

2021 Annual Report

Delegate Public School



1745

Introduction

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

Delegate Public School

Campbell St

Delegate, 2633

<https://delegate-p.schools.nsw.gov.au>

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

6458 8183

School vision

We embrace lifelong learning in an inclusive environment to achieve our personal best and contribute successfully to our ever changing and increasingly diverse local and global communities. Rural and remote communities are faced with ever increasing challenges, however school leadership and staff are committed to providing with our students with at the least the same or greater opportunities than students from metropolitan and large regional center's.

We achieve our vision through our values of Be a Learner, Be Respectful, Be Responsible and Be Safe.

School context

Our school operates in the context of a strong public education system. The NSW Department of Education purpose is:

To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

Delegate Public School is a small rural school located since 1871 in a remote geographical area near the Far South Eastern NSW and Victorian border. It has expansive playing fields, an attractive heritage building for administration and library and contemporary classrooms. We have established our kitchen and garden facilities funded by the Stephanie Alexander Kitchen Garden Foundation. It provides an exceptional base for establishing an environment conducive to learning and for the development of pride in the school. The school is equipped with its own school bus that in some ways eliminates the tyranny of distance that is a disadvantage to our students. Recent and unprecedented events have shown our geographic location to be a hindrance to the ongoing learning for students on the Victorian side of the border.

Delegate Public School provides an inclusive learning environment for both mainstream students and students with a disability. In 2021, the school has an enrolment of 33 students and two multistage classrooms. The school provides a broad academic curriculum, differentiated to meet individual student needs. In addition to emphasizing quality learning in the core learning areas of literacy and numeracy, the school provides a range of cross-curricular and extra-curricular learning experiences, to extend and enrich student learning. The school has a close and enduring educational partnership with its local community.

The school has a vibrant, and highly committed P&C Association whose members are actively encouraged to be involved in school decision making inclusive of the school's self-evaluation processes, broad financial management decisions, decisions relating to capital improvements and school policy decisions. This includes a robust involvement in the School Planning Process.

The recently created Aboriginal Educational Consultative Group in our district will support planning and decision making moving forward and is a welcome addition to the decision making process for Delegate Public School.

The school undertook a rigorous situational analysis which involved collaboration between staff, community, students and the Director Educational Leadership. The findings of this informed the development of the 2021 - 2024 Strategic Improvement Plan. This analysis identified two strategic directions of student growth and attainment and student, staff and community wellbeing. key areas focus included data informed practice, effective classroom practice, high expectations and aspiration, and wellbeing across the entire school community.

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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	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 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. Students 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.

- Effective Classroom Practice
- Assessment

Resources allocated to this strategic direction

Literacy and numeracy: \$4,672.62

Professional learning: \$4,979.54

QTSS release: \$6,727.08

Low level adjustment for disability: \$8,560.58

Summary of progress

Effective Classroom Practice

Staff engaged in professional learning throughout Terms 2 and 3 on quality practices in teaching numeracy, data analysis, ALAN and PLAN 2. Staff collaborated across both classes to establish a 'Consistent Teacher Judgement Set of Criteria' to support a continuum of teaching and learning across both classes. During 2022, staff will continue to engage in high quality, high impact professional learning to support the improvement of student outcomes in the classroom. In addition to the planned professional learning, staff re-engaged with the mathematics syllabus and mapped the learning progressions against the syllabus outcomes from Early Stage 1 to Stage 3 with a focus on number sense and place value. These changes were made due to the continued interruption to learning caused by the COVID-19 pandemic. All teachers have reported increased confidence in teaching both numeracy and literacy with every teacher reporting a better understanding of the syllabus and the learning progressions and greater expertise in what constitutes quality lessons. Teachers are more confident to work collaboratively with colleagues and all teachers would like the support given in analysing data, designing lessons and observing practice, to continue. All teachers have reported using resources from the Literacy and Numeracy Resource Hub and have developed additional resources to support student learning.

Assessment

Baseline data was captured through the use of Best Start, Check-in Assessment, National Assessment Program Literacy and Numeracy (NAPLAN) and internal assessments. A review of our data collection and analysis process helped us to plan for strengthened evaluative practice. Ongoing collection, monitoring and analysis of student data enabled class teachers to quickly respond to the changing needs of students. Teacher feedback has acknowledged that we have strong structures in place that support the ongoing analysis of student data. Data discussions with teachers are continuing and we are providing instructional support in the design of lessons at a class, group and individual level. Formative and summative assessment tasks, which have been linked to the learning progressions, have been used to track student progress. Comparative results from the start of Term 2 to mid-Term 4 indicate considerable improvement in the areas of number sense and place value, and reading and comprehension in literacy. This has put us on track to achieve our annual progress measures.

