

2021 Annual Report

Falls Creek Public School



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Introduction

The Annual Report for 2021 is provided to the community of Falls Creek 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.

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School vision

Learning together.

Falls Creek Public School ensures that quality education in a caring environment is the focus for our students and staff.

Our school vision statement is underpinned by the School Excellence Framework:

Learning

Students are increasingly self motivated learners who establish and articulate learning goals and their importance. Students strive to develop strong literacy and numeracy skills as well as the ability to learn, adapt and become responsible citizens as they progress through each stage of their academic, social and emotional development.

Teaching

Teachers are committed to developing professional knowledge and practice to effectively support students in engaging, evidence based learning opportunities. Teachers take shared responsibility for student improvement and work in partnership with families as active participants in their children's education.

Leading

The school works in partnership with students, parents and carers and the wider school community to lead quality education and wellbeing programs that support all students in reaching their potential. The school fosters a shared responsibility for student engagement, learning, development and success.

School context

Falls Creek Public School has a long tradition of quality public education dating back to 1886. Our school is nestled in beautiful bushland just south of Nowra. We have a strong understanding of the significant Aboriginal culture and traditions that exists on Wandra Wandian country. Our current population consists of 38 students in two classes and 7 staff. Our students come from a variety of backgrounds, our Family Occupation and Education Index (FOEI) is 115 and we receive equity funding that enables the school to support students with additional learning needs from diverse backgrounds.

Our teaching staff are committed to delivering engaging and challenging learning opportunities based on evidence and best practice. We strive to provide our students with the knowledge, understanding, skills and values to become active, informed and productive citizens.

Falls Creek Public School provides an inclusive, supportive and caring environment that meets the needs of individual students. We work closely with a dedicated Parents and Citizens Association who are committed to improving the school for their children.

After rigorous situational analysis throughout 2020 and consultation with students, staff and the wider school community, three areas of focus have been identified for this school planning period.

1. Student growth and attainment

The first area is in the achievement of school targets in literacy and numeracy. As staff continue to teach multiple grades and stages in each class, planning, programming, assessment and data use in teaching will continue as areas of attention. Continual monitoring of assessment data will determine areas of need and success at an individual and whole school level, particularly in reading and numeracy. Research informed practice, high impact teaching strategies and data analysis will be a focus. Professional learning will centre on the following areas: learning progression implementation; formative assessment to reinforce the learning intentions and success criteria; foundational and conceptual mathematics understandings; alignment of our internal assessment data to external data as well as PLPs for each child to promote growth and self-directed learning.

2. High expectations and a culture of continuous growth

Our teaching practices will provide a high expectations framework so all students develop their knowledge, understanding and skills and show academic growth. We will continue with existing practices for collaboration and programs including visible learning and formative assessment practices for consistency around goal setting, success

criteria and learning intentions. Professional learning will centre on the following areas: differentiation; consistent teacher judgement; using CESE 'What Works Best' and AITSL 'effective feedback' to guide student-student, teacher-student, and teacher-teacher feedback; resources that support the PAT tests. Opportunities will be provided for staff to collaboratively design explicit and engaging learning sequences that embed formative and summative assessment practices as well as opportunities to deeply reflect on and evaluate the effectiveness of their teaching pedagogy through spirals of inquiry.

3. Wellbeing of all - connect, succeed and thrive

Data from parent and community engagement survey results, and educational research, confirms that there is significance in pursuing strong relationships with families and community to support high expectations of students. We will follow the family-school partnerships framework guide and self-assessment to focus on the communication, connecting, and building dimensions. We will explore home visits as a strategy to strengthen home-school partnerships. The wellbeing, engagement and attendance of our students remains a priority. Student voice and community perceptions and expectations around aspirations for their children will be monitored and used to plan change. Innovative teaching practices and making use of our school setting through our kitchen/garden project and cultural program will increase engagement, embed Aboriginal histories and cultures and make learning relevant and contextual for students. A school wide understanding of effective wellbeing practices and trauma informed practice will support student belonging and create a culture of high expectations. School wide procedures and policies will be revisited to reflect this. The Wellbeing Framework self-assessment tool will underpin our next steps.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise consistent growth for every child, every year in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine evaluative thinking practices that are responsive to the learning needs of individual students.

