

2021 Annual Report

Goulburn East Public School



2054

Introduction

The Annual Report for 2021 is provided to the community of Goulburn East 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

Goulburn East Public School

Eleanor St

Goulburn, 2580

<https://goulburne-p.schools.nsw.gov.au>

goulburne-p.school@det.nsw.edu.au

4821 4007

School vision

At Goulburn East Public School, we strive to ensure that every child is known, valued and cared for. Our teachers are committed to nurturing and challenging students to find joy in learning and to build their skills and understanding. We aim to create a respectful and inclusive learning environment with high expectations and aspirations for all students. We want to build strong partnerships between home, school and community to support our children to become resilient, confident, self-directed and successful learners.

Decision-making is supported by research and evidence and an effective evaluation cycle for both school, teacher and student improvement ensures a positive and thriving learning culture for all.

School context

Goulburn East Public School is located in regional New South Wales between Sydney and Canberra, and has a current student enrolment of 145. The school prides itself on being an inclusive school, welcoming all students and their families to our school community. Goulburn is a meeting place for indigenous people and as part of our community we are committed to strengthening our partnership with our students, staff, parents and the wider community to work towards school excellence together.

Our students come from a variety of socio-economic backgrounds with 6% students identifying as Aboriginal and 5% students indicating that they have a language other than English spoken at home. In 2020, the school had an average Family Occupation and Education Index (FOEI) of 98.

Our school motto is Success Through Participation and all students are offered extra-curricular opportunities in Sport, Technology and Creative and Performing Arts. Leadership opportunities are encouraged through our Student Council, Peer Leaders as well as the School Captains and Vice-Captains.

In preparation for our Strategic improvement Plan, we completed a situational analysis to identify key areas for focus and development. Through this process, we identified several areas of focus:

- ensuring targeted use of data and effective, evidence-based teaching strategies to improve growth in literacy and numeracy for students at all levels of achievement and engagement
- strengthening our whole school approach to wellbeing which is consistent and effective in creating a positive school culture with a strong sense of purpose and pride
- developing a coordinated approach for teachers to strengthen their professional practice and share high impact strategies with colleagues.

Our school holds a respected place in the Goulburn community and the staff and students are very fortunate to have an incredibly supportive P&C and parent body.

Parents, staff and students favour the current size of the school, valuing the opportunity for the children to learn in a school large enough to offer many opportunities but small enough so that all children and staff know each other well.

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 | Delivering |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| 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

To maximise student achievement in reading and numeracy by building a shared school culture focused on learning, responsive to the needs of every student with high quality data-driven teaching practices evident

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.

- Quality Teaching for Differentiation
- Assessment for Learning

Resources allocated to this strategic direction

Integration funding support: \$49,197.00
Low level adjustment for disability: \$86,668.00
COVID ILSP: \$86,000.00
English language proficiency: \$2,400.00
Aboriginal background: \$4,000.00
Socio-economic background: \$43,707.00
Location: \$1,393.56
School support allocation (principal support): \$604.80
Per capita: \$32,210.00
Literacy and numeracy: \$19,000.00
Professional learning: \$11,100.00

Summary of progress

Work was commenced in all initiatives but required some modifications due to the extended period of *Learning from Home* in 2021 and subsequent restrictions upon full return to the school site.

Quality Teaching for Differentiation: High Impact Professional Learning was a focus but was primarily completed online with teachers sharing quality practice and learning virtually in many cases. Training was completed in the new High Potential and Gifted Education policy early in the year and was a focus to incorporate into curriculum delivery during periods of both on and off site learning. Maintaining student motivation to learn and staff engagement were key priorities and feedback from all stakeholders has been very positive. In 2022 we will provide regular and structured opportunities for sharing professional practice in the classrooms.

Assessment For Learning: A review was conducted of assessment practices across the school and professional learning with a more consistent approach to measuring and responding to student achievement being established with the improved use of PAT, PLAN2, NAPLAN, Check-in Assessments and SENA alongside school purchased Soundwaves and iMaths. This will be monitored by an Assistant Principal who will work as an instructional leader one day a week for 2022.. Collaboration between the Covid Intensive Learning Support Program (CILSP) teachers, Learning and Support Teacher (LaST) and School Learning Support Officers (SLSO) was developed with a systematic and coordinated approach to ensuring student support and to support teachers in addressing diverse needs within each room or cohort.