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 2 bands in reading	The percentage of students achieving in the top 2 bands in reading has increased since 2019 and progress has exceeded the upper bound system-

with a minimum uplift trending towards the lower bound system-negotiated target being achieved.	negotiated target. Due to the small cohort size percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage of students achieving in the top 2 bands in numeracy with a minimum uplift trending towards the lower bound system-negotiated target being achieved.	The percentage of students achieving in the top 2 bands in numeracy has increased since 2019 and progress is being made towards the lower bound system-negotiated target. Due to the small cohort size percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the percentage of students achieving expected growth in reading to be working towards the school's lower bound system negotiated target.	The percentage of students achieving expected growth in reading has increased since 2019 and exceeded the school's lower bound system negotiated target.
Increase the percentage of students achieving expected growth in numeracy to be working towards the school's lower bound system negotiated target.	The percentage of students achieving expected growth in numeracy has increased since 2019 and exceeded the school's lower bound system negotiated target.
To improve value add K-3, 3-5 and 5-7 in NAPLAN and be at Delivering for all three Value Add Data Sets.	Value added for 3-5 and 5-7 has increased to Sustaining and Growing. Value add for K-3 is unavailable due to a change in the 2018 Best Start data.
<p>In the element of <i>Effective Classroom Practice</i>, School Excellence Framework Self Assessment and External Validation show uplift from 2020 baseline data to Delivering.</p> <p>In the element of <i>Assessment</i>, School Excellence Framework Self Assessment and External Validation show uplift from 2020 baseline data to Delivering.</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the elements of Effective Classroom Practice.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the elements of Assessment.</p>

Strategic Direction 2: Quality Systems and Processes to Support Well-being and Engagement

Purpose

Delegate Public School is committed to supporting whole school community, staff and student well-being. Community engagement is at the forefront of this goal and is supported by strong staff commitment and the use of innovative programs.

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.

- Well-being
- Community Engagement and Well-being

Resources allocated to this strategic direction

Socio-economic background: \$7,485.92

Aboriginal background: \$9,836.70

Location: \$8,000.00

Professional learning: \$3,050.00

Summary of progress

Well-being

A series of well-being initiatives were established to support the well-being of students, staff and community in 2021. Well-being experts from Headspace and Be You were used to support staff professional learning and a process of well-being check-ins with all stakeholders was put in place. Baseline data was captured through a series of platforms, including Tell Them From Me student and parent surveys and phone interviews of all families by the Family Support Worker. This data was analysed against a matrix provided by Be You and was then used to inform support needed and planned events in the future.

The next phase of this initiative will be ensuring that ongoing funding is allocated to maintain the engagement of our Family Support Worker to ensure students, staff and families can navigate the next phase of recovery from the effects of the 2019/20 Bushfires, 2020 Floods, NSW/Victoria Border closures and the ongoing COVID-19 pandemic. Another initiative is to develop an 'Induction Pack' for new staff so they can get across the way we support students.

Community Engagement and Well-being

Improved levels of communication for all families and wider community members is vital to maintain the school's status as a focal point in our small community. As mentioned above, the ongoing effects of challenges faced by our community since November 2019 has placed a great deal of stress on the entire community. Providing community with positive feedback about student successes, achievement and day-to-day activities in the classroom has allowed families to stop, reset and refocus on the importance and value of education in our community. This has been achieved through a high impact School Facebook Page, where analytic data indicates that the page has a Post Engagement Status of 2150 people. Given that our community population is only approximately 250 people, the work of the school is being recognised by a huge number of people compared to our community population. A revamped School Website in 2022 is an area of growth to support further community engagement and the consistent use of our well-received School Newsletter in both hard copy, and electronic form has increased community engagement.

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 in the percentage of students attending school 90% of the time or more demonstrated by a minimum uplift trending towards the lower bound system-negotiated target being	The percentage of students attending school 90% of the time or more has decreased since 2019. Progress is yet to be seen towards the school's system negotiated target.

