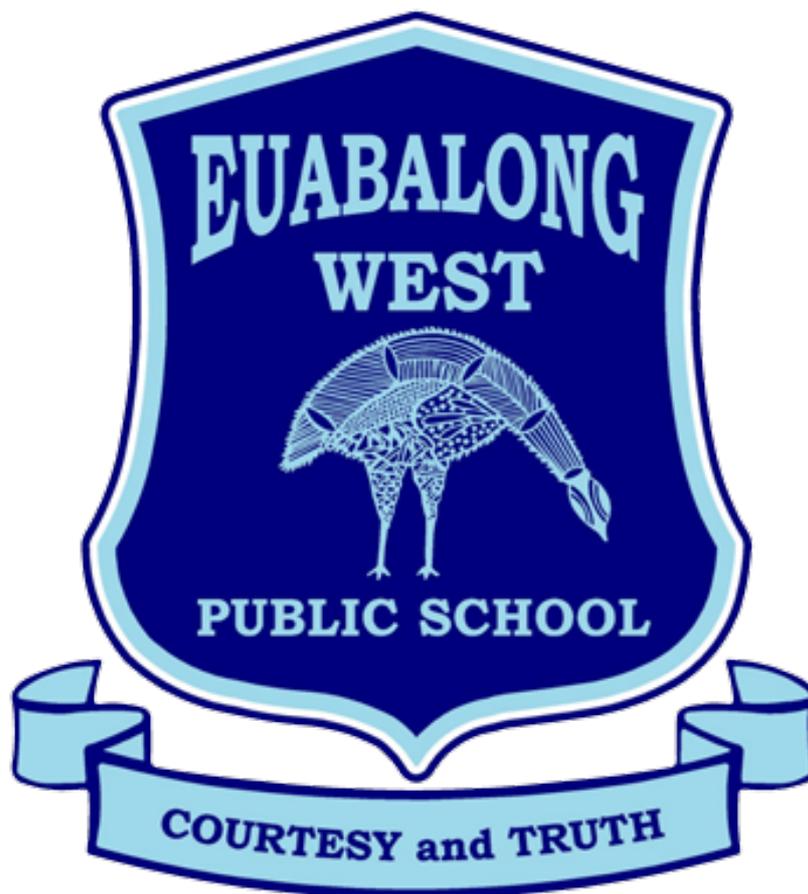


2021 Annual Report

Euabalong West Public School



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Introduction

The Annual Report for 2021 is provided to the community of Euabalong West 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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School vision

Euabalong West Public School values productive partnerships that improve learning for every student. Personalised learning is paramount as teachers ensure every student is known, valued and cared for. Sustaining focus on quality teaching and learning practices that maximise student engagement, growth and achievement will ensure students become confident, creative individuals and lifelong learners.

School context

Our school is located on the lands of the Wiradjuri people and found on beautiful grounds in the township of Euabalong West. The school caters for families located in the townships of Euabalong and Euabalong West, as well as families living on farming properties within a 70 kilometre radius. The school is geographically in the Central West of New South Wales approximately 170 kilometres North of the regional centre of Griffith.

In 2021, Euabalong West Public School has an enrolment of 26 students including 15 students that identify as Aboriginal. This is our highest enrolment for the past ten years. The school is organised into two classes, K-2 and 3-6 and also has K-6 shared learning time each week for physical education, music, student parliament and sport. Individualised learning enhances the school's capacity to cater for all students' learning needs.

The community takes pride in the school and its activities and are avid participants at all events. Every effort is made to encourage students to embrace the ideals of this unique community, where productive partnerships are an important focus.

The school is an active member of the Rural Innovative Educator's Network, a small schools collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher quality, and outcomes for all our students.

The school is also a key member of the Lower Lachlan Primary School Sports Association (LLPSSA) and the Lake Cargelligo Small Schools Sports Group (LCSSSG), where students are able to join with local schools for swimming and athletics carnivals as well as PSSA sporting team events.

A range of extracurricular activities are offered to students through alliances with other local schools, including sport, public speaking, debating, curriculum focus days and excursions.

The school staff consists of a Teaching Principal, two Classroom Teachers and an Instructional Leader one day per week. Non-teaching staff include a School Administration Manager and two School Learning Support Officers, some of whom are resourced through school funding.

Through the situational analysis the following high level areas for improvement or further development have been identified:

- * Using data to inform teaching;
- * Implementing high impact teaching practices;
- * Developing a high expectations culture with aspirational goals for all;
- * Building authentic partnerships between students, parents and staff.

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

In order to achieve student growth and attainment in reading and numeracy, we will use data-driven practices and effective teaching strategies so staff are responsive to the individual learning needs of every student.

