

2021 Annual Report

Fairy Meadow Public School



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Introduction

The Annual Report for 2021 is provided to the community of Fairy Meadow 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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4284 2009

School vision

Empower students to be curious, creative, life-long learners in a global world.

Our core values:

EXCELLENCE: Striving for the highest personal achievement in all aspects of schooling and individual action

LOVE OF LEARNING: Promote and model high expectations and a passion for life-long learning.

RESPECT: Having regard for yourself and others, within Australian society and accepting the right of others to hold different or opposing views.

RESPONSIBILITY: Being accountable for your individual actions towards yourself, others and the environment.

INTEGRITY: Being consistently honest and trustworthy.

COOPERATION: Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

CARE: Concern for the well-being of yourself and others, demonstrating empathy and acting with compassion.

FAIRNESS AND EQUITY:

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

School context

Fairy Meadow Demonstration

School is a unique environment that provides contemporary education to 400 children. There are five support classes, a preschool and 13 mainstream classes. The rich diversity of the population sees 30% of children from Language backgrounds other than English and 6% of students identify as Aboriginal.

As one of only five

Demonstration schools in the state, Fairy Meadow has established strong links with the University of Wollongong and we currently run two Bachelor of Education subjects in the school. In 2019, we hosted the 3rd Year Bachelor of Education EDPD 301 students for Semester One and the 2nd Year Bachelor of Education EDPD 201 students in Semester Two.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around differentiation of the curriculum, formative assessment and wellbeing of our students.

Our focus from the WWB document for 2021-2024, will be high expectations, explicit teaching, effective feedback, assessment (formative) and wellbeing. Classroom management and collaboration practices will continue to be a part of our plans but are embedded in practice. Professional learning will be authentic and allow for choice and personal growth. The curriculum changes over the next two years will have a large impact on the professional learning opportunities that are provided to staff. We will continue to work alongside the 4C's Transforming Schools team, Jann Farmer- Hailey, Halbert and Kaser with Spirals of Inquiry and Reggio Emilia's work on early learning and discovery play. Executive staff will receive coach training through Dan Haesler's Growth Coaching model and we will create links with our Community of Schools in English and mathematics to share expert knowledge and focus on the High Potential and Gifted Education policy.

Relationships with our school community will be enhanced to create a partnership in learning opportunity and to showcase the work of our students. We will promote the school and find opportunities to demonstrate and celebrate success to the wider community. Student leadership and ownership of learning will continue to be promoted and researched through agency and voice opportunities, especially in the learning domain. Feedback, not only on what they are learning and where to next, but also feedback on their development of the nine disposition skills required to be 4C learners, will be given. The focus on high expectations for what students produce will provide a platform for improvement and innovation. We will aim to create more inclusive and collaborative family-school-community partnerships.

Our world is a forever changing world that requires a different mindset of teaching and learning to achieve the greatest

potential for future global citizens. Sustainability education can be fun, engaging and empowering for students. It allows them to take responsibility for their actions and to contribute their vision for a sustainable future. Sustainability is not a separate subject - it is embedded across all relevant learning areas. Sustainability is important for many reasons including: Environmental Quality - In order to have healthy communities, we need clean air, natural resources, and a nontoxic environment. Sustainability aims to use our resources efficiently to benefit our community. Permaculture is modelled on the relationships found in nature. The term was coined by Bill Mollison (permanent agriculture and permanent culture). More specifically it is the design of agriculturally productive ecosystems which have diversity and stability while considering the existing environment and natural ecosystems. True permaculture, is not just organic farming - the ideology should in practice means harmonious integration of environment and people - providing their food, shelter, and energy in a sustainable way. At Fairy Meadow Demonstration School it is apparent that the environment that we occupy is vast and rich in history. The school was established in 1854 and was farming land. As a school community we are united in a focus that will allow us to create sustainable living onsite and educate the future generations. David Attenborough believes that we are not too late to change the way we live in the world to make it a sustainable place but we need to act now. We need to change the way that we eat and produce food and work with the land that are provided with.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student achievement and growth in reading and numeracy, and to build strong foundations for academic success, we will explore and implement the most effective teaching and assessment strategies while critically reflecting on our data and making informed choices to improve student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective teaching practices.
- Critical reflection of assessment practices and data analysis.

Resources allocated to this strategic direction

Literacy and numeracy: \$8,265.42

Professional learning: \$32,897.28

Socio-economic background: \$20,854.58

QTSS release: \$76,016.00

6101: \$30,000.00

School support allocation (principal support): \$11,000.00

Summary of progress

Our focus in 2021 was in providing high impact professional learning in reading and numeracy and increasing the opportunities for teachers to collaborate on improved pedagogy for the teaching of reading and small group instruction in numeracy. We used Spirals of Inquiry as a process to stay focussed on our students learning and continue to pursue teaching practices that met the needs of our students.