achieved.	
<p>Increase the percentage of students reporting a positive sense of belonging, interest and motivation and positive relationships with a minimum uplift trending towards the lower bound system-negotiated target being achieved.</p>	<p>The percentage of students indicating a positive sense of belonging, interest and motivation and positive relationships has increased. Progress has been made towards the target.</p>
<p>Evaluation of well-being systems and practices, incorporating whole school community feedback is complete, with reference to core DoE documents (Well-being Framework, Disability Strategy, AECG Partnership Agreement and the Behaviour Strategy).</p> <p>Development of a more formal mentoring structure to build strong, positive relationships between staff and students will be established.</p>	<p>Individual student/staff contacts have been created and this has led to less student behaviour referrals. Well-being systems and practices have been reviewed and further develop to ensure all school stakeholders are supported through these practices. Progress has been made toward the target.</p>
<p>In the element of <i>Wellbeing</i>, School Excellence Framework Self Assessment and External Validation show uplift to Delivering.</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at Excelling in the element of Wellbeing.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$23,085.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Delegate 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"> • Well-being • Community Engagement and Well-being • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Targeted students participating in Rock and Water resilience and Well-being Program • Design and implement a whole school positive attendance program that supports families in accessing school. Student awards for positive attendance improvements. • Additional staffing to implement Family Referral Service to support identified students with additional needs <p>The allocation of this funding has resulted in: Funding has been combined from Socio-Economic Background Flexible, Aboriginal Background Flexible and Location. This program reduced student behavioural referrals by 50% in the cohort targeted. Students in this cohort also commented during sessions that they were now feeling in much greater control of their emotions in times of need. Student attendance of those in the cohort also increased attendance at school. One student's attendance improved 66% during Term 2 to 91.9% in Term 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: To train other staff in the Rock and Water Program and have this welfare program embedded in school practice. To continue to liaise with the Family Referral Service.</p>
<p>Aboriginal background</p> <p>\$12,836.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Delegate 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"> • Well-being • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Implement a whole school positive attendance program that supports families in accessing school. <p>The allocation of this funding has resulted in: Funding has been combined from Socio-Economic Background Flexible, Aboriginal Background Flexible and Location. It is ensured that all Aboriginal students have equal access to all school events, extra-curricular activities, and school related expenses which has created an increased sense of belonging for students and their families. Students well-being needs are met through targeted teacher training in well-being initiatives to specifically support Aboriginal students.</p>

<p>Aboriginal background</p> <p>\$12,836.70</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continuation of this initiative to support equal opportunities for Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$19,772.38</p>	<p>Low level adjustment for disability equity loading provides support for students at Delegate 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"> • Assessment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Funding has been combined from COVID ILSP, QTSS Release, School Support Allocation (Principal Support) and Low Level Adjustment for Disability. This has allowed a targeted approach of learning and support through employment of a consistent teacher on class and has resulted in improved attainment of learning outcomes for students. This is evident through work samples, anecdotal evidence, attainment of Learning Progression sub-elements, formative and summative assessment results and external data measures such as increased percentages of students in the top 2 NAPLAN bands and achieving expected growth in both literacy and numeracy. We have also seen a decrease in behavioural referrals due to targeted interventions and having a proactive approach.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of this initiative due to the success we have had in addressing student need.</p>
<p>Location</p> <p>\$41,834.50</p>	<p>The location funding allocation is provided to Delegate 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"> • Well-being • Community Engagement and Well-being • Other funded activities <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 • Additional staffing for teaching principal release <p>The allocation of this funding has resulted in: Funding has been combined from Socio-Economic Background Flexible, Aboriginal Background Flexible and Location. This has resulted in improved attendance and increased access for all families to events and services.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of this initiative to ensure all families have continued access to events and services and improved attendance initiatives.</p>
<p>Professional learning</p> <p>\$8,029.54</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Delegate</p>

<p>Professional learning</p> <p>\$8,029.54</p>	<p>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 • Well-being <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teach writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Staff having access to high impact and evidence-based professional learning to support student learning. Knowledge and understanding and day-to-day teaching practice has increased and improved in line with Departmental standards which has resulted in attainment of increased student learning outcomes and increasing percentage of students reaching external Department targets such as growth in reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Future access to evidence-based professional learning (PL) to support staff improvements and in turn have a positive impact on students outcomes. A review of PL and improvement practices will be undertaken to guide future PL initiatives.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.90</p>	<p>School support allocation funding is provided to support the principal at Delegate Public School with administrative duties and reduce the administrative workload.</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"> • Employment of additional staff member to ensure consistency of teaching in the 3456 Class. <p>The allocation of this funding has resulted in: Funding has been combined from COVID ILSP, QTSS Release, School Support Allocation (Principal Support) and Low Level Adjustment for Disability. This has allowed a targeted approach of learning and support through employment of a consistent teacher on class and has resulted in improved attainment of learning outcomes for students. This is evident through work samples, anecdotal evidence, attainment of Learning Progression sub-elements, formative and summative assessment results and external data measures such as increased percentages of students in the top 2 NAPLAN bands and achieving expected growth in both literacy and numeracy. We have also seen a decrease in behavioural referrals due to targeted interventions and having a proactive approach.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of this initiative due to success seen by the spending of this funding in this manner.</p>
<p>Literacy and numeracy</p> <p>\$4,672.62</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Delegate 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>

