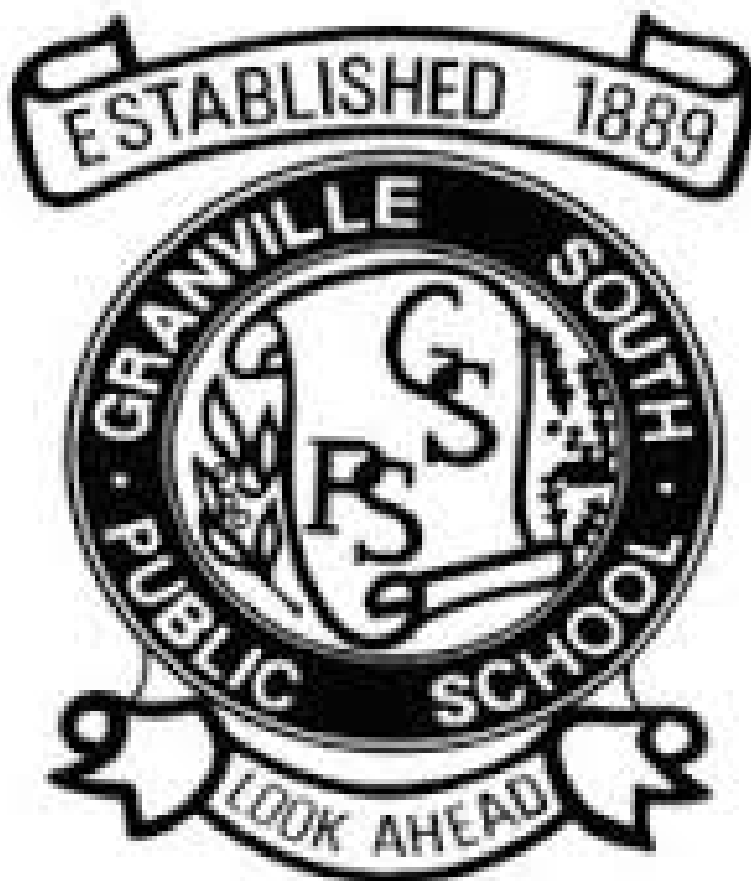


2021 Annual Report

Granville South Public School



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Introduction

The Annual Report for 2021 is provided to the community of Granville South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

We are committed to providing an inclusive, respectful and stimulating learning environment where every child is known, valued and cared for. All children are empowered to embrace learning, fulfil their potential and build social, emotional and physical wellbeing in order to make positive contributions to the community.

School context

Granville South PS is located on a bustling Woodville Road in Guildford and has a rich history of change and reinvention since 1889. The population of the school is 333 students and growing. More than ninety per cent of students come from a non-English speaking background with a very small number of Aboriginal and Torres Strait Islander students. We acknowledge and celebrate everyone equally.

Granville South Public School is committed to continuous improvement and quality service to our families and community. Highly qualified, dedicated and caring staff provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students. Proactive wellbeing programs such as Positive Behaviour for Learning provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using evidenced based teaching strategies as outlined in the What Works Best document we will provide opportunities to improve teacher practice, as outlined in the High Impact Professional Learning policy, and ensure students achieve expected growth and attainment in their learning. This will be achieved through collaboration, quality intervention, instructional leadership and assessment.

There will continue to be a strong focus on student attendance, values and student engagement through the use of effective practices and strategies to support student wellbeing.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop evidenced based teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$221,423.20

Socio-economic background: \$192,175.96

Early Action for Success (EAFS): \$205,815.00

English language proficiency: \$154,552.00

Professional learning: \$9,351.72

Literacy and numeracy intervention: \$35,635.25

Beginning teacher support: \$9,000.00

Literacy and numeracy: \$8,041.42

Summary of progress

The majority of funding was utilised to employ staff. These included:

- 2 Instructional Leaders
- 3 Interventionists working three days a week each
- 2 Educational Paraprofessionals
- 2 EAL/D teachers
- Learning and Support Teacher
- Additional staff to cover classes which allow each class teacher to attend a weekly data chat that is led by our Instructional Leaders.

Our Instructional Leaders worked shoulder to shoulder with classroom teachers with the purpose of building teacher capacity. The result being improved outcomes for students due to higher quality evidence based teaching and learning.

Our Interventionists (Learning and Support plus EAL/D) worked with small groups of students, the target group of students being those that were just below stage level. The purpose was to provide intervention so that they are pushed up to the stage appropriate level.

Our Educational Paraprofessionals worked with students needing the most support. MiniLit was implemented with groups of 4 students, and there was need for some support to be one on one.

Professional learning in 2021 was differentiated to target teacher needs. We continued with the Berry Street Education Model (trauma based practice), however, divided into two groups. One group were teachers that have been through the first year of Berry Street, and the second group of teachers were new to the school and needed to look at Berry Street from the very beginning. Other professional learning that was implemented was around text complexity, which then led to the purchase of new quality texts.

