

2021 Annual Report

Duranbah Public School



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Introduction

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

Duranbah Public School

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School vision

At Duranbah Public School, we strive for excellence utilising best practice pedagogy and technology, and maximise each students' potential with a focus on resilience, reflection and confidence. We provide success for students through programs strengthening their academic, creative and critical skills, and explicitly teach the values of respect and accountability. Through high expectations and a close connection with our community, we nurture a culture of inclusivity, empathy, honesty and optimism.

School context

Duranbah Public School, with a current enrolment of 61 students, is a small school located in the Far North Coast of New South Wales. It is situated approximately 15km south of Tweed Heads and has a long and proud history (established in 1892). School numbers have fluctuated over the past eight years, progressively increasing from 26 in 2017, to the current population. We anticipate that current enrolment numbers will sustain in the foreseeable future. Our Aboriginal student population fluctuates significantly. In 2016 0% of students identified as Aboriginal, compared to 12% of the current enrolment. We have one EAL/D student. Our FOEI is 69 and ICSEA 944 identifying us as a low socio-economic rural school demographic. Parents and carers are valued as partners in the educational journeys of all students and participate in a variety of school and student centred activities. Multi-age classrooms provide quality differentiated learning programs through best-practice pedagogies. All staff are committed life-long learners and lead by example, and students utilise quality technology throughout all aspects of their learning. Wellbeing programs explicitly teach students to be tolerant of others, aware of their own mental and physical health needs and be accountable for their learning and choices. Students are explicitly taught how to maintain a growth mindset, demonstrate leadership skills through their actions and always strive for their individual personal best. The school has a dynamic sustainability program where students learn and understand the important aspects of waste management, gardening, animal management and responsible water use. The school has a strong learning and support program, where all stakeholders in student's progress work closely together to maximise achievement. Our school is committed to providing students with opportunities for quality creative opportunities, including music tuition, visual arts and multi-media. Students are provided with a variety of interactive sporting and physical activities and are able to participate in a range of enrichment opportunities. Our Motto; 'Learning for Life' is evident in everything we do.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to develop engaged, self-directed and resilient learners through a focussed approach to ongoing professional learning for best-practice pedagogies. Teachers will respond to trends in student achievement, at individual, group and whole school levels.

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 Practice
- Data and Assessment
- High impact professional learning

Resources allocated to this strategic direction

Integration funding support: \$200,000.00

QTSS release: \$11,548.15

Low level adjustment for disability: \$29,612.65

Early Action for Success (EaFS): \$68,605.00

English language proficiency: \$2,400.00

Literacy and numeracy: \$5,836.10

: \$780.00

Professional learning: \$7,606.00

Location: \$1,091.82

Summary of progress

*Progression Data was consistently tracked across the school. Professional Learning and the required support through EaFS and QTSS facilitated this consistency and provided sustainable practices. Further support provided training and expertise for the relevant areas to be tracked K-6. The data produced provided for the analysis and evaluation of classroom and support practice efficacy.

*A school-wide review of Assessment practices occurred. This was analysed along with best practice resources including 'What Works Best', utilising both Departmental and in-house procedures and incorporating all aspects of assessment. The resulting Assessment schedule provides staff with a planned approach to effective assessment..

*Training and resources were attained for the effective implementation of Tier 2/3 interventions for students. MiniLit, MacLit and The Centre for effective Reading programs were utilised to support the identified needs of students.

*The teaching of Phonics across the early years was evaluated. From this, best practice Professional Learning was provided, resources were attained and an effective and planned approach was updated to include a Synthetic Phonics program, Decodable Texts and updated resources.

*A new resource and approach to the teaching and assessment of mathematics was trialled. Essential Assessment provided a triangulation of learning evidence, new learning resources and evidence for Progression tracking.

*High impact professional learning aligning with the SIP took place throughout the year. This included Mini/MacLit programs, Phonics, Autism Spectrum Disorder whole school training, and specific PL for staff following their own PDP's.