<p>Literacy and numeracy</p> <p>\$4,672.62</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"> • 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: Internal data analysis has shown significant improvements in over 80% in the K12 cohort in literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide future professional learning in literacy and numeracy for teaching staff and the purchase of resource to support classroom learning.</p>
<p>QTSS release</p> <p>\$6,727.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Delegate 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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teaching staff to implement quality teaching initiatives. • Staffing release to align professional learning and develop the capacity of staff. <p>The allocation of this funding has resulted in: Funding has been combined from COVID ILSP, QTSS Release, School Support Allocation (Principal Support) and Low Level Adjustment for Disability. This has allowed a targeted approach of learning and support through employment of a consistent teacher on class and has resulted in improved attainment of learning outcomes for students. This is evident through work samples, anecdotal evidence, attainment of Learning Progression sub-elements, formative and summative assessment results and external data measures such as increased percentages of students in the top 2 NAPLAN bands and achieving expected growth in both literacy and numeracy. We have also seen a decrease in behavioural referrals due to targeted interventions and having a proactive approach.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of this initiative to support consistent classroom practice.</p>
<p>COVID ILSP</p> <p>\$28,516.61</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 to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy and numeracy. • Employing additional staff in order to release staff to coordinate the program • Development of resources and planning of small group tuition

COVID ILSP

\$28,516.61

The allocation of this funding has resulted in:

Funding has been combined from COVID ILSP, QTSS Release, School Support Allocation (Principal Support) and Low Level Adjustment for Disability to employ another 1.0 position in the school in order to release the substantive teaching principal to provide small group intervention through Covid Intensive Support. This targeted approach has improved student outcomes and attainment of varying sub-elements of the Literacy and Numeracy Progressions as recorded in PLAN2 of the small group. Due to having a consistent teacher on class it has also resulted in improved learning outcomes and decreased behavioural referrals for the whole class.

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

Continuation of this funded initiative to support small targeted intervention.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	18	14	17	15
Girls	23	22	25	17

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	92.6	90.7	95.2
1	87.8	92.8	94.1	92.9
2	93.7	86.7	92.4	94.1
3	85.6	92.7	91	93.8
4	95.7	87.9	92.9	86.8
5	90.1	95.5	90.2	85.6
6	92.9	91.6	97.2	87.5
All Years	91.7	91.8	93	89.7
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)	1.71
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	153,579
Revenue	794,195
Appropriation	777,667
Sale of Goods and Services	1,367
Grants and contributions	14,350
Investment income	12
Other revenue	800
Expenses	-723,312
Employee related	-547,676
Operating expenses	-175,636
Surplus / deficit for the year	70,883
Closing Balance	224,463

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	0
Equity Total	55,695
Equity - Aboriginal	12,837
Equity - Socio-economic	23,086
Equity - Language	0
Equity - Disability	19,772
Base Total	552,719
Base - Per Capita	10,354
Base - Location	41,835
Base - Other	500,531
Other Total	69,537
Grand Total	677,951

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 the year, the school is required to seek the opinions of parents, carers, students and staff. The school communicates the school plan and direction through Parent & Citizen Association (P&C) meetings and formalised review processes and forums. Achievements and successes are celebrated through various communication channels such as school newsletters and the school's high impact social media posts.

Staff exhibit a sense of inclusion and ownership of the educational outcomes of the students under their care. Staff are developing a strong understanding of being a risk-taker when it comes to teaching and learning challenges. Staff regularly collaborate and analyse student learning and well-being data to ensure the best possible outcomes are being met for all students. The staff have a deep love of the school and work collaboratively, in a supportive manner, with their colleagues to ensure the school is at the forefront of public education in not only the district, but the state.

Whilst students and parents and caregivers complete the *Tell Them From Me* survey, the sample size is small and the survey does not provide the school with accurate data as a result. Students, anecdotally report their pride and love for their school. Curriculum delivery is recognised as being individualised and tailored to the needs of each and every student.

We have a highly active P&C who take great pride and strength in knowing they are not only supporting their own children, but also all children who attend our school. The COVID-19 restrictions on families visiting schools has impacted significantly on our small school's ability to make families feel truly engaged. Feedback from parents and families is that they love the school's attempts to engage through social media and other platforms, but nothing beats personal interactions and engagements.

With increased student enrolment, data harvested from Tell Them From Me Survey for parents and students will produce usable data in the future.

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.