

# 2021 Annual Report

## Five Dock Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Five Dock 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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Five Dock Public School

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## School vision

At Five Dock Public School we believe that our community shares a collective responsibility to develop young people to be confident and resilient learners who accept challenge and take risks.

Our vision is for all to reach their individual potential - physically, emotionally, socially and academically - as a result of a high expectation environment and effective community partnerships.

## School context

Five Dock Public School was established in 1861 and has always been an integral part of the Five Dock Community. We have commenced 2021 with an enrolment of 412 students from preschool to year 6. Twenty three students are enrolled in a four class support unit that caters to the needs of students with Autism and, or, a moderate intellectual disability. Community consultation undertaken in the development of the school's 2020 situational analysis, established that the community prides itself on a philosophy of inclusivity and our support unit students and staff are vital and valued members of the school.

Traditionally since post World War 2 migration, Five Dock was settled by mainly Italian immigrants. A change in the demographics of the area, has seen an increase in the number of community members and students who have an Asian background. In recognition of this, a Mandarin language program was introduced in 2020 to complement the existing Italian community language program.

A number of our students come from a language background other than English. Language acquisition is supported through the distribution of funds across the school. We have a small number of new arrival students who are funded for additional English as an additional language dialect (EALD) through the new arrivals funding program (NAP).

We have a small percentage of students who identify as Aboriginal. We are committed to ensuring their culture is highly valued by all members of our community. Acknowledgement of country is regularly observed at all school assemblies and events. Each of our twenty one well-being groups has taken the name of a prominent indigenous leader. In 2020, all children participated in developing an acknowledgement of country for their well-being group. A Koori Kids program has run for our Aboriginal students since 2016 and contributes to a sense of pride and positive identity for the students.

There is a shared understanding on the part of all staff; teachers, school learning support officers and administration staff, that every child is an individual. We acknowledge that our core purpose is to develop literate and numerate individuals who have sound interpersonal and intrapersonal skills. In order to achieve this, the school's equity funding, is put towards employing additional staff; teachers and school learning support officers. This enables the school to effectively meet the needs of all students through flexible intervention strategies and differentiated learning. Through our situational analysis, it has been established through initial qualitative and quantitative data that this is having a positive impact on the outcomes of students requiring additional support.

In 2020 we introduced five week cycles of learning that provided us with ongoing data regarding student progress. This has increased the collective efficacy of staff across the school through regular consistency of teacher judgement time and flexibility when planning for interventions. It has led to more effective evaluation of teaching and learning programs. Pre and post testing strategies were implemented to support teachers to explicitly identify areas to target for individual students. This also provided students with initial and final feedback regarding their progress.

Analysis of external learning data as well as internal data have enabled us to establish reading focus areas; phonemic awareness, phonics, vocabulary and comprehension in reading. In numeracy our focus is going to be measurement and geometry and whole number, including automaticity of multiplication facts. Through focusing on these areas, our intention is to lift our reading and numeracy results. In addition to this we will continue to analyse student learning to focus on emerging areas of need.

From 2018 to 2020, the school has focused on developing a culture of differentiation. Through staff surveys and focus groups held, in order to develop our situational analysis, we have established a need to cater more effectively to the needs of our high potential and gifted learners.

Parent/carers play a significant role in shaping their children's attitudes to learning. We work with parents/carers to support them to understand their children's strengths and areas to improve. The intention of staff is to ensure that all students are capable learners who embrace challenge and are unafraid to take intellectual risks. This has been identified as an area to focus on following parent/carer, student and staff focus groups.

Physically, the school contains a mix of buildings from the late 19th century to early 21st century. We have the luxury of

large grounds that provide students with the opportunity to engage in vigorous and active play.

Play is recognised as a necessary learning activity for all children. The preschool program supports this philosophy and since 2019 we have been implementing a loose parts play program for students from kindergarten to year 6. This has enabled our support unit students and other students with a diagnosed disability to connect with the full range of peers. Parent/carers indicated through focus groups that they value the program.

The current P and C are passionate about improving our external environment and have made a positive contribution to its upgrade and beautification. They also manage the school's onsite out of school hours care program that caters to an average of 151 children each week. This is a huge support to our working parents/carers.



## 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	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to ensure continuous improvement in literacy and numeracy, we will further develop our capacity to plan, implement and assess the progress of all of our students. Our collective purpose is to continue to build a culture of knowing individual student's learning needs through ongoing data analysis in order to develop teaching and learning programs that are differentiated.