A focus on effective reading strategies in the early years, saw staff undertake professional learning whilst maintaining the integrity of the English syllabus. Staff were released every three weeks to work alongside their stage team and the principal to delve deeply into data, make strategic plans to improve an area of concern, take action in classrooms and reflect on achievements and area for improvement. Additional staffing supported student learning needs focused on numeracy and reading. Resources were purchased to support reading and numeracy teaching both in the classroom and online. Throughout the year, lesson observations took place online, where teachers provided each other with feedback and reflection as they met their students in an online learning platform. Evaluations were reflected upon each week as teams of teachers co-planned, co-taught and co-reflected on progress of students.

Student learning outcomes have been tracked through the collection and analysis of student data with external data analysed during collaborative planning to inform teaching practice. A majority of students continued to show uplift in their reading and numeracy skills with significant progress being made in Kindergarten to Year 2 reading levels. Evaluations of staff indicated that working alongside colleagues in a *Lesson Study* format, allowed for individual growth of all team members and supported the pressures of the ever changing landscape of 2021.

Next year in this initiative on the basis of our evaluation, we will continue with the lesson study format as a means of providing feedback to staff K-6 on their professional practice. Due to the impact of Spirals of Inquiry on staff collaboration we will continue to use this form of inquiry process. Work commenced in the Science of reading will inform our professional learning focus throughout the year and to support our work as an early adopter school for the NSW K-2 English syllabus.

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 in the percentage of students achieving in the top 2 bands for NAPLAN reading to be above the system identified baseline.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading (0.69%) and an increase in the percentage of students in the top two bands for numeracy (1.04%).

<p>Increase in the percentage of students achieving in the top 2 bands for NAPLAN numeracy to be above the system identified baseline.</p>	
<ul style="list-style-type: none"> • Increase percentage of students achieving expected growth NAPLAN reading to be above system identified baseline. • Increase percentage of students achieving expected growth NAPLAN numeracy to be above system identified baseline. 	<p>Percentage of students achieving expected growth in reading decreased by 10.42% indicating progress yet to be seen toward the system-negotiated target.</p> <p>Percentage of students achieving expected growth in numeracy decreased by 5.10% indicating progress yet to be seen toward the system-negotiated target.</p>
<p>Increase the percentage of students achieving expected growth on 2020 baseline as measured by:</p> <ul style="list-style-type: none"> • PAT Data 3-6 • PLAN 2 K-2 	<p>PAT data indicted an average of 12.5% increase in reading results for Years 3-6 students from 2020 baseline.</p> <p>K-2 data indicated that an average of 72% of students were reading at or above expected levels of reading.</p> <p>PAT data for numeracy indicted an average of 15% increase in scores from 2020 baseline.</p>

Strategic Direction 2: Innovation and Inquiry

Purpose

To ensure that all of our learners are challenged and engaged within a high expectations environment, we will empower students to be curious, self-directed lifelong learners. We will develop a planned approach to wellbeing practices to ensure that every child is known, valued and cared for.

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.

- Contemporary Learners
- Student wellbeing, engagement and learning

Resources allocated to this strategic direction

Socio-economic background: \$31,400.00

: \$4,200.00

School support allocation (principal support): \$11,096.14

Aboriginal background: \$22,593.33

Summary of progress

Our work in contemporary learning became a focus for building interpersonal, intrapersonal and cognitive skills in 2021. Developing the nine dispositions of learning during remote learning allowed for a focus on 'how' students completed task.

Students were provided with open-ended tasks that required them to think creatively and communicate their ideas to their peers. Collaboration occurred in zoom meeting breakout groups and critical reflection became a part of every lesson. Staff were provided with ongoing professional learning to support their implementation of the skill development.

Professional learning opportunities for staff was provided by academic partners from 4C's Transformative Learning (4CTL). A focus on collaboration and critical thinking supported the development of these skills for students.

By encouraging collaboration to solve open-ended tasks, students returned to school with a skill set that was highlighted with personal growth in grit, teamwork and thinking why and how. Student voice was active for those students who engaged in remote learning.

Delays in the implementation of rubrics to measure impact will become a focus in 2022. Ongoing professional learning for staff will continue in 2022. A continued focus on attendance procedures in 2022 will occur.

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
Initial development of rubric assessments for students to measure own growth of the dispositions of learning.	Delay in implementing initiatives in term 3 have required this work to be postponed to 2022.
Increase in the percentage of students attending school greater than 90% of the time to be above the system identified baseline	The number of students attending greater than 90% of the time or more has decreased by 5.89%
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) is above the system identified baseline.	Tell Them From Me data indicates 82.74% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) showing a decrease against system identified baseline.

