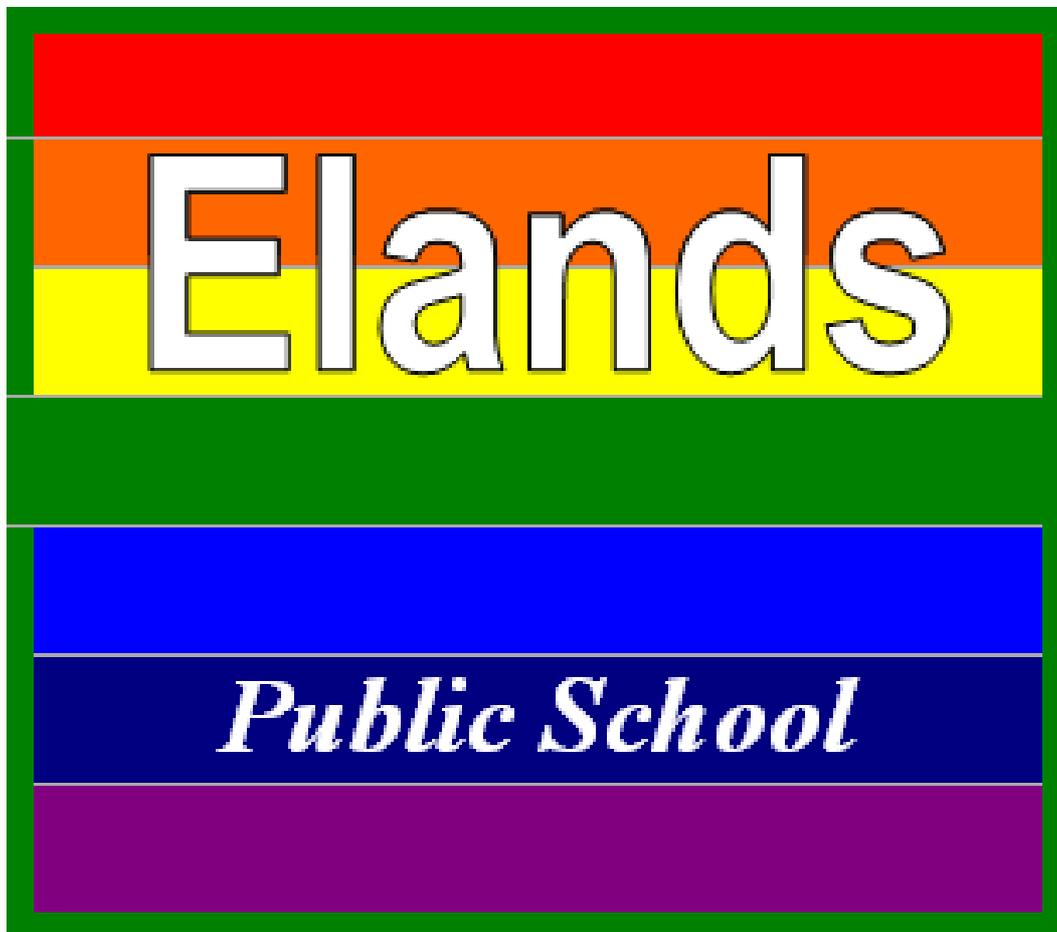


# 2021 Annual Report

## Elands Public School



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# Introduction

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

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Elands Public School

Wingham-Ellenborough Rd

Elands, 2429

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

[elands-p.school@det.nsw.edu.au](mailto:elands-p.school@det.nsw.edu.au)

6550 4557

## School vision

At Elands School we are proud of our diverse and innovative learning community that encourages individual expression and growth through a nurturing learning environment. Students are supported to develop problem solving skills by encouraging creativity and creative thinking. Teachers, parents and students work together to foster; respect for oneself, others and life in all its forms, to be lifelong learners and to prepare young people to be engaged members of society.

## School context

Elands Public School is a remote, small school serving a diverse rural community in the Upper Manning Valley, 40km west of Wingham.

The school has one K-6 class which utilises its Resource Allocation Model (RAM) allocation and equity funds to employ a second teacher six days per fortnight. This enables the school to split into two classes, K-2 and 3-6, Monday - Wednesday. This ensures students receive explicit teaching in literacy and numeracy, learning is personalised and differentiated to meet individual student requirements.