### Initiatives

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

- From data to instruction
- Assessment for learning agility

### Resources allocated to this strategic direction

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**QTSS release:** \$1,000.00  
**Professional learning:** \$17,900.00  
**Integration funding support:** \$114,000.00  
**Socio-economic background:** \$20,253.00  
**Aboriginal background:** \$7,731.00  
**English language proficiency:** \$37,227.00  
**Low level adjustment for disability:** \$104,497.00  
**Literacy and numeracy intervention:** \$47,090.00  
**Literacy and numeracy:** \$12,347.00

### Summary of progress

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The COVID lockdown over Term 3 and the beginning of Term 4 limited our progress to complete our intended activities over the year.

Members of the School Leadership Team developed a draft numeracy timeline for summative assessment. This was presented to the School Leadership Team. All members of the School Leadership Team were surveyed to establish their understanding of instructional leadership. This provided us with an opportunity to establish a bench mark regarding our current capacity to move learning forward from data collection and analysis to targeted instruction.

In 2021, the numeracy summative assessment timeline will be presented to all staff and implemented. Professional learning will be provided to build the capacity of the School Leadership Team to ensure internal data is analysed as part of every day teaching practice, in order to target specific skills to move student learning forward. Our intention is to ensure a balance between summative assessment and formative assessment from K-6. We are intending to build the capacity of all teaching staff to use formative assessment as a consistent feature of day to day teacher practice. There was evidence of formative assessment being used regularly by teachers once the lock down restrictions were lifted. There is still a need to grow and develop the efficacy of all staff.

The Term 4 Check-in Assessment confirmed we need to focus on measurement and geometry, place value and multiplicative strategies in 2022. This is consistent with our NAPLAN results. A member of the School Leadership Team is conducting an inquiry into the teaching of numeracy. This will lead to the identification of focus areas to provide teachers with high impact professional learning to develop their capacity for explicit numeracy teaching .

At the end of 2022, the Sentral Class Builder application, was used for all teachers to input data for the 2022 teachers to access information regarding students' literacy and numeracy achievements and overall needs. Teachers were provided with release to make consistent judgements regarding literacy and numeracy progress and input information into Class Builder. The school is also using Class Builder to identify our high potential and gifted students to support our capacity to effectively enrich and extend their learning (refer to Strategic Direction 3 - High expectation learning culture).

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated target baseline by 3.5%.	<ul style="list-style-type: none"> <li>• 47% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress toward the annual progress measure.</li> <li>• Data indicates that 54% of students in top 2 bands reading showing decline from baseline data.</li> </ul>
To increase the percentage of students in Year 3 and 5 achieving in the top two bands in NAPLAN reading by 3.5%.	<ul style="list-style-type: none"> <li>• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 54% and we are yet to see progress toward the lower-bound system negotiated target.</li> </ul>
Monitor the percentage of students achieving expected growth in reading and identify areas that are in need of improvement for targeting.	<ul style="list-style-type: none"> <li>• 47% of students with expected growth which is the same as our baseline.</li> </ul>
Monitor the percentage of students achieving expected growth in numeracy and identify areas that are in need of improvement to target.	<ul style="list-style-type: none"> <li>• 41% of students achieving above expected growth.</li> </ul>

## Strategic Direction 2: Evidence informed teaching practice

### Purpose

Staff should have a deep understanding of effective pedagogy. We will ensure that contemporary, evidence based teaching and learning strategies are implemented in all classrooms. We will empower students to be active participants in their learning and to take ownership of their learning.

### 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.

- Engaged and empowered learners
- Effective classroom practice

### Resources allocated to this strategic direction

**Per capita:** \$4,730.00

**QTSS release:** \$80,826.00

**Professional learning:** \$1,000.00

### Summary of progress

The COVID lockdown limited our capacity to implement our strategies planned for 2021.

100% of mainstream teachers, including our preschool teacher, entered literacy, numeracy and social/emotional needs onto *Sentral Class Builder*. The impact of this is that there will be a history profile for all students. that is added to annually (refer to summary of progress SD1). In 2022, we will expect all teachers to include information about individual students who may not exhibit additional needs but have strengths and interests in other areas (refer to annual reflection 1). The impact of this is that every child will be known across all the domains.

In 2022 we will commence the year by delivering the planned PL on Challenging Learning that was put on hold due to the COVID lockdown. We will also build on current understandings of feedback. This is a direct response to information gained from stage team engagement with the *What Works Best Toolkit* and *Tell Them From Me* surveys (refer to parent/caregiver, student, teacher satisfaction).

