

# 2021 Annual Report

## Emmaville Central School



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# Introduction

The Annual Report for 2021 is provided to the community of Emmaville Central 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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Emmaville Central School

Park Rd

Emmaville, 2371

<https://emmaville-c.schools.nsw.gov.au>

[emmaville-c.school@det.nsw.edu.au](mailto:emmaville-c.school@det.nsw.edu.au)

6734 7235

## School vision

Emmaville Central School cultivates high engagement levels in students, staff and the community with a supportive and inclusive school culture that encourages the well-being and success of all. Evidence-based practices, combined with high expectations empower students to become confident and effective learners, as well as resilient and respectful citizens.

## School context

Emmaville Central School is a small Kindergarten to Year 12 school located in a rural and remote area of northern NSW, that is 46 kilometers from its nearest regional center, Glen Innes. The village of Emmaville has a small population of 519 people( 2016 Census). There is a current enrolment of 68 students, with fluctuating enrolments. Fluctuating enrolments are expected to continue into the future.

Students come from a diverse range of socioeconomic backgrounds with a FOEI of 164. 27% of students identify as Aboriginal and Torres Strait Islander. The school endeavours to embrace the local Ngorabul culture.

Emmaville Central School offers individualized learning in small composite class groups. The school has a technology network with all classrooms having interactive whiteboards. Additional laptops have been purchased for students(primary and secondary) to use. Students are able to undertake Stage 6 studies at Emmaville Central School with the majority of subjects being delivered on site. Students have the ability to access distance education for subjects not delivered locally. In senior years, academic pursuits and vocational education are growing priorities.

The school has been supported through the Early Action for Success (EAfS) program since its inception and will continue to utilize the expertise of an instructional leader focusing on students from Kindergarten to Year 4. Small class sizes are a feature of Emmaville Central School and this allows for specialized and personalized instruction.

The key focus areas of our work is to ensure that we meet the needs of students, so that all students are known, valued and cared for. Extensive learning and support programs are in place to identify students who are not showing improvements or need additional support.

The school has a student welfare worker, engaged under the Commonwealth Government's Chaplains and Welfare Workers in Schools program.

As a result of a thorough Situational Analysis, the school has identified key areas for development. These include a focus upon literacy and numeracy, enhancing whole school well-being and engaging the community.

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## 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student achievement, growth and performance in literacy and numeracy, by establishing a culture of high expectations and quality teaching practices that are data driven and responsive to the learning needs of individual students. Increased levels of literacy and numeracy will enhance student access to all learning and life beyond school.

### 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.

- Data Driven Literacy Practices
- Individualised Learning Plans
- Intensive Learning Support
- Data Driven Numeracy Practices

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$4,343.00  
**Socio-economic background:** \$50,207.00  
**Professional learning:** \$15,500.00  
**Aboriginal background:** \$13,000.00  
**COVID ILSP:** \$59,603.00  
**Integration funding support:** \$14,456.00

### Summary of progress

The enablers to student results in the early years has been the success of the Early Action of Success Program with an effective Instructional Leader that has driven data informed practices to ensure student outcomes. The improvement in student outcomes has also been enhanced by the use of the Covid- Intensive Learning support tutors who have implemented specific tutoring to boost student learning. Consistency in student attendance has been the key barrier to progress, in particular secondary attendance. Next steps will be to continue our focus on comprehension and vocabulary in literacy and in numeracy and a continuation of explicit teaching of measurement, geometry and algebra. Covid intensive tutoring will also continue. Student growth data in reading and numeracy supports this continuation. The school will continue to expand student individual learning plans as per the school strategic plan.

### 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
The number of students achieving in the top 2 bands of NAPLAN Reading is above our baseline.	50% of Year 3 students and 33% of Year 5 students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the annual progress measure. 17% of Year 7 & 25% of Year 9 students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure in Year 3,5,&9 and all years achieving above our baseline data of 15.5%.
The number of students achieving in the top 2 bands of NAPLAN Numeracy is above our baseline.	0% of Year 3 students and 66 % of Year 5 students are now in the top two skill bands (NAPLAN) for numeracy, indicating achievement of the annual progress measure in Year 5. 0 % of our students in Year 7 & 38% of Year 9 are now in the top two skill bands (NAPLAN) for numeracy, indicating achievement of the annual progress measure and the baseline data of 8.1% in Years 5 & 9.
All students in Year 12 achieve the HSC minimum standards each year.	Four of the five Year 12 students achieved the HSC minimum standard. The final student has achieved the minimum standards in all area except for Numeracy.
The number of students achieving	The percentage of students achieving expected growth in NAPLAN

