

2021 Annual Report

Denman Public School



1749

Introduction

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

Denman Public School

Paxton St

Denman, 2328

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

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

6547 2491

School vision

Denman Public School students are informed, creative, independent and skilled learners who persevere and collaborate in meaningful and engaged learning. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for. The school values personalised learning and provides a flexible curriculum delivery to meet the needs of all students. Broader connections developing educational links K - 12 and the opportunity for collegial connections are fostered within and across educational settings through the Muswellbrook Learning Community and the Upper Hunter Network of schools.

School context

Denman Public school is a dynamic and inclusive primary school located in the Hunter Valley. The school has a proud history of educating generations of children from the community of Denman and is an active member of the Muswellbrook Schools Learning Community. Denman Public School has 20 staff, a student enrolment of 161 and is supported by strong relationships across the school and broader community. Denman Public School has a proud sporting history, provides opportunities in the performing arts and promotes student responsibility, perseverance, respect, lifelong learning and a desire for students to strive for their best.

The completion of the situation analysis and consultation with community identified a need to use data driven practices that ensure all students have access to stage appropriate learning. A focus within the new School Improvement Plan will support teachers to successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will take place on developing quality summative and formative assessment tasks and data collection practices whilst developing greater consistency of judgement within and across schools.

Explicit teaching with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not demonstrating growth will be referred to the Learning and Support Team for intensive intervention.

The NSW Department of Education Strategic Plan 2018 - 2022 articulates our purpose as preparing young people for rewarding lives as engaged citizens in a complex and dynamic society. This purpose in conjunction with the NSW Premier's Priorities in Education to increase the proportion of public school students achieving in the top two NAPLAN bands in literacy and numeracy by 15% by 2023 will guide school systems and processes to continually monitor student performance data. Thus determining areas of need and success at a class and school level within a culture of high expectations and continuous improvement culture. The involvement of the whole school community including students, in this process will be essential for success.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	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

To maximise student learning outcomes across the curriculum to build strong foundations for academic success, using evidence based teaching practices that are responsive to the individual learning needs of all 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.

- Highly Effective Teaching Practices K- 6
- Whole School Monitoring and Tracking

Resources allocated to this strategic direction

Beginning teacher support: \$22,423.50

QTSS release: \$29,263.00

Socio-economic background: \$59,422.00

Literacy and numeracy intervention: \$35,317.00

Summary of progress

Our focus in 2021 was on developing highly effective teaching practice and monitoring student growth and achievement in Literacy and Numeracy.

This involved understanding learning goals, applying a range of informative and summative assessment strategies and identifying data indicating student growth.

As a result data reflects student growth in Literacy and numeracy, teachers are delivery explicit teaching and learning based on data collected and staff are engaging in high impact professional learning.

Next year our focus will on continued explicit teaching models and high impact professional learning to further support improvements towards student growth in Literacy and Numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>NUMERACY</p> <p>At least 50% of students (including identified middle students) will be mapped to the learning indicators within the Understanding Units of Measurement sub element of the Numeracy progressions.</p> <p>Increase the proportion of students achieving in the Top 2 NAPLAN Numeracy Bands by 9% from the system negotiated target baseline.</p>	<p>32% of students have achieved the learning indicators within the additive strategies sub-element of the Numeracy Progressions.</p> <p>30.95% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating achievement of the annual progress measure.</p>
<p>READING</p> <p>At least 50% of students (including identified middle students) will be mapped to the learning indicators within the Phonological Awareness (S1), Phonic knowledge & word recognition</p>	<ul style="list-style-type: none">• 75% of students have achieved the learning indicators within the Phonological Awareness (S1), sub element of the Literacy Progressions.• 60% of students have achieved the learning indicators within the Phonic knowledge & word recognition (S2) sub element of the Literacy Progressions.• 42% of students have achieved the learning indicators within the Fluency (3-6) sub element of the Literacy Progressions.