### 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
A consistent approach to collecting and sharing information regarding students' learning and well- being needs has been established for transition points.	Some progress was made towards this as evidenced through the data available on <i>Sentral Class Builder</i> . The centralisation of prior to school transition statements needs to be improved. Further development of transfer of information processes needs to be done with high schools, for both our mainstream and neuro diverse children.
Increase the percentage of staff who have a sound understanding of current learning theories.	Due to the impact of the COVID lockdown, limited progress was made for this initiative.

### Strategic Direction 3: High expectation learning culture

#### Purpose

Our purpose is to develop aspirational expectations of learning progress throughout the community. As a result, students and staff will work in partnership with parents/carers to establish achievable goals that demonstrate individual and collective responsibility to move learning forward and continually improve.

#### 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.

- Challenged and motivated students
- Integrated enrichment and extension activities

#### Resources allocated to this strategic direction

QTSS release: \$3,000.00

Professional learning: \$2,000.00

#### Summary of progress

Due to the impact of COVID, we were limited in our ability to implement our whole school plans.

Teams across the school differentiated literacy and numeracy programs for students identified as exhibiting high potential in these areas. Two members of staff attended an online conference to increase their understanding of identification strategies and the domains associated with high potential and gifted students. Additional learning was provided in the development of open ended tasks across a range of learning areas. In 2022, all staff will be provided with high impact professional learning to strengthen our understanding of the contemporary definition of high potential and gifted students. A number of staff will also participate in professional learning to increase understanding of relevant learning tasks that challenge and motivate students.

#### 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
Awareness raised amongst teaching staff of the various domains students can demonstrate talent in.	Two staff members attended a professional learning day which was delivered virtually to increase their understanding of identification of High Potential and Gifted (HPG) learners. All teachers will participate in professional learning in 2022 to develop their identification skills.
Identification tools for students with a range of needs have been developed.	The summative assessment time line (refer to Strategic Direction 1 - Student Growth and Attainment) has increased our capacity to identify student needs and plan accordingly.
All staff provided with opportunities to develop open ended tasks that extend our students' capacity to further develop areas of interest.	Opportunities to further develop staff understanding of open ended tasks was impacted upon as a result of the COVID lock down.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$114,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Five Dock Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment for learning agility</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• All students who are eligible for IFS have an individual learning plan in keeping with the requirements of this funding.</li> </ul> <p>A school learning support officer is attached to each stage (ES1-S3) to provide support to classroom teachers to support the needs of these students.</p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs. The school uses equity funding and some operational funding to facilitate this.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students who have a diagnosed disability receiving ongoing support from school learning support officers who are attached to each stage across the school. This results in the building of positive learning partnerships between the student, the classroom teacher and the school learning support officer.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to monitor the progress of our IFS students closely and make necessary adjustments to their individual learning plans as needed. We will ensure positive relationships are established and sustained with parents/carers. We will work closely with external therapists to ensure continuity of learning. The model of a full time school learning support officer for each stage will also be maintained.</p>
<p>Socio-economic background</p> <p>\$20,253.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Five Dock Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment for learning agility</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Equity of outcome achievement in comparison to other peers. This is evidenced through NAPLAN, Check-in assessment and school based data. All students having access to all programs offered in the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to provide additional learning support and to engage with external consultants and agencies to ensure ongoing support for students and families.</p> <p>.</p>



<p>Aboriginal background</p> <p>\$7,731.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Five Dock Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment for learning agility</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of students who identify as Aboriginal, demonstrate pride in their heritage and knowledge. This is a result of our Koori Kids program that has run in collaboration with the University of Sydney since 2016. Literacy and numeracy progress is regularly monitored as part of the school's ongoing five week cycles of learning. This facilitates ongoing adjustments to personalised learning plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue the five week cycles of learning, assessment and PLP adjustments. We will explore avenues to further develop the school's outward facing commitment to reconciliation and as such, continue to build our Aboriginal students' sense of pride in their heritage. We will also continue to work with the University of Sydney to engage our Aboriginal students in relevant cultural learning with young Aboriginal role models.</p>
<p>English language proficiency</p> <p>\$37,227.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Five Dock Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment for learning agility</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students who are identified as EALD learners having access to SLSO support and Curriculum Support Teacher support in small group tuition and whole class team teaching support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with the existing model of staffing allocations to ensure consistent and ongoing support for language acquisition and consolidation.</p>
<p>Low level adjustment for disability</p> <p>\$104,497.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Five Dock Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment for learning agility</li> </ul>