expected growth in NAPLAN Reading is above our baseline.	Reading with 83% of Year 9 achieving growth, 67% of Year 7 achieving growth, and 75% of Year 5 achieving growth, to be above the school's lower bound system-negotiated target in all years of 60%.
The number of students achieving expected growth in NAPLAN Numeracy is above our baseline.	The percentage of students achieving expected growth in NAPLAN Numeracy with 83% of Year 9 achieving growth, 65% of Year 7 achieving growth, and 50% of Year 5 achieving growth, which is on the way to achieving the school's lower bound system-negotiated target in all years of 60%.
Aboriginal students at Emmaville CS attained their HSC in 2021.	All Aboriginal students achieved their HSC in 2021.
Aboriginal students are demonstrating growth in both Reading and Numeracy	Year 3,5,& 7 have shown significant upward trends in Reading and Numeracy results this year, with most years moving towards reaching the set targets.

## Strategic Direction 2: School Wellbeing

### Purpose

To support the social, cognitive, physical and emotional well being of all members of the school community, in order to build a resilient community which fosters positive relationships through the implementation of school well-being practices.

### 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 framework
- Development of peer relationships
- Attendance initiatives

### Resources allocated to this strategic direction

**Socio-economic background:** \$4,450.00

**6200 School Chaplaincy program:** \$30,280.00

### Summary of progress

Whilst there have been a number of attendance initiatives this year, the impact upon attendance has been insignificant. The isolated location of the school and the rural and remote nature of our school community has proven a barrier in improving attendance. 2021 Covid 19 restrictions and local flooding has also had an impact upon attendance. Of particular concern is the attendance rate of secondary students. The next step in attendance will be to continue to support parents by providing detailed information and direct contact. The role of the Home School Liaison Office, School Chaplain and WHIN Nurse are critical in providing ongoing support for students and families. The school introduced a student Wellbeing Period four days a week - Making Space for Learning through adjustment of the school period timetable length from 8 x 40 minutes to 5 x 60 minute periods. This was a key enabler of increased student belonging, decreased suspension rates and improved student learning outcomes in both reading and numeracy. Student wellbeing surveys also indicated a increased sense of belonging in 2021. Staff contributions to the whole school wellbeing program have been significant through involvement in training and development, data analysis and increased understanding of the significance of whole school wellbeing. In 2022 the school will continue to embed the initiatives and success foundations from 2021.

### 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
40% of students attend the school 90% of the time or more.	48.53% of Primary students attended 90% of the time or more  38.19% of Secondary students attended 90% of the time or more
At least 55% of students report a strong sense of belonging and high expectations as a member of Emmaville CS, based on Tell Them From Me and internal surveys.	55% of students reported a strong sense of belonging, which is 3% below 2020 data, and 88% of students reported the school has high expectations of success which is 2 % below 2020 data.

## Strategic Direction 3: Community Engagement

### Purpose

To foster a cohesive educational community where parents and community members are focused upon student achievement and learning by positively supporting and engaging in, and with, the school.

### 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.

- The school is part of the community
- Family school action team

### Resources allocated to this strategic direction

**Socio-economic background:** \$520.00

### Summary of progress

The school became the peak body of our Emmaville community during the COVID 19 restrictions. Learning from home packs, the school Facebook site, bulletin board and a significant improvement in the access to technology, enabled the continuation of learning and a significant growth in parent/school partnerships. The restrictions imposed due to Covid 19 meant that some activities were postponed until 2022. These include; Rural Fire Service Cadets and Family School Action team. Parent and resident feedback indicated a strong approval of 2021 school and community initiatives. In 2022 the school will continue to build upon the strong partnerships with parents and community and reactivate activities delayed as a result of COVID 19.