<p>(S2) and Fluency (3-6) sub elements.</p> <p>Increase the proportion of students achieving in the Top 2 NAPLAN Reading Bands by 8.5% from the system negotiated target baseline.</p>	<p>21.43% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress toward the annual progress measure.</p>
<p>NUMERACY</p> <p>Increase the percentage achieving the expected growth of students 6% from system negotiated target baseline. (Impact of 2020 COVID-19, ongoing/internal assessment data used to monitor progress)</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 7.09%.</p>
<p>READING</p> <p>Increase the percentage achieving the expected growth of students 2% from system negotiated target baseline. (Impact of 2020 COVID-19, ongoing/internal assessment data used to monitor progress)</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 2.57%.</p>
<p>LEARNING</p> <p>The theme of Curriculum Provision in the element of Curriculum is validated at Sustaining and Growing</p> <p>The theme of Differentiation in the element of Curriculum is validated at Sustaining and Growing</p> <p>The theme of Student Growth in the element of Student Performance Measures is validated at Delivering</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of curriculum provision.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the theme of differentiation.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the theme of student growth.</p>
<p>TEACHING</p> <p>The theme of Data Use in Teaching in the element of Data Skills & Use is validated at Delivering.</p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of data use in teaching.</p>
<p>Increase percentage of Aboriginal students achieving top 3 NAPLAN bands in Reading and Numeracy.</p>	<p>13% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress towards the lower bound target.</p> <p>13% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the lower bound target.</p>



Strategic Direction 2: High expectations and continuous improvement culture

Purpose

Build a culture of high expectations and aspirations to achieve sustained and measurable whole school improvements which challenges staff and students to reach their highest potential.

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.

- Instructional Leadership
- Whole School Systems & Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$3,884.00

Professional learning: \$14,290.00

Summary of progress

Our focus in 2021 was on instructional leadership and systems and practices throughout the school.

This involved formal mentoring for beginning teachers and support for experienced teacher to be mentors. We redesigned the behaviour management systems and scope and sequences.

As a result teachers felt supported in the management of the curriculum delivery and wellbeing of the students within the school.

Next year our focus will continued mentoring and coaching opportunities and developing data use in teaching to further support improvements towards increased teacher capacity and improved student outcomes.

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
LEARNING In the element of Curriculum, the theme of Teaching and learning programs is validated at Sustaining and Growing. In the element of Assessment, the theme of whole school monitoring of student learning is validated at Working towards Delivering.	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the themes of Teaching and Learning programs and Assessment.
TEACHING In the element of Data Skills & Use, the theme of Data use in teaching is validated at Delivering.	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of Data use in teaching.
NUMERACY More than 6% (impact of 2020 COVID) of targeted small group students achieving expected growth in external assessments (NAPLAN, Check-In) and internal assessments (Learning	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 7.09%

Progressions).	
READING More than 2.57% (impact of 2020 COVID) of targeted small group students achieving expected growth in external assessments (NAPLAN, Check-In) and internal assessments (Learning Progressions).	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 2.57%.



Strategic Direction 3: Strong and sustainable systems and practices

Purpose

Embed understanding, shared responsibility and collaborative decision making approaches ensuring all students connect, succeed, thrive and learn, through a planned approach to developing whole school wellbeing processes.

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.

- Wellbeing
- Community Connections

Resources allocated to this strategic direction

Aboriginal background: \$21,873.00

Low level adjustment for disability: \$10,000.00

Summary of progress

Our focus in 2021 was on strong and sustainable systems and practices with a focus on wellbeing initiatives and increasing student attendance.

This involved increasing the percentage of students attending at 90% or above and increasing the percentage of students reporting high expectations of success, advocacy and sense of belonging at school. The school implemented the pioneering attendance trial, developed a behavioural flowchart for classroom and playground behaviours, extra curricula activities at lunchtimes and wellbeing initiatives.

As a result there was a significant decrease in negative incidents in the playground and classroom as all students were clear about the high expectations at school and the consequences surrounding these incidents including positive rewards for correct behaviours. We implemented a monitoring system for each class to track positive notes and increased the amount of positive phone calls to parents each term.