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 |
|---|---|
| % of students achieving in top two bands in reading increases from 37.9% to 40% | The reading progress measure was achieved with an improvement in the average percentage of Year 3 and Year 5 students achieving in the top two bands and above being 43%. The Year 3 cohort performed more strongly than Year 5 with Year 3 having 50% in the top two bands in numeracy and Year 5 having 36%. |
| Improvement in the percentage of | This numeracy progress measure was achieved with an improvement in |

| | |
|--|---|
| students achieving in the top two bands in numeracy in Year 3 and Year 5 to be 24% or above | the average percentage of Year 3 and Year 5 students achieving in the top two bands being 28%. The Year 3 cohort performed more strongly than Year 5 with Year 3 having 39% in the top two bands in numeracy and Year 5 having 18%. |
| 50% of students achieving at or above expected growth in reading | The progress measure was achieved with a significant improvement in the number of Year 5 students achieving at or above expected growth in reading being 64% in 2021. |
| An increase in the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the school's lower bound system-negotiated target of 26.6% | In 2021 NAPLAN results indicates a significant improvement of students achieving at or above expected growth of 50%. |
| SEF-SaS indicates improvement in Student Performance Measures - NAPLAN Value-Add to Delivering | SEF-SaS indicates some improvement in Student Performance Measures - NAPLAN Value-Add although still within Delivering |
| SEF assessment indicates improvement in Student Performance Measures - NAPLAN Value-Add from Delivering for Year 3-5 | There is a consistent upward trend in results whilst still within Delivering for the theme of Value-Add. Professional Learning in InitialLit was undertaken at the end of 2021 in preparation for implementation in 2022 to ensure quality and consistency in literacy teaching across K-2. Focus on Reading training was revisited in 2021, focusing on vocabulary, as identified as an area of need for Year 3-6 as evident in NAPLAN results 2021. |
| SEF-SaS indicates upward trend within Delivering for Year 5-7 improvement in Student Performance Measures - NAPLAN Value-Add | SEF-SaS indicates some improvement in Student Performance Measures - NAPLAN- although still within Delivering |
| SEF assessment indicates improvement in the element of Data Skills and Use from Delivering Year 3 - 5 | Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the elements of 'Data Skills and Use' and 'Assessment'. |
| SEF assessment indicates improvement in the element of Effective Classroom Practice and across most themes from Sustaining and Growing | Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Effective Classroom Practice. |
| SEF assessment indicates improvement in the element of Curriculum from Delivering | Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Curriculum. |
| Tell Them From Me survey Years 4-6 An increase in the percentage of students who had scores that placed them in the high skills and high challenge quadrant from 34% (school) to 53% (NSW Govt norm) | School programming and staff professional learning has focused on rebuilding student engagement in learning following the disruptions caused by the pandemic. |

Strategic Direction 2: A planned approach to wellbeing

Purpose

To strengthen whole school wellbeing practices, we will develop a strategic, evidence-based and consistent approach to wellbeing that supports all students to connect, succeed, thrive and learn.

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.

- Positive Behaviour for Learning
- Belonging and connection

Resources allocated to this strategic direction

Socio-economic background: \$1,620.00

QTSS release: \$1,100.00

Per capita: \$6,000.00

Aboriginal background: \$8,000.00

Summary of progress

Positive Behaviour for Learning: Professional learning and ongoing discussion was held on The Wellbeing Framework, Positive Behaviour for Learning and What Works Best has been completed and systems have been reviewed. Greater consistency is needed in recording negative and positive behaviours by all staff.

Belonging and Connection: Opportunities were offered within the constraints of 2021.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|---|
| There is an increase in the percentage of students attending more than 90% or more of the school year to 93.5%. | An Assistant Principal is responsible for the management of and improvement in attendance figures. Our figures do reflect some students who have left the area or accepted support class placements including one child who was in a shared enrolment of the ED class. |
| Tell Them From Me data (advocacy, belonging, expectations) improves to be at or above 99.5% (lower bound system-negotiated target) | Student surveys reflect some improvement in advocacy, belonging and expectations, most notably in Year 4. |
| A decrease in the number of Positive Behaviour for Learning (PBL) Tier 3 negative behaviours reported in the classroom and playground by 20% | There has been a decrease in Tier 1 negative behaviours with students finding the return to school challenging in some cases. Engaging in learning, socialising and settling into school routines again was a priority for staff. The importance of partnerships with parents and regular communication with home was instrumental. |
| SEF assessment indicates improvement in the element of Wellbeing from Delivering | SEF assessment showed improvement with progress towards Sustaining and Growing evident with expectations of behaviour being co-developed with students, staff and parents in line with PBL guidelines. There is greater consistency in the use of data to inform whole decisions regarding student wellbeing. |

Strategic Direction 3: High quality professional learning

Purpose

To maximise the impact of high quality professional learning, we will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and timely feedback between teachers.