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 to inform teaching practice

Resources allocated to this strategic direction

Socio-economic background: \$52,425.42

Aboriginal background: \$28,403.04

Low level adjustment for disability: \$41,991.16

Location: \$10,089.00

Literacy and numeracy: \$2,924.28

Professional learning: \$3,601.40

Summary of progress

In 2021, Euabalong West Public School had a focus on the use of data to inform teaching practice with a priority given to Kindergarten to Year 2 (K-2) teaching and learning.

K-2 staff (teacher and School Learning Support Officers) undertook Professional Learning in literacy-based programs to provide for the implementation of MiniLit, MacqLit and PreLit. These programs expanded on the 2021 rejuvenated InitialLit intervention program for K-2 students. Data collection and staff analysis of data practices were strengthened throughout the year. The data showed growth in K-2 students' literacy outcomes based on data from these literacy-focused programs. In 2022 the school will expand MultiLit to include Years 3 to 6 students following pre-assessment that will identify student learning needs and inform differentiated interventions. In addition to this, the school will review whole school student literacy assessments and consider broadening the range of literacy data that can be analysed to strengthen explicit learning sequences.

Professional Learning in Numeracy Progressions, Interview for Student Reasoning and Additive Strategies was completed by K-2 staff. Professional discussions indicated improved teacher understanding of strategies towards more explicit teaching in these areas. Classroom observations and student work samples indicated improved numeracy outcomes for individual students. 2022 will require a whole school approach to be adopted to strengthen data-informed practices and continuation of differentiated curriculum delivery in Mathematics.

In 2022, the school will be in a position to evaluate whole school data systems and, from evaluation findings, can prioritise structures and ongoing supports for all-staff Professional Learning and schedules that support regular staff collaborations for improved consistency of learning support processes in K-6. Further to this evaluation the literacy intervention programs will continue with student learning data being more consistently monitored and interventions adjusted accordingly. A whole school writing intervention will be introduced including informed K-6 writing assessments and explicit teaching and learning sequences based on student needs identified from writing samples.

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
Improvement in the percentage of students in the West Wyalong Network small cohorts group achieving in the top 2 bands to be trending towards the system negotiated target in Reading of 35%.	Euabalong West Public School supported progress towards students achieving the West Wyalong NAPLAN Top 2 Bands network target in reading. 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.

Improvement in the percentage of students in the West Wyalong Network small cohorts group achieving in the top 2 bands to be trending towards the system negotiated target in Numeracy of 30%.

Euabalong West Public School supported progress towards students achieving the West Wyalong NAPLAN Top 2 Bands network target in numeracy. 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.

Strategic Direction 2: Excellence in teaching and learning.

Purpose

In order to ensure every student grows in their learning every year we will use collaborative, high impact teaching strategies.

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.

- High Impact Professional Learning

Resources allocated to this strategic direction

QTSS release: \$3,587.78

Professional learning: \$3,601.41

Summary of progress

Throughout 2021, teaching staff have participated in Professional Learning in the Clarity Learning Suite and worked through the first three modules of this program. The Clarity Learning Suite is designed to increase teacher capability to deliver explicit teaching and address student learning needs through comprehensive differentiation. 2021 was a foundational year of learning in this Professional Learning and the content provided teachers with opportunities to reflect on the research and their new learning and to consider application of these for their own teaching practices.

An impact of Lyn Sharratt's Clarity Professional Learning - What Matters Most in Learning, Teaching, and Leading, was the introduction of Learning Intentions in Years 3 to 6 Mathematics lessons. As a result of applying lesson Learning Intentions, the teacher noted strengthened intentional and explicit teaching of mathematics content. The impact on improved student learning outcomes of this teaching strategy has yet to be determined by the school. Determining further impacts of Clarity Professional Learning on student learning outcomes is an area that the school will investigate. Teachers at Euabalong West Public School developed a shared understanding and language aligned to Clarity content however, a need has been identified for 2022 to schedule professional discussions during and following module participation to strengthen adult learning and ways in which new learning can be further applied to improve the delivery of the teaching and learning cycle across K-6. West Wyalong network across-school discussions may also enhance the learning, and application of learning, for the teaching staff. In 2022 a review of Clarity modules 1-3 content for all teachers will be a completed and evaluative information will inform the next steps in regards to Clarity Professional Learning module completions and implementations at Euabalong West Public School.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the number of students achieving at or above expected growth in NAPLAN reading.	The increase in the number of Year 5 students achieving expected growth in NAPLAN reading has yet to be seen. Due to the size of the cohort detailed reporting against this progress measure is not available. Individual student progress is reported directly to parents and carers throughout the year.
Increase the number of students achieving at or above expected growth in NAPLAN numeracy	The increase in the number of Year 5 students achieving expected growth in NAPLAN numeracy has yet to be seen. Due to the size of the cohort detailed reporting against this progress measure is not available. Individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 3: A school-wide culture of high expectations

Purpose

In order to ensure every student can connect, succeed, thrive and learn, we will strengthen partnerships with the whole school community with a focus on high and aspirational expectations in learning and wellbeing.