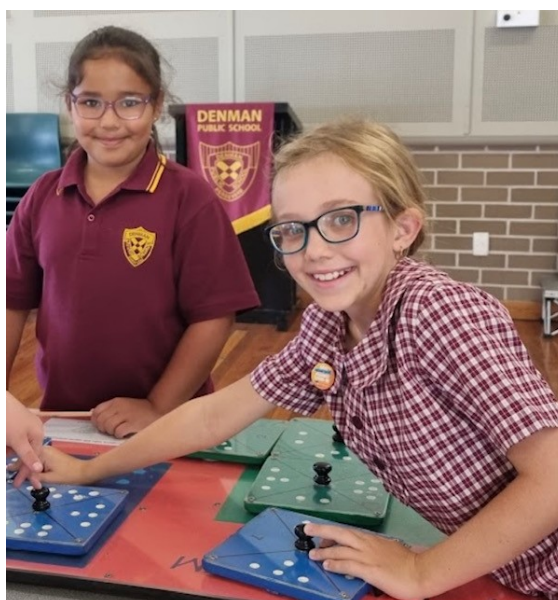
Next year our focus will be on community engagement activities and increase structured activities in the playground run by the student leaders and emerging leaders to further support improvements towards embedding a culture of high expectations resulting in a measurable improvement in wellbeing and engagement to support learning.

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 school 90% of the time by 2.5% in line with system negotiated target baseline.	The number of students attending greater than 90% of the time or more has decreased by 3.9%
Increase the percentage of students reporting high expectations of success, advocacy and sense of belonging at school by 2% in line with system negotiated target baseline.	82.84% of students reporting positive wellbeing outcomes has decreased by 6.22% across the positive wellbeing measures.
School Excellence Framework - Learning Domain In the element of Wellbeing, the theme of Planned Approach to Wellbeing is validated at delivering	Self-assessment against the School Excellence framework shows the element of wellbeing to be sustaining and growing. Self-assessment against the School Excellence framework shows the element of assessment to be delivering.

<p>In the element of Assessment, the theme of Student engagement is validated at delivering</p>	
<p>School Excellence Framework Teaching Domain</p> <p>In the element of Learning and Development, the themes of collaborative practice and feedback and expertise an innovation are validated at delivering</p> <p>In the element of effective Classroom Practice the theme of Feedback is validated at delivering</p>	<p>Self-assessment against the School Excellence framework shows the theme of Feedback to be delivering.</p> <p>Self-assessment against the School Excellence framework shows the theme of collaborative practice to be sustaining and growing.</p> <p>Self-assessment against the School Excellence framework shows the theme of expertise and innovation to be delivering.</p>
<p>School Excellence Framework - Leading Domain</p> <p>In the element of Educational Leadership, the theme of Community engagement is validated at sustaining and growing</p>	<p>Self-assessment against the School Excellence framework shows the theme of community engagement to be delivering.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$136,945.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Denman 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"> • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: increased individual support for our students with additional needs. This support has been targeted to improving Literacy and Numeracy growth for our students. Programs including MultiLit have been established to support teachers in Literacy and strong learning and support structures have been implemented across K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide support to our students with additional needs and support students in Literacy and Numeracy through a variety of evidence based teaching and learning.</p>
<p>Socio-economic background</p> <p>\$164,478.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Denman 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"> • Highly Effective Teaching Practices K- 6 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement initiative to support identified students with additional needs <p>The allocation of this funding has resulted in: a strong collaborative approach to support teachers with in the classroom to begin the foundations of schooling. The model changed throughout the year as the needs of the students and staff developed creating a cohesive classroom environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: supporting all staff in a model where there is collaboration and support in all stages, focusing on explicit teaching, high expectations and increased student outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$54,299.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Denman 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"> • Wellbeing • Other funded activities