Initiatives

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

- High Impact Professional Learning
- Evidence-informed Professional Practice

Resources allocated to this strategic direction

QTSS release: \$29,000.00

Professional learning: \$5,000.00

Summary of progress

High Impact Professional Learning: The Professional Development Framework process was reviewed and professional learning undertaken supported the goals identified in staff PDPs. Professional learning undertaken was shared informally and in network, stage and whole staff meetings throughout the year when possible.

Evidence-informed Professional Practice: Quality Teaching Rounds did not formally occur this year. Staff worked collaboratively throughout the year, particularly supporting and mentoring each other in online delivery strategies.

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 |
|---|--|
| SEF assessment indicates improvement in the element of Professional Standards to Sustaining and Growing | Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Professional Standards. |
| SEF assessment indicates improvement in the element of Educational Leadership to Sustaining and Growing | Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Educational Leadership. |
| SEF assessment indicates improvement in the element of Learning and Development move to Sustaining and Growing | Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the elements of Learning and Development. |

| Funding sources | Impact achieved this year |
|---|---|
| <p>Integration funding support</p> <p>\$49,197.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Goulburn East 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"> • Quality Teaching for Differentiation <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 • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • additional staffing to assist students with additional learning needs • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Intensive learning and behaviour support for funded students</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ School Learning Support Officers to work with identified students</p> |
| <p>Socio-economic background</p> <p>\$45,327.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goulburn East 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"> • Quality Teaching for Differentiation • Positive Behaviour for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Better coordination of student and staff support in response to identified student needs across the school Intensive learning and behaviour support for funded students</p> <p>After evaluation, the next steps to support our students with this funding will be: School Learning Support Officers will continue to be employed in 2022 to work across the school with identified students and supporting differentiation in classes following the success of this in 2021.</p> |
| <p>Aboriginal background</p> <p>\$12,000.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goulburn East Public School. Funds under this equity loading have been targeted to ensure that the performance of</p> |

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|---|---|
| <p>Aboriginal background</p> <p>\$12,000.00</p> | <p>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"> • Quality Teaching for Differentiation • Belonging and connection <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in: Aboriginal students had opportunities to meet, have a yarn and work collaboratively, although not as frequently as planned due to COVID Staff were provided with time to develop Personalised Learning Pathways with students and families Learning Support staff provided additional academic support</p> <p>After evaluation, the next steps to support our students with this funding will be: 2021 proved to be a disrupted year with students and families losing connection with each other. In 2022 we will continue to build relationships amongst our students and families with key projects to be developed including a RAP</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 Goulburn East 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"> • Quality Teaching for Differentiation <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 <p>The allocation of this funding has resulted in: Progress of EAL/D students was monitored by classroom teacher and Learning and Support Teacher</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to monitor progress of EAL/D students Build capacity and knowledge of staff in teaching EAL/D students particularly developing inferential comprehension skills</p> |
| <p>Low level adjustment for disability</p> <p>\$86,668.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Goulburn East 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"> • Assessment for Learning • Quality Teaching for Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students |

| | |
|---|---|
| <p>Low level adjustment for disability</p> <p>\$86,668.00</p> | <p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> • 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: A Learning and Support Teacher dedicated to leading the LaS team including the school counsellor, staff and working with families., overseeing case management and documentation</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build the capacity of the Learning and Support Teacher and support the role across the school.</p> |
| <p>Location</p> <p>\$1,393.56</p> | <p>The location funding allocation is provided to Goulburn East 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"> • Quality Teaching for Differentiation <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: equitable access for students to all learning activities and lowering of local travel costs for all</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to identify students requiring additional support to be fully involved in school experiences and for local transport costs to be lowered to ensure more opportunities to learn in the community</p> |
| <p>Literacy and numeracy</p> <p>\$19,000.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Goulburn East 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"> • Quality Teaching for Differentiation <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: Ongoing support for teachers in their delivery of best-practice literacy and numeracy strategies</p> <p>After evaluation, the next steps to support our students with this funding will be: Resourcing to support InitialLit introduction Lead teachers to mentor all staff</p> |
| <p>QTSS release</p> <p>\$30,100.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Goulburn East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p> |