Strategic Direction 3: Inclusive and collaborative partnerships

Purpose

Collaborative partnerships enhance children's inclusion, learning and wellbeing. To ensure respectful, supportive relationships are formed with families and community we will engage in shared decision making and provide engagement opportunities that undergird effective partnerships.

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.

- Inclusive Community Partnerships

Resources allocated to this strategic direction

6300: \$13,000.00

Sustainability Schools grant: \$15,000.00

Socio-economic background: \$22,000.00

Summary of progress

The development of the permaculture garden was the highlight of the pandemic and families have enjoyed watching the development of the space. Families became integral to the education of their children in 2021. Our partnerships in teaching and learning were respected and valued. Together we were able to continue to support the well-being and learning of every student in the school.

Opportunities to liaise with outside agencies continued during the establishment of the garden project and connections were made to support the project over time. The permaculture garden has provided opportunities for teaching and learning to occur in an outdoor learning space.

The 2022 advocates of the garden will engage in the Living Classroom program supported by Aaron Sorrenson and continue to create the space for further community partnerships. The school will provide open days to schools in the local area and beyond to be recognised as leader of best practice in innovation and inquiry and celebrate success of our innovative practices.

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
Tell Them From Me survey data uplift in the following areas: <ul style="list-style-type: none">• parents are informed• parents feel welcome• school inclusivity	Difficulties in implementing Tell Them From Me survey provided us with limited responses. Survey results at the end of the remote learning indicated that 95% of families were satisfied with the information they had been receiving during remote learning.
School is recognised as a leader of best practice in innovation and inquiry by our community of schools, network schools and external agencies as measured by survey monkey results and professional learning feedback	Delays to this initiative restricted the schools capacity to support other schools in innovation and inquiry.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,101.50</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: Support was provided to two students through small groups and targeted language development. Ongoing support to families was provided during remote learning through regular check in sessions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support provided by EAL/D teacher. Continuation with small group work, targeting language development.</p>
<p>Integration funding support</p> <p>\$87,248.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Fairy Meadow Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Integrated students being provided with support from School Learning Support Officers (SLSO) to ensure inclusion in all class activities. SLSO support provided a focus on social development and accessible games.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support with a focus on developing social skills and building strong friendships. A focus on integration into areas such as the permaculture garden, yarnning circle and movement to upstairs classrooms will be explored in 2022.</p>
<p>Socio-economic background</p> <p>\$167,767.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Fairy Meadow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices. • Critical reflection of assessment practices and data analysis. • Contemporary Learners • Student wellbeing, engagement and learning

<p>Socio-economic background</p> <p>\$167,767.92</p>	<ul style="list-style-type: none"> • Inclusive Community Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Sounds Write and English programs to support identified students with additional needs • equitable access to specialist resources • resourcing to increase equity of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Technology being provided and interactive resources purchased to support the ongoing development of student learning. The continuation of Spirals of Inquiry. A focus on reading and numeracy allowed for inquiry into internal and external data and the development of formative assessment tasks to monitor ongoing teaching sequences.</p> <p>Professional learning occurring in Sounds Write. Initial data collection has indicated a marked improvement in students phonics knowledge with all students writing and reading improving. 4C's learning continuing, as the leadership team evaluated current practices and investigated areas for further development.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Spirals of Inquiry as a collaboration process will continue. Our work in 4C's will continue to assist in the transformational practices that will be ongoing in 2022. Professional learning in Sounds Write, lesson studies, questioning for comprehension, assessment, coaching and leadership will be undertaken as identified by data analysis. Assessment practices will continue to be reviewed and efficient collation practices embedded. Schedules and ongoing monitoring of formative assessment will be investigated with a focus on effective feedback.</p>
<p>Aboriginal background</p> <p>\$22,593.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Fairy Meadow 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"> • Student wellbeing, engagement and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • purchase of resources to support the teaching and learning of Aboriginal students and supplement their PLP's. • annual evaluation of PLP's in consultation with parents and students. <p>The allocation of this funding has resulted in:</p> <p>Targeted SLSO support for the implementation of PLPs for students. Resources were purchased to supplement the teaching and learning programs in classrooms. Murals painted around the school to enhance understanding of Aboriginal art and culture.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Engaging a SLSO to provide differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Fairy Meadow Public School.</p>