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.

- Evaluative thinking for improved learning outcomes.

Resources allocated to this strategic direction

Professional learning: \$1,600.00

Integration funding support: \$14,500.00

Literacy and numeracy: \$4,200.00

Socio-economic background: \$3,000.00

Low level adjustment for disability: \$10,000.00

Summary of progress

Whole school assessment tasks including the PAT online assessment tool, intervention teachers and stage planning days were all activities undertaken in 2021 to build teacher capacity around analysis of student data and the creation of assessment tasks consistent across stages. These activities led to teachers monitoring student growth and achievement across the school. Covid had a significant impact on this during the second half of the year. The MathsBurst program will not continue as it is not suitable for our multi stage setting. A focus on the analysis of student data and reshaping teaching practice to match students need will continue to be a focus throughout the coming year. Teaching staff will continue to access LANSAs support as well as high impact professional learning in the 'Spirals of Inquiry' approach.

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 achieving top two bands to be consistent with small schools lower bound target in reading.	The percentage of students achieving in the top 2 bands in Year 3 was 60% and Year 5 was 25%. Total achievement in top 2 bands across reading is 44% which is 7% above upper bound targets.
Increase the percentage of students achieving top two bands to be consistent with small schools lower bound target in numeracy.	The percentage of students achieving in the top 2 bands in Year 5 was 25%. Total achievement in top 2 bands across the school in numeracy is 11%. Next steps from EV currently planned and timetabled for as data analysis days twice per term allow teachers to triangulate, analyse and plan forward from data sources. Staff allocated time in professional learning schedule to use SCOUT analysis data and update SPARO to reflect and monitor current improvements.

Strategic Direction 2: High expectations and a culture of continuous growth

Purpose

In order to achieve a culture of high expectations as the foundation for excellence, we will have school improvement at the heart of what we do: what we teach, how we teach it, our school systems and implementation of new curriculum.

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.

- Excellence in teaching

Resources allocated to this strategic direction

QTSS release: \$7,000.00

School support allocation (principal support): \$13,500.00

Location: \$1,100.00

English language proficiency: \$2,400.00

Integration funding support: \$5,000.00

Professional learning: \$4,300.00

Low level adjustment for disability: \$4,423.00

Summary of progress

All teachers undertook high impact professional learning in the CESE "What Works Best" documents with a focus on high expectations, explicit teaching and explicit feedback. Consistent teacher judgement sessions planned with local smalls schools has been moved to 2022, as will collaboration on programming and resource use across the smalls school network. Learning Intentions and Success Criteria implementation processes were developed by teachers. Staff development consistent procedures for marking student books. Processes for giving feedback to students will be explored throughout 2022. All teachers undertook high impact professional learning in the CESE "What Works Best" documents with a focus on high expectations, explicit teaching and explicit feedback. Consistent teacher judgement sessions planned with local smalls schools could not go ahead due to restrictions and will resume in 2022, as will collaboration on programming and resource use across the smalls school network.

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
All staff implement learning intentions and success criteria in all literacy and numeracy lessons. Annotated evidence of program updates on a fortnightly basis showing differentiation in teaching and assessment based on data and work samples.	Learning Intentions and Success Criteria are shared with students at the beginning of literacy and numeracy lessons. The LISC remain visible throughout lesson and are reflected on during the plenary. Exit slips and student reflection are based on the LISC. Growth towards use of the SEF elements to guide next steps is allocated in professional learning sessions.
Every child to make at or above expected growth in Reading every year.	Working towards all students achieving expected growth in reading.
Every child to make at or above expected growth in Numeracy every year.	Working towards all students achieving expected growth in numeracy.
Teachers are using formative assessment and providing timely feedback through data sources of PAT and internal measures.	School wide processes and expectations for book marking were developed and implemented. Students participant in timetabled opportunities to respond to teacher comments to modify and improve on their work.