<p>Low level adjustment for disability</p> <p>\$54,299.00</p>	<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 School Learning and Support Officers • employment of LaST <p>The allocation of this funding has resulted in: intensive learning and support for targeted students to increase Literacy and Numeracy levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue with learning and support groups, targeting a variety of students to make the most impact on increasing student outcomes.</p>
<p>Location</p> <p>\$6,525.00</p>	<p>The location funding allocation is provided to Denman Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: students having access to suitable teaching and learning resources for high quality lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilise this resource to ensure all students access excursion, incursions and technology needed to support learning.</p>
<p>Literacy and numeracy</p> <p>\$3,884.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Denman 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"> • Whole School Systems & Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: InitialLit being implemented in all K-2 classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of this program in all K-2 classrooms and monitoring of results to determine impact on improved student outcomes moving forward into primary years.</p>
<p>QTSS release</p> <p>\$29,263.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Denman 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"> • Highly Effective Teaching Practices K- 6 <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$29,263.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: a strong collaborative approach to support teachers within the classroom to begin the foundations of schooling.</p> <p>After evaluation, the next steps to support our students with this funding will be: supporting all staff in a model where there is collaboration and support in all stages, focusing on explicit teaching, high expectations and increased student outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Denman 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"> • Highly Effective Teaching Practices K- 6 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: a strong collaborative approach to support teachers within the classroom to begin the foundations of schooling.</p> <p>After evaluation, the next steps to support our students with this funding will be: supporting all staff in a model where there is collaboration and support in all stages, focusing on explicit teaching, high expectations and increased student outcomes.</p>
<p>COVID ILSP</p> <p>\$124,884.00</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 <p>The allocation of this funding has resulted in: small group tuition to support an increase in student outcomes moving them to the top two bands in NAPLAN. Identifying students through Scout to support their learning in Literacy and Numeracy working closely with the teachers for increased student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: creating fluid and flexible groups to support a shift in results for more students. Utilising expert knowledge within staff to cater for the students needs in Literacy, Numeracy and Highly Potential/Gifted students.</p>
<p>Aboriginal background</p> <p>\$43,746.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Denman Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

Aboriginal background

\$43,746.00

Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.

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

- Wellbeing
- Other funded activities

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

- employment of specialist additional staff (SLSO) to support Aboriginal students

The allocation of this funding has resulted in:

support for students in learning focusing on Literacy and Numeracy development with small groups and one to one support. Additionally students have been supported to improve their attendance at school.

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

to determine where the support is needed with student learning support officers providing small group opportunities and one to one support as required, and continue to further develop links with home.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	91	80	75	92
Girls	66	79	79	71

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	94.1	93.9	90.9
1	92.9	92	94.7	87.6
2	91.5	92.5	92.9	93.9
3	93.3	90.4	93.1	92.1
4	95.6	94	88.5	90.6
5	92.4	95.4	92.9	87.9
6	92.7	91.5	94.7	89.5
All Years	93.1	92.6	92.8	90.4
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
Assistant Principal(s)	2
Classroom Teacher(s)	5.86
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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 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	136,945
Equity Total	262,525
Equity - Aboriginal	43,747
Equity - Socio-economic	164,478
Equity - Language	0
Equity - Disability	54,300
Base Total	1,446,089
Base - Per Capita	37,964
Base - Location	6,525
Base - Other	1,401,600
Other Total	110,755
Grand Total	1,956,315

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

Family results- Tell Them from Me

- 71% of families would recommend our school to others in the community.
- 71% of families strongly agree that the school encourages their children to do well in school.
- 88% of families recognise that teachers display an interest in my child's learning.
- 86% of responses indicated their children feel safe at school.

Student Results- Tell Them from Me

- 83% of girls and 66% of boys reported positive sense of belonging
- 80% of students reported positive advocacy at school.
- 81% of students reported knowing where to go to seek help if required.

Staff Results- People Matter Survey

- 95% of staff are am proud to tell others I work for my organisation.
- 86% of staff have confidence in the decisions managers makes.
- 86% believes the manager communicates effectively.
- 81% of staff stated that senior managers keep employees informed about what's going on.
- Senior managers provide clear direction for the future of the organisation.



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.