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.

- High Expectations for Student Engagement

Resources allocated to this strategic direction

Location: \$8,521.38

School support allocation (principal support): \$13,604.80

Summary of progress

In 2021, the focus in this strategic direction was on whole school attendance processes and the monitoring of student attendance data. Staff completed Professional Learning on Every Day Counts and considered ways in which systems to support improved student attendance could be introduced across the school. Discussions focused on staff accountability and responsibility, improved ways in which to monitor individual student attendance, how the school could celebrate improved attendance and, ideas to strengthen home school communications and partnerships.

During 2021, improved attendance was noted when staff follow-up of absences was regular and timely. Further to this the school developed and introduced attendance awards which were well-received by the school community. A result of the improved focus on student school attendance included growth in overall attendance of 4.1% from Semester 2, 2020 to the same time frame in 2021. Attendance data demonstrates improvement in 2021 with 68% of students attending 87% of the time.

In 2022, in this strategic direction, Euabalong West Public School will promote positive attendance practices within the community, including addressing student attendance in Personalised Learning Plans. The school will benefit from a review of all attendance procedures and the development of consistency in practices informed by a published whole school student attendance procedure. Celebrations of student attendance will be ongoing with consideration given to continuing ways to improve these as well as regular information for families.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time to be progressing towards the school's negotiated lower bound target of 70%.	The increase in the number of students attending school 90% of the time or more to be progressing towards the lower bound target of 70% of students has yet to be seen.
The school will maintain and grow positive levels of wellbeing according to the three domains in the Tell Them From Me survey.	In the Tell Them From Me survey in the areas of sense of belonging, advocacy and expectations for success, the school showed a decrease when compared to 2020 data.
School assessment in the School Excellence Framework (SEF) indicates Delivering in the Elements of: <ul style="list-style-type: none">• Learning Culture• Wellbeing	The school self-assessed at Delivering for the SEF elements of 'Learning Culture' and 'Wellbeing'.

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$2,924.28</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Euabalong West 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"> • Data to inform teaching practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention staff <p>The allocation of this funding has resulted in:</p> <p>An increase in the average reading benchmark level in Kindergarten from 1.4 to 5.6</p> <p>An increase in the average reading Year 1 benchmark level from 6.25 to 12.25</p> <p>Literacy and Numeracy Progressions' data indicates growth for individual students.</p> <p>Enhanced involvement of families in the co-development and review of Personalised Learning Plans as well as achievement of personalised learning goals for students.</p> <p>Strengthened data collection processes were evident as well as improved teacher knowledge from Professional Learning (PL) and time to consider student learning data.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will no longer receive funds from the beginning of 2022.</p>
<p>Socio-economic background</p> <p>\$52,425.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Euabalong West 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"> • Data to inform teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement an intervention program to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <p>Anecdotal records, observations, learning support meeting notes and student achievement data all demonstrate steady improvement for K-2 students since the introduction of Initialit. There is beginning evidence that Minilit Sage is also increasing student engagement, retention of key phonological rules and growth is evident for all students on the Minilit program.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to engage school learning support officers to implement intervention program and support students in classrooms and small groups. Facilitate ongoing professional learning to support student attainment of literacy and numeracy outcomes.</p>

<p>Aboriginal background</p> <p>\$28,403.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Euabalong West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data to inform teaching 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 literacy and numeracy programs • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Aboriginal student learning was monitored and Personalised Learning Pathways (PLP) were developed enabling tracking of achievement of individual student learning goals. Growth in literacy and numeracy progressions was noted for individual students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To incorporate a broader range of achievement and wellbeing data to be certain the teaching directions we take in 2022 are in line with student learning targets, particularly for Aboriginal students. The school will also review all practices relating to PLPs and ascertain areas that may need further development across the school.</p>
<p>Low level adjustment for disability</p> <p>\$41,991.16</p>	<p>Low level adjustment for disability equity loading provides support for students at Euabalong West 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"> • Data to inform teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Multilit to increase learning outcomes <p>The allocation of this funding has resulted in: Establishment of Initialit and Minilit. The data using specific literacy programs indicated students achieved improved results.</p> <p>After evaluation, the next steps to support our students with this funding will be: To expand the implementation of the Multilit suite of programs to all students through the addition of Maclit. To further expand the impact of the learning support team, the school will provide additional support for identified students through the continued employment and retraining of SLSOs.</p>
<p>Location</p> <p>\$18,610.38</p>	<p>The location funding allocation is provided to Euabalong West 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"> • Data to inform teaching practice