### 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
Parents/carers are re-engaging in school based activities to support the learning at the school, as measured by participation figures and feedback processes.	Parent engagement has had to change significantly due to Covid 19 restrictions. Whilst a lot of parents have adapted and worked hard to support the learning at school, we are still working to strengthen engagement with some parents.
Community engagement in decision making and collaboration within and beyond the school is developed.	The school experienced unanticipated community collaboration and a strengthening of partnerships as a result of Covid 19. In 2022 the school will renew its anticipated activities to involve its community further.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$14,456.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Emmaville Central 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>• Intensive 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> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms and in small tutoring groups.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed and individual learning needs are met.</p>
<p>Socio-economic background</p> <p>\$144,177.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Emmaville Central 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 Driven Literacy Practices</li> <li>• Wellbeing framework</li> <li>• Individualised Learning Plans</li> <li>• Intensive Learning Support</li> <li>• Attendance initiatives</li> <li>• Development of peer relationships</li> <li>• Family school action team</li> <li>• The school is part of the community</li> <li>• Other funded activities</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>• additional staffing to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support data driven literacy practices.</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of additional staff to work as part time Literacy and Numeracy support staff to work with students performing below the expected stage level. The allocation of this funding has resulted in student improvement evidenced by:</p> <p>Numeracy NAPLAN results achieving above statistically similar school</p>

<p>Socio-economic background</p> <p>\$144,177.00</p>	<p>groups (SSSG) in Year 3, 5, 9 and moving closer to the state average. Year 3 and Year 9 NAPLAN Reading above both state and SSSG and Year 5, 7 NAPLAN reading above SSSG moving closer to the state average. Year 3 and Year 9 NAPLAN Writing above State and SSSG. Year 5, 7 demonstrated an improvement moving closer to the state average but above SSSG.</p> <p>Year 3 NAPLAN Spelling achieving above SSG and moving closer to the state average. Year 5,9 achieving above SSG and moving closer to the state average.</p> <p>Year 3 NAPLAN Grammar and Punctuation above State and SSSG Year 5, 7, 9 achieving above SSG and moving closer to the state average. NAPLAN expected growth for Year 7 and Year 9 was above both the state average and SSG in all areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will be to continue to engage the literacy and numeracy staff to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position to engage students and improve attendance.</p>
<p>Aboriginal background</p> <p>\$49,837.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Emmaville Central 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 Driven Literacy Practices</li> <li>• Other funded activities</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>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students from an Aboriginal background have had significant support from SLSO staff to assist with in class work. The employment of an identified Aboriginal staff member was of significant advantage to students as it allowed them to identify with country and this enhanced learning engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to fund an SLSO to specifically work with students from an Aboriginal and Torres Strait Islander background to enhance their learning and engagement with school.</p>
<p>Low level adjustment for disability</p> <p>\$67,712.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Emmaville Central 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>• Other funded activities</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>\$67,712.00</p>	<ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom and whole school setting</li> <li>• support for students in Individual Learning Plans, and completion of assessment tasks</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provision of significant support for the identified student whilst they were enrolled in the school. Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$25,800.00</p>	<p>The location funding allocation is provided to Emmaville Central 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>• Other funded activities</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>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students participating in all school activities. The provision of facilities to allow for the study of Agriculture and Primary Industries.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to fund excursions and to assist families that are disadvantaged due to isolation.</p>
<p>Professional learning</p> <p>\$29,450.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Emmaville Central 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 Driven Literacy Practices</li> <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>• engagement of teaching staff to release staff for online professional learning in literacy, numeracy, syllabus implementation and VET compliance</li> <li>• payment of professional learning course fees.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff completing professional learning</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The allocation of this funding has resulted in increased capacity of all</p>

Professional learning \$29,450.00	<p>teachers to embed effective practices in the explicit teaching of writing, reading and numeracy, resulting in improved internal student results. After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning to meet staff performance development plans and curriculum requirements. This will include mentoring and co-teaching.</p>
School support allocation (principal support) \$13,604.00	<p>School support allocation funding is provided to support the principal at Emmaville Central School with administrative duties and reduce the administrative workload.</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>• Employment of a retired Deputy Principal to work with the Principal on WHS and Professional learning, HSC minimum standards and to co-ordinate student assessments</li> </ul> <p><b>The allocation of this funding has resulted in:</b> WHS and online assessments have been completed successfully.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the current model.</p>
Literacy and numeracy \$4,343.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Emmaville Central 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>• Data Driven Literacy Practices</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>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• teacher release to engage staff in starting strong and working with big ideas</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enhanced student learning outcomes and significant improvements in NAPLAN results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the literacy and numeracy support into 2022.</p>
Early Action for Success (EAfS) \$156,532.00	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Emmaville Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>Early Action for Success (EaFS)</p> <p>\$156,532.00</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  An increased percentage of students in Year 3 in the top two bands in reading from 17% to 50% and Year 5 from 20% to 33%  An increased percentage of students in Year 5 in the top two bands in numeracy from 40% to 60%  Value add for Years 3-5 is Sustaining and Growing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  After evaluation, the next steps to support our students will be ongoing literacy and numeracy support with APCI.</p>
<p>QTSS release</p> <p>\$5,045.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Emmaville Central 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>• 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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Improved teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Use of the AP and APCI to lead improvement in literacy and numeracy areas where teachers need support.</p>
<p>COVID ILSP</p> <p>\$119,586.00</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>• Intensive Learning Support</li> <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 teachers/educators to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitoring the progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy in reading comprehension, writing and numeracy.</li> <li>• providing intensive small group tuition for identified students who were in</li> </ul>

