pedagogical practice • Curriculum Innovation • Start Strong in the Early Years • Data driven practices • Whole-school assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through MiniLit program to support student learning in literacy • strategic allocation of staff to support MiniLit intervention program implementation • employment of additional SLSO to support students with additional learning needs • resourcing to increase equitability of resources and services • building leadership capacity of all staff to drive school improvement and student learning outcomes <p>The allocation of this funding has resulted in: A targeted approach to literacy intervention leading to measurable improvements in reading and writing, improved skills and use of data-driven practices to inform teaching and learning, professional learning opportunities to strengthen whole-school leadership and drive school improvement, and strategic allocation of staffing to support student learning and well-being needs.</p>

<p>Socio-economic background</p> <p>\$54,254.69</p>	<p>After evaluation, the next steps to support our students with this funding will be: Professional development for staff in evidence-based literacy and numeracy practices to support student learning, engage with external providers to support student engagement and strengthen community relationships, implementation of specialist lessons to support Gifted and Talented students, and resourcing to increase equitability and services</p>
<p>Aboriginal background</p> <p>\$4,672.36</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Crystal Creek 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"> • Curriculum Innovation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional School Learning Support Officer (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • creation of a school resource bank embedding Aboriginal perspectives <p>The allocation of this funding has resulted in: Collaborative consultation between staff and students to identify ways to embed Aboriginal perspectives across the curriculum, and the purchasing of locally designed, Aboriginal resources to strengthen community connection and generate valuable discussions in support of the Bundjalung people.</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing structures and processes to support the implementation and consultation of Personalised Learning Pathways for all Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$34,355.55</p>	<p>Low level adjustment for disability equity loading provides support for students at Crystal Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed approach <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of SLSOs • targeted students are provided with evidence-based literacy intervention to increase learning outcomes • support for senior students in life skills [Super Me program] • employment of Learning and Support Teacher (LaST) to update Individual Learning Plans and provide professional learning to build teacher capacity in meeting the literacy and numeracy needs of identified students <p>The allocation of this funding has resulted in: Improved processes for managing Individual Learning Plans to ensure personalised support is provided for students with additional learning and support needs, implementation of evidence-based literacy intervention programs resulting in improved reading skills for targeted students in Years 3-6, school-based programs for targeted student groups that aims to increase levels of resilience and safety, and additional SLSO time to support students who have additional learning needs without a formal diagnosis of disability.</p>

<p>Low level adjustment for disability</p> <p>\$34,355.55</p>	<p>After evaluation, the next steps to support our students with this funding will be: Review and implementation of an evidence-based, whole-class literacy program to provide all children in the early years with the essential core knowledge and strong foundations to become successful readers and writers, and continued engagement with support workers and services to strengthen our response to intervention.</p>
<p>Location</p> <p>\$1,133.09</p>	<p>The location funding allocation is provided to Crystal Creek 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"> • Whole-school assessment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement and accessibility • additional staffing for teacher and teaching principal release • subsidising student activities to enable all students to participate <p>The allocation of this funding has resulted in: Updates in technology and resources to support the implementation of an online assessment and curriculum tool resulting in improved teaching and learning of literacy and numeracy across the whole school and better processes for recording and analysing data, subsidised end of year activities to promote student well-being and professional learning opportunities for staff through additional release time.</p> <p>After evaluation, the next steps to support our students with this funding will be: Sourcing external providers/specialised programs to further encourage learning intrigue and student engagement.</p>
<p>Literacy and numeracy</p> <p>\$9,239.47</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Crystal Creek Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed approach • Whole-school assessment <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 • teacher release to engage staff in [MiniLit and Essential Assessment] • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Building capacity using data-driven practices through High Impact Professional Learning to assess, evaluate and differentiate teaching and learning in literacy and numeracy, collaborative development of planning documents to support consistency in teaching and continuity of learning, and measurable improvements in student ability to decode words when reading complex texts.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted professional learning for teachers to improve literacy and numeracy in the early years.</p>

<p>QTSS release</p> <p>\$13,790.51</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Crystal Creek 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • staffing release to support collaboration and feedback development in line with the Performance and Development Framework <p>The allocation of this funding has resulted in: Additional staffing release to support staff collaboration in the implementation of high-quality curriculum and intervention programs, streamlined approach to supporting teachers through the accreditation process and alignment of individual performance and development goals to ensure collective accountability when implementing Strategic Improvement initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review of the ongoing processes and purpose of Professional Development Plans as per the departmental guidelines outlined in the Performance and Development Framework.</p>
<p>COVID ILSP</p> <p>\$53,099.90</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - [phonics and reading fluency] • providing targeted, explicit instruction for student groups in numeracy - [number and place value] • development of resources and planning of small group tuition • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in: Improved student learning outcomes in literacy and numeracy due to ongoing, targeted small-group tuition for identified students, development of quality literacy and numeracy resources, review and update of whole school structures and evidence-based programs to support our response to intervention, and collaborative consultation between class teacher and COVID ILSP teacher during planning process to provide greater opportunities for continuity of learning and differentiation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review and implementation of a numeracy intervention program to support student growth in this area, and professional learning in data-driven practices to support analysis and evaluation of program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	45	45	41	41
Girls	36	37	29	29

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.4	91.7	95.6	80.8
1	89.9	94.9	88.8	90.5
2	91	93.8	90.1	87.5
3	88.6	87.8	95.4	93.8
4	78.8	87.6	87.9	94.2
5	89.4	93.8	89.8	82.8
6	85.9	86.7	94.1	87.7
All Years	87.3	90.5	90.7	86.4
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
Classroom Teacher(s)	2.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*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	58,158
Revenue	1,025,328
Appropriation	1,001,100
Sale of Goods and Services	2,725
Grants and contributions	20,640
Investment income	62
Other revenue	800
Expenses	-1,018,560
Employee related	-900,118
Operating expenses	-118,442
Surplus / deficit for the year	6,768
Closing Balance	64,926

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	73,547
Equity Total	93,283
Equity - Aboriginal	4,672
Equity - Socio-economic	54,255
Equity - Language	0
Equity - Disability	34,356
Base Total	694,744
Base - Per Capita	17,256
Base - Location	1,673
Base - Other	675,815
Other Total	34,319
Grand Total	895,893

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

Student engagement remained significantly positive despite another year of COVID restrictions and disruptions to on-site learning. 92% of students interacted daily with online content resulting in greater opportunities for continuity of learning. During this time, teachers ensured that students and families felt valued and cared for through regular phone calls, onsite support and daily well-being check-ins.

Parent communication has been strengthened through the digitised management and delivery of school-based information. 100% of parents have expressed satisfaction with using the SchoolStream App as a tool to help them remain connected and informed of school events and media.

Internal survey results reinforced that teachers felt valued and supported during remote learning with 100% of staff confirming that they were kept up to date with relevant information and were provided with appropriate resources to manage the modified workload during remote learning.

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.