<p>Location</p> <p>\$18,610.38</p>	<ul style="list-style-type: none"> • High Expectations for Student Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Purchase of computer technology to enhance student access to online learning platforms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Monitor access to online learning platforms to enhance literacy and numeracy outcomes in future years. Update technology as required.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Euabalong West Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations for Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • SLSO staff utilised to follow up on student absences on a daily basis <p>The allocation of this funding has resulted in: Frequent parent contacts about student attendance and a more streamlined method of following up on student absences.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of the attendance monitoring procedures and the utilisation of an SLSO for daily attendance monitoring tasks.</p>
<p>QTSS release</p> <p>\$3,587.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Euabalong West 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"> • High Impact Professional Learning <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: Release time for teaching staff to complete professional learning to improve the quality of teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Incorporate QTSS funding to enable professional learning through the provision of release from face to face teaching.</p>
<p>COVID ILSP</p> <p>\$28,287.30</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>

COVID ILSP

\$28,287.30

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- development of resources and planning of small group tuition
- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in:

38% of students received individual one-on-one learning sessions that targeted their area of need in literacy and/or numeracy.

All students involved in the COVID ILSP showed growth in their targeted areas, particularly reading and phonological awareness.

Assessments used included PAT Test Reading Assessments, Benchmarking, Phonics Screening Check In Assessment, Phonological Awareness Diagnostic Assessment, Soundwaves Spelling Assessment, and various assessments for Number and Algebra.

Average growth in Phonics Screening Assessment from students in COVID ILSP: +27.4%.

Average growth in Benchmarking Assessment from students in COVID ILSP: +43.3%.

Average growth in Spelling Assessment from students in COVID ILSP: +29.3%.

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

Employment of SLSOs to implement COVIDILSP intensive tutoring activities for students targeted under relevant guidelines.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	10	8	7	5
Girls	15	11	13	15

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.9		93.9	86.4
1	85.8	92.6		86.2
2	92.5	86.8	94.3	
3	93.4	95.7	83.1	89.3
4	90.2	90.3	89.8	75.9
5	92.3	75.8	95.3	85.2
6	93.6	92.2	85.2	86.9
All Years	91.1	91	92	85.6
State DoE				
Year	2018	2019	2020	2021
K	93.8		92.4	92.8
1	93.4	92.7		92.7
2	93.5	93	92	
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.85
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	0.93

*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	73,615
Revenue	769,036
Appropriation	758,421
Sale of Goods and Services	3,310
Grants and contributions	7,216
Investment income	89
Expenses	-780,184
Employee related	-571,764
Operating expenses	-208,420
Surplus / deficit for the year	-11,149
Closing Balance	62,466

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	122,820
Equity - Aboriginal	28,403
Equity - Socio-economic	52,425
Equity - Language	0
Equity - Disability	41,991
Base Total	564,034
Base - Per Capita	4,930
Base - Location	18,610
Base - Other	540,493
Other Total	29,559
Grand Total	716,412

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

Student Voice

Based on data from Tell Them From Me Surveys (TTFM), the following averages produced these results:

80% of students surveyed have friends at school they can trust and who encourage them to make positive choices.

78% of students surveyed believe school is useful in their everyday life and will have a strong bearing on their future.

60% of students surveyed feel accepted and valued by their peers and by others at their school.

60% of students surveyed said they feel proud of their school.

Strengths identified included "I have friends at school I can trust and who encourage me to make positive choices". Areas of improvement identified were "I feel proud of my school" and "I feel accepted and valued by my peers and others in my school".

Further to this the TTFM student surveys indicated the following data.

Advocacy at school 7.6/10; Expectations for success 8.1/10; Positive behaviour at school 89%; Positive learning climate 7.1/10; Positive relationships 87%; Positive teacher-student relationships 8/10; Sense of belonging 73%; and Values schooling outcomes 95%.

Areas for development are Homework Behaviour (32%) and Interest and Motivation (58%).

All students express satisfaction with their learning experiences and demonstrate positive attitudes towards their schooling. Within the community, strong home-school links have been forged and continue to be fostered to enable collaborative, effective working partnerships and a streamlined learning environment for all students. Wellbeing of students remains a priority, where harmonious interpersonal relationships are a focus and are regularly evident in day to day activities.

Parent/caregiver Feedback

The parents and caregivers of the Euabalong West Public School community attend student award events, sport and performances with positive feedback evident by way of verbal comments and social media engagement.

In 2021 limited feedback was available from parent surveys. From the data that was received, being well-informed about school activities and their child's progress was identified as an area of future focus.

Teacher Satisfaction

In 2021 teachers were surveyed using an online platform. Results from the surveys showed teachers strive to ensure every student is known, valued and cared for. An area for development identified was for strengthening effective communication between staff members.

Performance Development Plans noted individual staff development goals with feedback indicating the processes to develop goals and to monitor evidence-based development could be a focus in 2022. An area for inclusion in teacher goals was suggested to be on developing strong foundation skills in numeracy for all students.

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.