The school has recently completed a situational analysis and has identified three areas of focus for the school improvement plan. It should be noted that this builds upon the work undertaken from the previous school planning cycle and feedback from school community survey responses. After triangulation of data from the situational analysis it has become apparent the school needs to focus on attendance, learning support and use of data to inform practice. Analysis of student attendance indicated that while overall attendance has improved it was still below expected targets. Developing measures to improve student attendance and engagement will include embedding systematic processes for monitoring and improving attendance to ensure student absences do not impact on learning outcomes.

We also need to provide professional learning opportunities for teachers in effective use of and analysis of data, collaboration between schools to develop authentic learning tasks and assessments will enable teachers and students to have clarity of learning progress. Reflections of student wellbeing and parent feedback from annual surveys indicated we need to strengthen communication between the school and families particularly around learning support.

Our work 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 showing growth will be referred for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Elands Public School is associated with the Community of Wingham Schools and a broader network of small schools across the Manning and Camden Haven Valleys. These associations provide opportunities for collegial professional learning for staff and an increased range of educational and extra-curricular activities for students.

The Elands Public School Plan reflects our school mission statement and motto, "Living to Learn - Learning to Live".

## 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve student learning outcomes in reading and numeracy we will develop and sustain school processes for collecting and analysing data to ensure the provision of appropriate curriculum for every student.

### Initiatives

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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.

- Data Skills and Use
- Quality Teaching in literacy and numeracy

### Resources allocated to this strategic direction

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**Socio-economic background:** \$11,211.80

**Aboriginal background:** \$3,022.94

**Low level adjustment for disability:** \$13,966.35

**QTSS release:** \$2,242.36

**Location:** \$9,101.87

**Professional learning:** \$3,000.00

### Summary of progress

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#### Key initiatives

#### Data Skills and Use - NAPLAN Reading and Numeracy

Consistent analysis, interpretation and extrapolation of internal and external assessment data has enabled teachers to effectively plan, identify learning needs, modify teaching practices and implement individual learning programs.

Five weekly monitoring, analysis and evaluation of teaching programs, students work samples, internal and external assessment data and plotting of students on PLAN2 Literacy and Numeracy Progressions, provided a sound basis of where to next.

NAPLAN results indicate that students in years three and five are in the top two bands for reading, writing and numeracy.

#### Quality Teaching in literacy and numeracy

The maintenance of split classes three days per week, K-2 and Years 3-6, has enabled teachers to provide intensive support and guidance to students. Students receive one to one, small group instruction in the multistage classroom appropriate for their age/stage level.

Early Action for Success strategies continue to be implemented in the K-2 class in guided reading and writing, introduction of Close Reading instruction for Year 2 students. Explicit teaching of maths concepts have ensured all students are achieving end of year milestones in literacy and numeracy progression targets.

Primary class students received individual and/or small group instruction in Close Reading, spelling, grammar, guided writing and explicit instruction in maths. Trialing of Maths Top Ten Program ensured steady progress in literacy and numeracy. Evaluation of PLAN2 data indicated the majority of primary students are achieving end of year milestones for literacy and numeracy progression targets.

#### Next Steps:

Analysis of internal and external data indicates that grammar, punctuation and additive strategies are areas that need to be addressed in 2022. Teaching staff will work closely with Assistant Principal, Curriculum and Instruction (APC&I) in 2022 to improve identified areas of need.

Small Schools' Network to be re-established, meeting once per term, with focus on professional development, analysis of whole school writing tasks and opportunities to observe quality teaching strategies/methods.