| | |
|--|--|
| <p>QTSS release</p> <p>\$30,100.00</p> | <p>including:</p> <ul style="list-style-type: none"> • Positive Behaviour for Learning • High Impact Professional Learning • Evidence-informed Professional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Greater capacity for class teachers to work collaboratively Greater capacity to mentor teachers</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will develop an instructional leader role for one of the Assistant Principals, one day a week in preparation for the introduction of the new curriculum</p> |
| <p>COVID ILSP</p> <p>\$175,076.37</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"> • Quality Teaching for Differentiation • 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 • providing targeted, explicit instruction for student groups in literacy/numeracy • leading/providing professional learning for COVID educators • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The majority of the students in the program achieving significant progress towards their personal learning goals • Higher engagement seen from students within the classroom and tuition group • Significant growth in those undertaking tuition in comprehension, phonological awareness and reading • Students having a better understanding of the writing process and grammar used to develop their writing. <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 CILSP will continue to use PLAN2 to create focus areas and learning progressions to show growth. The monitoring of students will continue with the use of the following data sources: NAPLAN, Check-in assessments, PAT Assessments, DoE short assessments, Literacy and numeracy learning progressions data, teacher observations and work samples. Feedback will also continue to be gathered from teachers, students and parents throughout the tuition cycles. Teachers and educators will be provided with ongoing and evidence-informed professional learning opportunities that target specific content areas and support ongoing student achievement. Additional support will be provided for some students to continue to meet their personal learning goals. The intended focus moving forward will be to improve growth in Literacy and Numeracy in alignment with the situational analysis.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 85 | 87 | 84 | 80 |
| Girls | 87 | 77 | 71 | 67 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 97 | 94.3 | 95.8 | 93.3 |
| 1 | 95.7 | 95.3 | 93.4 | 93.4 |
| 2 | 96.4 | 92.5 | 93.9 | 93 |
| 3 | 95.3 | 95.1 | 94.6 | 95 |
| 4 | 96.3 | 94 | 93.6 | 92.9 |
| 5 | 94.5 | 96.1 | 94.4 | 94.4 |
| 6 | 93.6 | 92.6 | 95.6 | 93.1 |
| All Years | 95.6 | 94.2 | 94.5 | 93.6 |
| 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) | 2 |
| Classroom Teacher(s) | 4.81 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 1.61 |

*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 | 485,534 |
| Revenue | 1,717,640 |
| Appropriation | 1,669,749 |
| Sale of Goods and Services | 546 |
| Grants and contributions | 47,048 |
| Investment income | 297 |
| Expenses | -1,656,159 |
| Employee related | -1,491,098 |
| Operating expenses | -165,061 |
| Surplus / deficit for the year | 61,481 |
| Closing Balance | 547,015 |

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 | 49,197 |
| Equity Total | 144,717 |
| Equity - Aboriginal | 10,262 |
| Equity - Socio-economic | 45,328 |
| Equity - Language | 2,400 |
| Equity - Disability | 86,728 |
| Base Total | 1,301,366 |
| Base - Per Capita | 38,210 |
| Base - Location | 1,394 |
| Base - Other | 1,261,762 |
| Other Total | 56,290 |
| Grand Total | 1,551,570 |

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

Communication was the focus for feedback in 2021. It was seen as an area of greatest change necessitated by the pandemic and changes in contact with our student and families.

Parents were contacted regularly by phone throughout stay at home orders to support student and family wellbeing, check on access to technology and curriculum support. Parents appreciated this contact and the school will continue in 2022 to offer phone interviews as part of the regular parent/teacher interview processes based on this positive feedback.

The improved use and promotion of Skoolbag and Seesaw as communication platforms for both administration and teaching staff with home has been appreciated.

Google Classroom has continued to be used widely in our primary classrooms in multiple contexts - general classwork, learning from home when in isolation and if a class has been split at school or with classes being combined.

Zoom provided a welcome opportunity for families to feel involved and connected with school events, presentations and meetings. It could become frustrating at times with inconsistent connectivity particularly with some of our families who lived outside the town boundaries. P&C meetings increased their participation numbers with those living outside town or caring for young children in the evening being able to attend more easily. from home.

Staff valued the opportunity for mentoring others and sharing professional learning.

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.