Our newly arrived students received daily support through our NAP (Newly Arrived program) funding. This was targeted intervention with students being withdrawn from the classroom.

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
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Increase the proportion of students in the Top 2 NAPLAN reading bands by 5% from system-negotiated target baseline.	We are still working towards achieving this target.
Increase the proportion of students in the Top 2 NAPLAN bands in numeracy by 5% from system-negotiated target baseline.	We are still working towards achieving this target.
Increase the proportion of students achieving Expected Growth in reading by 5% from system-negotiated target baseline.	We achieved the upper bound target of 62%.
Increase the proportion of students achieving Expected Growth in numeracy by 4% from system-negotiated target baseline.	We are still working towards achieving this target.
70% of students in K-6 achieving stage appropriate levels in Understanding Texts sub element of the Literacy Progressions.	Lockdown in 2020 and 2021 has had a huge impact on K-2 learning. Our Year 1 & 2 students have missed almost 3 terms of school and Kindergarten were only at school for just over half a year. We foresee that we will meet this target in 2023.
Students achieving grade appropriate instructional reading levels: Kindergarten: 60% Year 1: 60% Year2: 70%	Lockdown in 2020 and 2021 has had a huge impact on K-2 learning. Our Year 1 & 2 students have missed almost 3 terms of school and Kindergarten were only at school for just over half a year. We foresee that we will meet this target in 2023.

Strategic Direction 2: Effective Classroom Practice

Purpose

To ensure that every student shows strong growth in their learning through explicit, research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through collaboration and use of assessment data to inform teaching.

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.

- Assessment
- Collaborative practice and feedback

Resources allocated to this strategic direction

Socio-economic background: \$3,000.00

Beginning teacher support: \$10,000.00

English language proficiency: \$89,684.00

Summary of progress

The senior executive worked with an external consultant to refine assessment practices in literacy.

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
With support, 100% of teachers identify an area of improvement as part of their Performance Development Plan.	Not all teachers identified an area of improvement as part of their PDP. This whole process was impacted as a result of the lengthy period of remote learning. This target will be included in 2022 - 2025 SIP.
With support, 100% of teachers are accurately collecting and inputting data into PLAN2 and with assistance are using this data to set goals for small groups of target students.	100% teachers accurately collecting and inputting data into PLAN2. Beginning teachers were supported in this process.
With Instructional Leader guidance, 100% of teachers are administering summative assessments at the end of each numeracy learning cycle.	This whole process was impacted as a result of the lengthy period of remote learning. This target will be included in 2022 - 2025 SIP.

Strategic Direction 3: Student Engagement and Wellbeing

Purpose

To ensure that we are a place where every student matters and every moment counts. A planned approach to wellbeing will ensure that students can 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.