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
• Systematic and reliable assessment data is used to evaluate student learning over time. Data analysis results in changes in teaching practice	• The plans and schedules for effective assessment and tracking have been established. They were created collegially, after a collection of all current practices and through the use of best practice resources and advice. • Training, development and support was provided for all staff in the

that lead to measurable improvement.	<p>practices and procedures in tracking student learning using the progressions. All staff are now able to continue this process effectively.</p> <ul style="list-style-type: none"> • New programs and resources were trialled to provide a triangulation of evidence for student learning in both Literacy and Numeracy.
<ul style="list-style-type: none"> • Uplift from the baseline in the percentage of students achieving expected growth in NAPLAN Reading, working towards the system-negotiated lower bound target. • Teaching and learning programs are differentiated to respond to the needs of all learners. Programs show evidence of revision based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement. 	<ul style="list-style-type: none"> • There has been an uplift from the previous reporting period of 8.3%. The lower bound target of 60% has been exceeded by 23.3%. • Student learning data provided the evidence needed to structure learning programs that catered for individual learning needs. These included: <ul style="list-style-type: none"> -school wide programs providing enrichment for high-potential learners, -targeted support programs for students with identified learning needs, -structured teaching approaches providing specific differentiation in literacy.
<ul style="list-style-type: none"> • Uplift from the baseline in the percentage of students achieving expected growth in NAPLAN Numeracy, working towards the system-negotiated lower bound target. • Explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers, drives ongoing, school-wide improvement in teaching practice and student results. 	<ul style="list-style-type: none"> • There has been a decrease from the previous reporting period of 41.7%. Small cohort numbers lead to high volatility in the data. • School staffing and structures provided the time and resources for staff to effectively collaborate and engage in professional dialogue and co-planning. Evidence of this included: <ul style="list-style-type: none"> -Weekly meeting time for teaching staff to share and collaborate around teaching and learning, -Weekly meeting and planning time for staff to share and collaborate around targeted interventions, -Weekly team teaching, mentoring and lesson modelling with colleagues and Instructional leaders, -Opportunity to network with similarly placed colleagues from connected small schools.

Strategic Direction 2: Student engagement and wellbeing.

Purpose

Our purpose is to ensure planning for learning success is informed through analysis of learning and well-being data with consultation and collective responsibility from parents and carers.

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.

- Learning dispositions
- Mindfulness and the growth mindset
- Connection to learning

Resources allocated to this strategic direction

Professional learning: \$0.00

Aboriginal background: \$1,600.00

Socio-economic background: \$4,982.00

Summary of progress

Progress towards achievement of the annual progress measures included:

*Whole staff training was provided in the Understanding, Assessment and Planning Interventions for students with ASD.

*The establishment of a 'Magic Minds' program for students to build their individual capacity to internally reflect, utilise calming techniques and build resilience.

*The sustainability program continued and grew. New grants provided fruit trees, irrigation, water storage and an Indigenous pathway for the students to engage with.

*The Growth Mindset was explicitly taught and embedded throughout the school.

*The MARP (Maths Action Research Project) provided Professional Learning in Mindsets around Mathematics learning.

*Students were provided with a voice in the activities of the school through the SRC (Student Representative Council).

*Provision was made for learning support staff to connect with Parents of students with additional needs to review NDIS plans and assist with closer liaison between the school and home.

*Welfare programs 'Rock and Water' and 'Berry Street' were taught to provide explicit instruction in understanding themselves and others.

*Drama activities were taught targeting social skills and addressing identified issues surrounding peer communication.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• The school undergoes an evaluation of all welfare programs and practices being offered and analyses the purpose and effectiveness of these.	<ul style="list-style-type: none">• Staff have established various programs in response to perceived needs within the student cohorts.• Staff have collated the variety of programs delivered at the school and have identified their purpose, sustainability and effectiveness with a view to 2022.
<ul style="list-style-type: none">• An uplift in the percentage of students attending school greater than 90% of the time, working towards the system-	<ul style="list-style-type: none">• There has been an uplift of 4.36% from the prior reporting period, in the percentage of students attending school greater than 90% of the time. This is tracking positively towards the system-negotiated lower bound target.