<p>Low level adjustment for disability</p> <p>\$104,497.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All stages from Early Stage 1 to Stage 3 having a curriculum support teacher employed two days a week. This teacher has worked in collaboration with classroom teachers to develop programs to support progress and move learning forward for those children who demonstrate learning and behavioural difficulties. Teaching and learning programs being evaluated every five weeks, thus measuring progress, has led to adjustments being made in a timely manner to ensure learning is moving forward. The curriculum support teachers advise school learning support officers, in collaboration with classroom teachers, to ensure skills and understandings are consistently developed throughout each week. School-based data demonstrates evidence of growth for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide additional staffing across the school to ensure depth and consistency in support for all students.</p>
<p>Literacy and numeracy</p> <p>\$12,347.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Five Dock Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment for learning agility</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support for a curriculum teacher and school learning support officers across the school. Analysis of school-based and external data is demonstrating sound progress for the majority of students. Students whose progress is showing concern, are identified as in need of more intensive support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to fund additional curriculum support teachers and school learning support officers.</p>
<p>QTSS release</p> <p>\$84,826.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Five Dock Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• From data to instruction</li> <li>• Effective classroom practice</li> <li>• Challenged and motivated students</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul>

<p>QTSS release</p> <p>\$84,826.00</p>	<p><b>The allocation of this funding has resulted in:</b> The COVID lockdown impacted on our progress regarding the implementation of a systematic approach to summative assessment. A timeline was developed and will be implemented in 2022 (refer to SD1). In terms 1, 2 and 4, members of the School Leadership Team working with staff to model teaching and learning in the area of literacy, understanding texts and other learning areas where literacy skills were integrated.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide opportunities for classroom observations and team teaching. This will involve identifying teachers with expertise in areas identified by staff as areas for their development and members of the School's Leadership Team relieving teachers for demonstration and mentoring.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Five Dock Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment for learning agility</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The majority of students in K-2 making sound progress towards expected outcomes. Modelling of explicit teaching strategies in literacy and numeracy. Identification of students who are at risk of falling behind and appropriate intervention provided.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to provide a model of additional curriculum support in K-2 and ensure ongoing monitoring and identification of students at risk of falling behind. In addition to this the school has self-selected to be part of the English and Mathematics K-2 curriculum initiation project.</p>
<p>COVID ILSP</p> <p>\$68,492.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy - phonological awareness, phonics, sight words knowledge and some focus on understanding texts/comprehension from years 3-6.</li> <li>• employing staff to supervise and monitor progress of student groups engaging in online tuition through one COVID ILSP holding 1:1 or small group instruction via Zoom.</li> <li>• providing intensive small group tuition for identified students who were</li> </ul>

<p>COVID ILSP</p> <p>\$68,492.00</p>	<p>identified as being at risk during remote learning.</p> <p><b>The allocation of this funding has resulted in:</b>  Student progress being monitored through PLAN2 in line with the expectations of the program. Student progress was disrupted through the Term 3 lockdown period, however, all children made some progress. All class teachers and curriculum support teachers were provided with student achievement data and summaries to facilitate consistency in the development of teaching and learning programs within student's classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue to support our students who have demonstrated minimal growth this year, as well as additional identified students through small group tuition.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	208	196	187	181
Girls	194	196	184	183

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.8	95.6	96.9	95.2
1	95.3	93.6	94.3	95.9
2	93.6	94	96	93.8
3	93.6	92.2	96	95.7
4	94.4	92.7	92.3	93.6
5	94.8	93	93.3	92.1
6	92.9	94.5	92.8	92.2
All Years	94.4	93.7	94.5	94.1
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

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.38
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.12
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	129,036
<b>Revenue</b>	4,816,120
Appropriation	4,592,955
Sale of Goods and Services	30,097
Grants and contributions	189,341
Investment income	213
Other revenue	3,515
<b>Expenses</b>	-4,758,808
Employee related	-4,356,533
Operating expenses	-402,275
<b>Surplus / deficit for the year</b>	57,312
<b>Closing Balance</b>	186,348

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	114,282
<b>Equity Total</b>	163,635
Equity - Aboriginal	7,731
Equity - Socio-economic	20,253
Equity - Language	37,227
Equity - Disability	98,424
<b>Base Total</b>	3,448,845
Base - Per Capita	97,492
Base - Location	0
Base - Other	3,351,353
<b>Other Total</b>	686,935
<b>Grand Total</b>	4,413,697

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

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Parents/caregivers

In 2020, the school commenced annual focus groups with the parents/caregivers of every fifth student on the roll. The Term 4, 2021 respondents are therefore, our second year collecting qualitative information regarding the school. We also implemented the *Tell Them From Me* survey which then provides us with quantitative information.