### Progress towards achieving improvement measures

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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><b>NAPLAN top two bands</b></p> <p>Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN reading from 40.0% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 45.4 %.</p> <p>Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN numeracy from 34.6% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 39.5 %.</p>	<p>The proportion of Year 3 and 5 students achieving the top two bands in NAPLAN reading is 100% and has exceeded the Taree Small Schools Network target baseline of 40%.</p> <p>The proportion of Year 3 and 5 students achieving the top two bands in NAPLAN numeracy is 66.6% and has exceeded the Taree Small Schools Network target baseline of 34.6%</p>
<p><b>System Negotiated Targets - Small Schools Growth</b></p> <p>Increase in the percentage of students achieving expected growth in NAPLAN reading and numeracy, from the baseline trending towards the lower bound system negotiated target of 60%.</p>	<p>Due to the small size of the cohort, accurate or actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>School Based Improvement Measures</b></p> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• At least 63% of students will have achieved their end of year milestones for Quantifying Numbers in the Numeracy Progressions. For example, Kindergarten = Level 6, Year 1 = Level 7, Year 2 = Level 8, Year 3 = Level 9, Year 4 = Level 10, Year 5 = Level 11 &amp; Year 6 = Level 12.</li> <li>• At least 85% of students in Year 2-6 will demonstrate a 0.4 growth (1 year growth - calculated through effect size formula) when comparing start of year to end year internal school data in numeracy.</li> </ul>	<p>Quantifying Numbers</p> <p>The percentage of students achieving end of year milestones for Quantifying Numbers is higher than the annual numeracy progress target. Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers.</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• At least 65% of students will have achieved their end of year milestones for Understanding Texts in the Literacy Progressions. For example, Kindergarten = Level 4, Year 1 = Level 5, Year 2 = Level 7, Year 3 = Level 8, Year 4 = Level 9, Year 5 = Level 10 &amp; Year 6 = Level 11.</li> <li>• At least 85% of students in Year 2-6 will demonstrate a 0.4 growth when comparing start year to end year internal school data in reading .</li> </ul>	<p>The percentage of students achieving end of year milestones for Reading is higher than the annual literacy progress target. Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• At least 50% of students will have</li> </ul>	<p>The percentage of students achieving end of year milestones for Creating Texts is higher than the annual literacy progress target. Due to the small</p>

<p>achieved their end of year milestones for Creating Texts in the Literacy Progressions. For example, Kindergarten = Level 4, Year 1 = Level 6, Year 2 = Level 7, Year 3 = Level 8, Year 4 = Level 9, Year 5 = Level 10 &amp; Year 6 = Level 11.</p>	<p>size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Element: Learning Culture (S&amp;G)</b></p> <p>Focus theme: High Expectations (S&amp;G)</p> <p>Focus theme: Transitions and continuity of learning (S&amp;G)</p> <p><b>Element: Data Skills and Use (S&amp;G)</b></p> <p>Focus theme: Data use in teaching (S&amp;G)</p> <p>Focus theme: Data use in planning (Del)</p>	<p>The Self Assessment and Evaluation of the school plan's progress measured against the School Excellence Framework indicated that the school's <i>Learning Culture of High Expectations</i> continues to sustain and grow. However, partnerships between parents and caregivers of students whose continuity of learning is at risk is still an area that requires attention.</p> <p>Through collaborations with parents, teaching staff and paraprofessionals, students transitioning from pre-school and into high school continues to sustain and grow, thus supporting continuity of learning for all students at transition points.</p> <p><i>Data Skills and Use</i> continue to sustain and grow. The learning support team regularly evaluates internal and external assessment data to monitor students' learning progress and identify skills gaps for improvement and/or areas for extension.</p>

## Strategic Direction 2: Wellbeing

### Purpose

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Learning is informed by a holistic approach that caters to student wellbeing and learning needs in an environment that engages and supports.

### Initiatives

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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.

- Attendance
- Learning Support

### Resources allocated to this strategic direction

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**Integration funding support:** \$56,702.00

**Professional learning:** \$1,467.21

### Summary of progress

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#### Attendance

Due to the ongoing impact of COVID -19 restrictions and health requirements the school's attendance rate remains well below the anticipated target of 65% students attending more than 90%. Attendance was negatively impacted by the pandemic, student illness and a major flooding event that closed the main access road to the school for three months.

After the flooding event, telephone and internet connections were intermittent. The school conducted a Preferred Method of Contact Survey to ensure quick and easy communications were relevant to individual family needs. Ninety percent of families responded to the survey and feedback from parents have suggested feelings of previous disconnectedness from the school have eased.

The school has continued to be proactive by informing families of attendance requirements, through newsletter items, Parent and Citizens (P&C) meetings and personal contact when students are identified at risk for low attendance. All staff are conversant with Elands Public School's Attendance Flow Chart and roll marking procedures. Five weekly attendance reports are analysed and families with <89% attendance contacted and attendance rate discussed. Attendance strategies are included in Personalised Learning Plans (PLPs) where required.