<p>\$75,154.60</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: An additional 0.4 staffing was purchased to support the EAL/D children in classrooms. Support was provided remotely to families who required additional understanding of home learning requirements. Differentiation and co teaching principles were adopted to support children in classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of EAL/D at an additional allocation of 0.4 to support our children with differentiated resources and instruction to meet their needs.</p>
<p>Low level adjustment for disability</p> <p>\$181,975.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Fairy Meadow 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: 1.2 teacher and 1.0 SLSO allocation employed to support the teaching and learning of students with additional needs identified by the Learning and Support Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of SLSO and 1.2 teachers to support the teaching and learning of students to differentiate and implement needs based programs in classrooms.</p>
<p>Literacy and numeracy</p> <p>\$8,265.42</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Fairy Meadow 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"> • Highly effective teaching practices. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students

<p>Literacy and numeracy</p> <p>\$8,265.42</p>	<p>The allocation of this funding has resulted in: Professional learning in English to support the programming of English units of learning. Reading resources to support the implementation of programs and support the reading development of students in the early years.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further resourcing to support the implementation of programs and professional learning in English will be provided in 2022.</p>
<p>QTSS release</p> <p>\$76,016.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Fairy Meadow Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: The employment of additional staff in instructional leadership roles and the release of Assistant Principals one day per week. They provided support for the professional development of staff, provided teams of teachers with time and expertise to collect and analyse data, write appropriate teaching and learning programs and implement the programs in classrooms. In class support provided teachers with time to analyse feedback and act upon it to improve practice and outcomes for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To release Assistant Principals one day per week to work alongside staff and support the achievement of all students.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Fairy Meadow Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: The allocation of a 0.5 interventionist in K-2 classrooms resulted in 75-80% of all students reading at or above expected reading levels in English.</p> <p>After evaluation, the next steps to support our students with this funding will be: An Interventionist to continue in 2022 to support reading progress in K-2 students.</p>
<p>COVID ILSP</p> <p>\$179,949.65</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</p>

COVID ILSP

\$179,949.65

school as most likely to benefit from additional support in 2021.

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

- Other funded activities

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

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy.
- releasing staff to participate in professional learning

The allocation of this funding has resulted in:

Employment of a classroom teacher and a School Learning and Support Officer (SLSO) provided ongoing assessment of interventions that were recorded and analysed every 5 weeks in ALAN, our online database developed by the Department of Education.

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

Employment of a teacher and an SLSO to provide ongoing support to students impacted by COVID-19 remote learning.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	196	198	194	189
Girls	159	167	171	160

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.5	93.3	92	93.6
1	92.4	91.4	92.2	91.2
2	94.5	92.8	91.1	91
3	91.8	92.4	93.8	90.7
4	93.4	94	92.3	91.3
5	94.6	93	92	91.4
6	92.8	94.3	94.2	92.9
All Years	93.2	93.1	92.5	91.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.23
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	0.2
School Counsellor	0.8
School Administration and Support Staff	9.22

*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	744,358
Revenue	5,025,933
Appropriation	4,949,116
Sale of Goods and Services	13,739
Grants and contributions	62,885
Investment income	193
Expenses	-5,120,342
Employee related	-4,619,569
Operating expenses	-500,773
Surplus / deficit for the year	-94,410
Closing Balance	649,948

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	90,528
Equity Total	445,492
Equity - Aboriginal	22,593
Equity - Socio-economic	165,768
Equity - Language	75,156
Equity - Disability	181,975
Base Total	3,524,410
Base - Per Capita	98,920
Base - Location	0
Base - Other	3,425,490
Other Total	573,739
Grand Total	4,634,169

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

Due to Covid-19 restrictions, parent interviews were held as phone conversations with parents during Term One. An enormous amount of contact was provided to families via online platforms and weekly check-ins to ascertain the level of support required for families. Family feedback indicated that a majority of families felt supported and acknowledged for the work they were doing at home during the pandemic. Remote learning became a partnership between teachers and parents never experienced before. Communication was open and transparent and well-being of families was monitored closely.

During this time and at more informal times of the year, data was collected indicated that parent/caregivers were impressed with the support provided during the pandemic and were impressed with the sharing of information and communication. There was an increase in the use of social media for communication across the school and this was appreciated by all families on a class/stage level and across the school.

Staff were involved in the evaluation of the 2021 school plan and milestone achievements and the situational analysis of the school. They evaluated and reflected on the achievements and provided the where to next for 2022, with significant input into the strategic directions and the initiatives proposed from the finding of the situational analysis in 2020.

Students were involved in the end of year evaluations and completed in school surveys on programs that had been administered in 2021. Student leaders were active in decision making processes and were members of the evaluation team that analysed the Tell Them from Me survey and findings will be activated in 2021. Students acknowledged the work of staff during the pandemic and felt supported during this time.

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.