<p>negotiated lower bound target.</p> <ul style="list-style-type: none"> • Positive, respectful relationships are evident among students and staff, promoting student wellbeing and optimum conditions for improved student learning. 	<ul style="list-style-type: none"> • The school's PB4L (Positive Behaviour for Learning) programs continue to explicitly provide students, staff and parents with the necessary expectations and learning around what is needed for success. These are reinforced with reflective processes and provide data for ongoing reviews. • Connective relationships have been established with Parents and Carers through both the usual processes of Personalised Learning and Support Plans (PLSP's) and also more specific meeting opportunities around specialised advice for identified parents needing support. • Specific and targeted professional learning has taken place to provide staff with best-practice training, allowing understanding of the additional needs of students diagnosed with ASD.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$200,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Duranbah 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"> • Instructional Practice <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 Autism. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention & curriculum adjustments. • consultation with external providers for the implementation of Autism awareness. • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their Personalised Learning Goals. All PLSPs were regularly updated and responsive to student learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: the use of Integration Funding will be adjusted throughout the year in response to student PLSP's reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$4,982.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Duranbah 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"> • Connection to learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: Equitable access for all students to improved learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue opportunities for all students.</p>
<p>Aboriginal background</p> <p>\$1,600.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Duranbah 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>Aboriginal background</p> <p>\$1,600.00</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"> • Connection to learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing differentiation and personalised support for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Duranbah 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"> • Instructional Practice <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 delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Improved learning outcomes for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of targeted programs.</p>
<p>Low level adjustment for disability</p> <p>\$29,612.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Duranbah 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"> • Instructional Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • 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: the school achieving a more consistent approach to student learning support and interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

Low level adjustment for disability \$29,612.65	continue ongoing support for students with additional needs.
Location \$1,091.82	<p>The location funding allocation is provided to Duranbah 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"> • High impact professional learning <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 <p>The allocation of this funding has resulted in: increased opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continuation of provision of opportunities for students.</p>
Literacy and numeracy \$5,836.10	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Duranbah 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"> • Instructional 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 • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: increased student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued support for student learning outcomes in literacy and numeracy.</p>
Early Action for Success (EAfS) \$68,605.00	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Duranbah Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leader to lead analysis of data and

<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>professional learning, including cross-stage teaching rounds and the use of learning sprints</p> <p>The allocation of this funding has resulted in: improved staff confidence in teaching practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: improved delivery of literacy and numeracy programs.</p>
<p>QTSS release</p> <p>\$11,548.15</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Duranbah 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"> • Instructional Practice <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 <p>The allocation of this funding has resulted in: improved staff capacity to provide quality differentiated learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued improvement through mentoring activities.</p>
<p>COVID ILSP</p> <p>\$20,649.96</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"> • providing intensive small group tuition for identified students who were identified as requiring support in their literacy learning. <p>The allocation of this funding has resulted in: students in the program achieved significant progress towards achieving their identified goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued identified support for targeted students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	29	30	31	29
Girls	23	27	29	29

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	92.5	95.6	91.5
1	93.1	93.6	94.1	94.9
2	87.9	89.6	95.7	92.1
3	95.6	87.1	85.8	94.8
4	90.6	93.6	91.3	91.3
5	88.4	94.2	89.4	85.5
6	85.6	85	96.8	84.1
All Years	90	89.9	93	91.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	7,217
Revenue	1,134,756
Appropriation	1,071,410
Sale of Goods and Services	4,054
Grants and contributions	58,598
Investment income	19
Other revenue	676
Expenses	-1,125,780
Employee related	-1,029,259
Operating expenses	-96,521
Surplus / deficit for the year	8,976
Closing Balance	16,193

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	200,539
Equity Total	38,602
Equity - Aboriginal	1,607
Equity - Socio-economic	4,982
Equity - Language	2,400
Equity - Disability	29,613
Base Total	678,737
Base - Per Capita	14,791
Base - Location	1,092
Base - Other	662,854
Other Total	112,367
Grand Total	1,030,245

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

Following a rigorous survey of the parent and carer community, the responses showed:

*92% felt that their child's well being was absolutely catered for and that their child was able to continue learning successfully on their return.

90% felt that the school maintained high expectations and continuous improvement.

*94% felt that positive, respectful relationships are evident between staff and students.

*88% felt that teaching and learning programs cater for individual needs effectively.

*94% felt that the school was responsive to feedback from the school community.

*80% felt that the extra-curricula experiences provided by the school provided a quality experience for their children.

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.