#### Learning and Support

Two Student Learning Support Officers (SLSO) were employed to support targeted students. This ensured students felt confident in their learning environment and made progress towards achieving learning outcomes.

Students requiring additional support or receiving funding have Personalised Learning Plans (PLPs) in place. Fifty percent of families were engaged in the PLP process, resulting in students' well-being and learning needs collaboratively developed with parents/carers.

Teachers regularly review learning with students, ensuring all students have a clear understanding of where to next and how to improve their learning.

#### Next Steps:

Improving and increasing student attendance rates will continue to be an area of focus for 2022. Ensuring the Preferred Method of Contact is regularly updated and maintaining open communication with families regarding the importance of regular attendance on student's learning outcomes as well as celebrating student successes either through the newsletter or directly using electronic means.

Student learning support plans will continue to be an area of focus in 2022. Input from families will be actively encouraged, staff will collaborate with parents/caregivers, school counselors, para-professionals and students to ensure participation rates increase. Families of students identified as gifted and talented or requiring extension programs will be contacted by the school to ensure their individual learning needs are catered for.

### Progress towards achieving improvement measures

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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><b>Attendance</b></p> <p>Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 70%.</p>	<p>COVID-19 restrictions, chicken pox and a major flood event have had a considerable effect on the school's attendance rates and as a result the attendance target could not be met.</p>
<p><b>Learning Support</b></p> <p>50% of students will have individual learning plans with learning goals in areas of literacy and numeracy.</p> <p>All students will demonstrate progress of at least two levels for each year in the learning progressions in the areas of; Understanding Text, Additive Strategies and quantifying numbers annually.</p>	<p>The support of School Learning Support Officers in the classroom has ensured students are progressing well in all learning areas. Internal and external assessments indicate that students are achieving targeted outcomes.</p> <p>All students have literacy and numeracy learning goals in place. Students are aware of and most are showing expected growth on internal school progress and achievement data.</p> <p>Student learning support plans continue to be an area of focus and having input from families needs to be addressed.</p>
<p><b>Improvement as measured by the School Excellence Framework</b></p> <p><b>Element: Learning Culture (S&amp;G)</b></p> <p>Focus theme: Attendance (Del)</p> <p><b>Element: Wellbeing</b></p> <p>Focus theme: A planned approach to wellbeing (Del)</p> <p>Focus theme: Individual learning needs (S&amp;G)</p>	<p>The Self Assessment and Evaluation of the school's plan progress measured against the School Excellence Framework indicated that the school's <i>Learning Culture</i> focus on <i>Attendance</i> is sustaining and growing.</p> <p>In the element of <i>Well-being</i> the school's growth against the School Excellence Framework of a <i>planned approach to well-being and individual learning needs</i> has remained constant. Collaborative planning for learning has been curtailed due to visitor health restrictions and as a result families felt disconnected despite the school endeavouring to reach out in a variety of means.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$56,702.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Elands Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Support</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students received personalised instruction to meet identified needs. This resulted in students making progress towards achieving targeted learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> maintaining SLSO support in the learning environments to provide additional support to students as required.</p>
<p>Socio-economic background</p> <p>\$11,211.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Elands Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>
<p>Low level adjustment for disability</p> <p>\$13,966.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Elands Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• the Full Time Staffing Equivalent (FTE) being used to assist in employing an additional teacher two days per fortnight. The flexible component was used to purchase additional literacy and numeracy resources.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the learning environment of the K-2 and 3-6 classroom having quality differentiated teaching programs that meet the educational levels of all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to combine funding allocations, where appropriate, to ensure students receive quality instruction that is personalised and differentiated in a learning environment conducive to their age/stage developmental levels. Flexible funding components will be used to purchase sets of quality reading text for low level or reluctant readers.</p>