The information we are interested in collecting through these focus groups over time, is, what makes our students happy in relation to school. We are also interested in how the children respond to difficulties in all areas of their learning and the strategies they employ when something is difficult. This information is shared with staff and considered in relation to what we need to do to develop our children's enjoyment of school and their perseverance and resilience. This relates directly to Strategic Direction 2 - Evidence informed teaching practice.

Parents/carers identified the following aspects of school that makes their child happy:

- Teachers;
- friends and connections with other children;
- learning from their peers;
- teachers giving praise; and,
- a welcoming environment and opportunities that make learning fun.

Parents/carers identified the following traits in their children in relation to learning and when it is difficult:

- Likes things to be easy;
- gives up;
- goes for the easy option; and,
- asks for help.

When asked about what they, the parents/carers do when their child finds something difficult, they responded with:

- Encourage persistence;
- break things down into parts or go through things step by step;
- try to work him/her through it;
- encourage him/her to give it another go; and,
- tell him/her to be positive and that everyone learns at different speeds.

These comments are being used to inform our 2022 strategies for Strategic Direction 2. Our intention is to develop in all teachers a sound understanding of current evidence informed teaching practice particularly in the work of James Nottingham's theories of Challenging Learning. We will also ensure our staff are developing their skills in formative assessment and feedback.

Our *Tell Them From Me Parent Survey* found that:

- Parent/carers feel welcome and informed;
- parents/carers support learning at home;
- the school supports learning and positive behaviour; and,
- the school is safe and inclusive.

Given the disruptions to school over 2020/21, some of our data was lower than expected however it needs to be kept in mind that parents/caregivers were not able to participate in the life of the school in typical ways during the pandemic.

## Students

In Term 4, twenty eight students from K-6 were surveyed in grade specific focus groups to gain information about their experiences at school and their approach to learning. This was the second year these students have been surveyed as we are intending to follow these children longitudinally from K-6. Analysis of the results showed:

- The children had strategies to do use when they find something difficult. Children from Year 2 to 3 use the strategy ask three before the teacher.
- All students identified that teachers or school learning support officers (SLSOs) can help them when they find things difficult. Parents/carers were also identified as being a help, particularly during home learning.
- Strategies that they identify as feedback on how well they're doing include getting merit awards, when the teacher is happy and provides verbal praise and when they receive their reports.
- Students identify teacher feedback to inform them of when they need to improve.
- All students were able to identify people who they can speak to when something goes wrong.

## *Tell Them From Me*

surveys found that in relation to

### **social/emotions outcomes:**

- 63% of students have a positive sense of belonging at the school.;
- 83% have positive relationships;
- 93% value schooling outcomes;

- 93% have positive behaviour at school;
- 63% are interested and motivated; and,
- 80% try hard to succeed in their learning.

In relation to **drivers of student outcomes**, we scored:

- 7.8 in effective learning time;
- 7.2 in relevance of classroom instruction;
- 7.2 for explicit teaching practices and feedback;
- 21% for students who report being a victim of bullying which is below the NSW Government norm;
- 7.7 who have someone who is an advocate for them at school;
- 8.0 for positive teacher-student relations;
- 6.7 for a positive learning climate; and,
- 8.2 for expectations for success.

All results were at or only slightly below the NSW Government Norm. The survey links to SD2 and the 2022 survey will be used to measure our progress in lifting the results. It is apparent that once again we need to look at more explicit systems for providing feedback and supporting students to understand the learning process and themselves as learners (ref: SD2).

## Teachers

Teachers completed the *Focus on Learning Survey* through the *Tell Them From Me* suite of surveys

- In the area of leadership our score was 7.6;
- with regards to collaboration our score was 8;
- in the area of learning culture our score was 7.8;
- In terms of data informing practice the score was 7.8;
- teaching strategies was 8.1;
- technology was 6.8;
- inclusivity was 8.7; and,
- parent involvement was 7.5.

All areas with the exception of learning culture were above the NSW Government Norm. However the difference was less than 1. Strategic Direction 1 - Student Growth and Attainment activities will support us to increase our use of data and, Strategic Direction 2 and 3 will support teachers to ensure they are communicating with students about learning through the explanation of purpose.



# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.