<p>COVID ILSP</p> <p>\$119,586.00</p>	<p>the lower levels of achievement in the check in assessments and in the lower bands of Naplan.</p> <ul style="list-style-type: none"> <li>• employing staff to coordinate the program.</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 their understanding of number sense and literacy conventions. Students have had specific individualised tutoring which has targeted learning gaps.</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 tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for identified students to continue to meet their personal learning goals will also be a priority.</p>
<p>6200 School Chaplaincy program</p> <p>\$30,280.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Emmaville Central 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>• Wellbeing framework</li> <li>• Development of peer relationships</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• employing staff to monitor progress of student groups engaging in online tuition during Covid 19 learning from home periods</li> <li>• employment of a staff member to deliver wellbeing assistance as well as emotional and learning support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students being able to identify a staff member who they can turn to for support, whilst at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the program into 2022.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	35	34	23	36
Girls	52	56	41	39

### 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.

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.8	89.7	100	89.9
1	88.3	94.2	92.5	95.6
2	83.1	89.4	94.3	82.4
3	85.7	83.4	92.7	79.7
4	84	82.6	93.5	83.6
5	94	84.2	93.9	89.4
6	94	81.8	95.1	77.2
7	90.9	88.3	89.7	70.1
8	84.4	82.5	81.9	82.1
9	89.1	87.1	78	73
10	86	86.5	87.6	72.4
11	87.6	76.8	88	79
12	77.1	88.8	79.9	91.1
All Years	87.7	85.4	87.9	79.8
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
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

## 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.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	20
Employment	0	60	40
TAFE entry	0	20	0
University Entry	0	20	20
Other	0	0	20
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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60.00% of Year 12 students at Emmaville Central School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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80% of all Year 12 students at Emmaville Central School are expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	7
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.48
School Administration and Support Staff	4.88
Other Positions	0.1

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	493,124
<b>Revenue</b>	2,429,703
Appropriation	2,384,886
Sale of Goods and Services	776
Grants and contributions	41,985
Investment income	224
Other revenue	1,832
<b>Expenses</b>	-2,364,364
Employee related	-2,043,271
Operating expenses	-321,093
<b>Surplus / deficit for the year</b>	65,339
<b>Closing Balance</b>	558,462

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>	14,104
<b>Equity Total</b>	239,088
Equity - Aboriginal	27,252
Equity - Socio-economic	143,655
Equity - Language	0
Equity - Disability	68,182
<b>Base Total</b>	1,737,040
Base - Per Capita	15,777
Base - Location	25,815
Base - Other	1,695,447
<b>Other Total</b>	255,145
<b>Grand Total</b>	2,245,378

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.

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

## Parent/caregiver, student, teacher satisfaction

Our teacher/student surveys in Tell them From Me indicated that 55% of students had a high sense of belonging and high expectations. This is close to the state average of 60% This percentage is also up from 54% in the previous year. 55% of students reported a high percentage of advocacy, which is down from 58% in 2020.

Our parent surveys indicated that 62% were always happy with the way Emmaville Central School meets student needs. 75% of parents said that they felt welcome at Emmaville Central School, even though entry was restricted during Covid 19.

# 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.

## Aboriginal Education - School statement

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Prior to Covid-19 lockdowns, the school had employed a local elder to work with Aboriginal students. This program was very successful during Term 1.

## 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.

## Anti-Racism - School statement

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The school has a trained ARCO, and is working on creating an environment that is supportive of all.

## 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.