<p>Location</p> <p>\$9,101.87</p>	<p>The location funding allocation is provided to Elands Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Location funding being used to assist in employing an additional teacher two days per fortnight. Classes are split (K-2 and 3-6) three days per week for literacy and numeracy to ensure all students receive quality instruction and is differentiated to meet their needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> student engagement being high in the split classroom due to quality teaching instruction that is differentiate to meet similar age cohort.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to combine funding allocations where appropriate to ensure all students receive quality instruction that is personalised and differentiated in a learning environment that is conducive to their age/stage developmental levels.</p>
<p>Literacy and numeracy</p> <p>\$1,549.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Elands Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Funds used to purchase online program subscriptions to support literacy and numeracy across the two settings.</li> <li>• funding used to purchase literacy and numeracy resources, to support teaching and learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students having access to additional software programs that supplement or extend teaching and learning strategies in literacy and numeracy activities and purchasing of quality literacy resources to supplement Close Reading activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to subscribe to quality literacy and numeracy online resources to extend student activities and engagement.</p>
<p>QTSS release</p> <p>\$2,242.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Elands Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• QTSS funding being used to assist in employing an additional teacher two days per fortnight.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>QTSS release</p> <p>\$2,242.36</p>	<p>students having higher engagement in the split classroom setting, achieving learning outcomes in an age appropriate environment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to combine funding allocations where appropriate to ensure students receive quality instruction that is personalised and differentiated in a learning environment conducive to their age/stage developmental levels.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a teacher to deliver individual tuition. Five students were targeted for additional support; and</li> <li>• providing targeted, explicit instruction for students in literacy - Reading Comprehension (Understanding and responding to texts), spelling and writing.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards teaching and learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group/individual tuition using assessment data to identify specific student needs. The school learning and support processes has been revised and will involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for students to continue to meet their personal and/or teaching and learning goals.</p>
<p>Aboriginal background</p> <p>\$3,022.94</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Elands 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background funding was combined with other funds to assist in employing an additional teacher two days per fortnight.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students who identify as Aboriginal or Torres Strait Islander are achieving at or above for their appropriate age/stage levels.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to combine funding allocations where appropriate to ensure all students receive quality instruction that is personalised and differentiated in a learning environment conducive to their age/stage developmental levels and cultural needs.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	7	9	7	9
Girls	5	6	5	7

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.4	90.3		88.1
1	82.7	91.4	85.9	83.7
2	92.6	92.7	86.3	90.8
3	92.6	97.9	86	83
4	88.3	85.5	95.3	86.4
5	90	78.4	66.3	92
6	82.1	85.5	90.3	78.2
All Years	88.7	89.2	84.6	86.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1		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	91.9	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

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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)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.82

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	42,642
<b>Revenue</b>	436,346
Appropriation	430,791
Sale of Goods and Services	140
Grants and contributions	5,365
Investment income	51
<b>Expenses</b>	-428,102
Employee related	-401,481
Operating expenses	-26,621
<b>Surplus / deficit for the year</b>	8,244
<b>Closing Balance</b>	50,887

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	28,201
Equity - Aboriginal	3,023
Equity - Socio-economic	11,212
Equity - Language	0
Equity - Disability	13,966
<b>Base Total</b>	318,645
Base - Per Capita	2,958
Base - Location	9,102
Base - Other	306,585
<b>Other Total</b>	15,646
<b>Grand Total</b>	362,492

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

An important aspect of the school's annual self-evaluation is to seek the opinions of the school community; staff, parents and primary class students. This year the school surveyed families and students about their interactions at school and with staff. The majority of parents indicated that their children enjoyed coming to school, experienced a range of positive opportunities and were known and appreciated by the staff. However, some responses suggested that communication between families and teachers, regarding students' progress and opportunities to interact with teachers was an area for improvement.

Student responses were quite varied, feedback suggested; students enjoyed coming to school each day, felt nurtured and challenged to take the next step and were informed of their progress. Some students indicated that they did not have a range of positive opportunities or learning activities that met their strengths, needs and interests. Some students also suggested communication between teaching staff and students could be an area for improvement

Parents and staff were also asked to provide feedback on how the school performed overall (strengths and areas for improvement) in communicating COVID-19 health guidelines and updates. The feedback received suggested that the school's communication regarding COVID-19 was thorough and was able to disseminate changes regarding health guidelines quickly through a variety of communication methods including social media, newsletters and telephone calls. Provision of Learning at Home packs and Personal Protection Equipment was considered adequate and appreciated.

Areas for improvement were; opportunities for the community to re-connect with the school through school based activities, more inter-school activities not just during sporting carnivals. Hands on learning across more key learning areas not restricted to science lessons and more communication between parents and teachers regarding children's well being.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.