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

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 and Engagement

Resources allocated to this strategic direction

Low level adjustment for disability: \$14,000.00

Integration funding support: \$77,000.00

Socio-economic background: \$20,000.00

Aboriginal background: \$4,200.00

Summary of progress

A whole school approach to improving attendance and a more streamlined process of referring attendance issues to the LST or supervisors has allowed for students falling behind 85% to be flagged and monitored by the school. A whole school attendance approach will continue in 2022 in consultation with the HSLO officer. Spirals of Inquiry professional learning undertaken by some staff and initial data collected by our PSL. This has facilitated teachers to ensure that every student has two adults that they know they can trust as well as initiating a whole school approach to the wellbeing of all students K-6. This was supported with the implementation of the BounceBack program. A highly engaging Aboriginal perspectives program was introduced, this successfully connected students to country and received positive feedback from students, staff and community members.

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
67% of students at or above 90% attendance.	44.4% of students at or above 90% attendance. Data completeness affected by periods of home learning. This target will remain for 2022.
84% of students will have a positive wellbeing score in the Tell Them From Me survey results.	50% of students report positive advocacy at school. 89% of students report positive expectations for success. 56% of students report positive sense of belonging.
Wellbeing Framework self-assessment.	Self-assessed at delivering for community connection to school at delivering.
Wellbeing Framework self-assessment.	Self-assessed at delivering for community involvement in school as delivering.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$96,500.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Falls Creek 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"> • Evaluative thinking for improved learning outcomes. • Excellence in teaching • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$4,200.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Falls Creek 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"> • Evaluative thinking for improved learning outcomes. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: differentiated teaching through on-going summative and formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading and numeracy intervention programs.</p>
<p>Socio-economic background</p> <p>\$23,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Falls Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$23,000.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evaluative thinking for improved learning outcomes. • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engage with external providers, such as Royal Far West and Our Mia Mia to support student engagement and retention • professional development of staff through Royal Far West and Our Mia Mia to support student learning <p>The allocation of this funding has resulted in: Professional learning time allocated for evaluative thinking and plotting of students to develop and support student learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: continue to engage Royal Far West and Our Mia Mia to support our trajectory towards achieving targets. Time for data analysis to support student growth will continue. Data shows that attendance rates for students in this equity cohort is not consistent.</p>
<p>Aboriginal background</p> <p>\$4,200.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Falls Creek 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in: Authentic conversations, among school community, as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Falls Creek 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"> • Excellence in teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: continued time allotted to professional learning and data analysis to support student outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$28,423.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Falls Creek 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"> • Wellbeing and Engagement • Evaluative thinking for improved learning outcomes. • Excellence in teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: the school achieved a more consistent approach to student learning support and interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, a continued focus on HIPL based on current research in literacy and numeracy.</p>
<p>Location</p> <p>\$1,100.00</p>	<p>The location funding allocation is provided to Falls Creek 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"> • Excellence in teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the SIP and develop the capacity of staff. <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: releasing teachers to lead improvement in literacy or numeracy.</p>
<p>QTSS release</p> <p>\$7,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Falls Creek Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$7,000.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • consistent use of procedures across all learning environments • staffing release to align professional learning to the SIP and develop the capacity of staff. <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: improved staff confidence and consistent teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$26,012.00</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>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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: 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 some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	18	14	17	17
Girls	19	18	21	20

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91	92.3	96.7	85.9
1	89.3	91.9	90.3	91.8
2	88.2	91.2	83.4	82.2
3	84.8	93	82.3	86.7
4	89	86.3	91.1	88.3
5	89.6	95.8	83.4	89.9
6	93.2	81.6	87.7	86.6
All Years	89.6	89.7	87.2	88
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	109,320
Revenue	737,241
Appropriation	725,394
Sale of Goods and Services	3,055
Grants and contributions	7,914
Investment income	78
Other revenue	800
Expenses	-717,056
Employee related	-623,877
Operating expenses	-93,179
Surplus / deficit for the year	20,184
Closing Balance	129,505

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	97,011
Equity Total	59,669
Equity - Aboriginal	4,204
Equity - Socio-economic	23,729
Equity - Language	2,400
Equity - Disability	29,337
Base Total	498,560
Base - Per Capita	9,368
Base - Location	1,157
Base - Other	488,035
Other Total	27,313
Grand Total	682,554

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

Parents reported they felt welcome, heard and informed in the Tell Them From Me survey. Next steps are to provide a variety of times for parents to attend school functions to participate in their child's learning and be involved with face to face opportunities relating to their child's learning. This information will be used to inform Individual learning plans and community connections to the school..

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.