- Attendance
- Values Education

Resources allocated to this strategic direction

: \$17,590.00

Socio-economic background: \$32,606.42

QTSS release: \$65,252.68

Summary of progress

Targets were on track in semester 1, unfortunately due to remote learning and its complexities, attendance targets were not able to be validly met. Values education timeline has been pushed to late 2021, early 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students in the Tell Them From Me survey reporting feeling a sense of belonging by 2%.	Achieved, the semester 2, 2021 Tell Them From Me Survey results demonstrate a 7% increase from the semester 1, 2021 results in students feeling a positive sense of belonging. See trend report.
Increase the proportion of students in the Tell Them From Me survey reporting a positive wellbeing by 2%.	Achieved, the semester 2, 2021 Tell Them From Me Survey results demonstrate a 7% increase from the semester 1, 2021 results in students feeling positive wellbeing.
Increase (uplift) percentage of students attending school more than 90% of the time by 3% or above.	Data not available on scout at present.
Decrease the number of partial absences (late arrivals) by 5%.	Inconclusive data due to remote learning.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,067.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in: All staff continuing to be upskilled in trauma based practices / pedagogy. Part of this funding has also gone towards funding a Community Liaison Officer (Farsi speaking) to support our students who are arriving from Afghanistan.</p> <p>After evaluation, the next steps to support our students with this funding will be: Our aim is to create more opportunities for our families to be engaged in their child's learning. Our Farsi speaking community is increasing so the need for a Farsi speaking CLO has been paramount. This will be continued in 2022.</p>
<p>Integration funding support</p> <p>\$20,023.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Granville South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Our students who receive integration funding are supported in the classroom, based on what the student needs at that point in time. Individual Learning Plans are written in collaboration with parents which includes goals for the student to work towards. This funding allows our students to succeed in a mainstream setting. Funding also enables the teacher time off class to create resources such as visual timetables / lanyards in order to best meet the needs of the student. Time was also allocated for the teacher to be off class to meet with either our APLaS (Assistant Principal Learning and Support) or our LaST (Learning and Support Teacher).</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to apply for funding so that our students can be supported in a mainstream setting.</p>
<p>Socio-economic background</p> <p>\$479,282.38</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Granville South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$479,282.38</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"> • Reading • Numeracy • Attendance • Values Education • Assessment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement support identified students with additional needs • supplementation of extra-curricular activities • providing students without economic support educational materials, uniform, equipment and other items • additional staffing to implement intervention to support identified students with additional needs • Funding an extra classroom teacher to create a 14th class. <p>The allocation of this funding has resulted in:</p> <p>The creation of a DPIL 3 - 6 has enabled Yr 3 - 6 teachers to have access to shoulder to shoulder support in 2021. The DPIL worked with all teachers in Stage 2 & 3, upskilling them in the area of Close Reading alongside an external literacy consultant. Targeted professional learning was provided as well as mentoring of the 2 Stage Assistant Principals.</p> <p>The creation of a 14th class resulted in our classes being slightly smaller in our K-2 classes, which has resulted in the teacher being able to work with small groups of students more regularly. The smaller class sizes has also reduced the negative behaviour in the classroom which has resulted in more time for explicit teaching, rather than focusing on behaviour management. Funding was also utilised to ensure our LaST did not have a teaching / intervention load. This enabled our LaST to focus on student wellbeing, the time to liaise with external agencies as well as supporting teachers with creating IEPs and behaviour support plans.</p> <p>Funding was also utilised to pay for extra curricular activities such as a wellbeing program. This alleviated the financial pressure for families, some of whom were really struggling as a result of job losses during COVID lockdowns. Students still were able to access extra curricular activities which supported their own wellbeing.</p> <p>We continue to support families with the purchase of uniforms, excursions etc where appropriate.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Our school will be reviewing our Strategic Improvement Plan (after going through the External Validation process). Our socio-economic funding will be utilised according to our new Strategic Directions.</p>
<p>Aboriginal background</p> <p>\$6,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Granville South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Aboriginal artwork visible in the school • employment of additional staff to support implementation of Personalised Learning Pathways

<p>Aboriginal background</p> <p>\$6,500.00</p>	<p>The allocation of this funding has resulted in: All ATSI students having a Personalised Learning Pathway with individualised goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Revisit and renew Personalised Learning Pathways. Continue liaising with Carol Brown in order to create a school Acknowledgment of Country.</p>
<p>English language proficiency</p> <p>\$244,236.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Granville South 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"> • Reading • Collaborative practice and feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employing additional teachers. • Employing a Community Liaison Officer • DPIL working with teachers to improve pedagogical practice. <p>The allocation of this funding has resulted in: Increased number of students receiving intervention in both reading and numeracy. Improved teacher capacity.</p> <p>After evaluation, the next steps to support our students with this funding will be: Working with our EAL/D Education Leader in order to build knowledge around EAL/D pedagogy. Teachers attending TELL (Teaching English Language Learners) professional learning. Continue to employ additional staff.</p>
<p>Low level adjustment for disability</p> <p>\$248,423.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Granville South 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"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in: Identification of students needing speech therapy or occupational therapy has resulted in students receiving required intervention. Teachers working collaboratively to analyse student data and using this to</p>

<p>Low level adjustment for disability</p> <p>\$248,423.20</p>	<p>inform teaching and ensure student growth. Increased student learning outcomes in the area of phonics. Teachers better equipped to choose texts based on its complexity has resulted in students accessing quality literature.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ a Speech Therapist and Occupational Therapist. Employ SLSOs to support targeted students. Continue to fund an additional Assistant Principal, Curriculum and Instruction to work shoulder to shoulder with teachers.</p>
<p>Professional learning</p> <p>\$27,351.72</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Granville South 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"> • Reading • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional Leaders attended a series of professional learning with literacy expert. • Observations of teachers implementing 'close reading'. <p>The allocation of this funding has resulted in: Increased teacher knowledge and understanding in the implementation of close reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue implementing and refining 'close reading' in Years 2 - 6.</p>
<p>School support allocation (principal support)</p> <p>\$20,328.90</p>	<p>School support allocation funding is provided to support the principal at Granville South Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employing an Arabic speaking SAO three days a week. <p>The allocation of this funding has resulted in: Increased communication between school and home. There is a high need for an Arabic speaking SAO. This has enabled our non-English speakers to feel comfortable in calling the school, knowing that there will be someone able to help them.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to ensure there is an Arabic speaking member of staff in the administration office.</p>
<p>Literacy and numeracy</p> <p>\$16,082.84</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Granville South 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</p>

<p>Literacy and numeracy</p> <p>\$16,082.84</p>	<p>including:</p> <ul style="list-style-type: none"> • Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchase of quality resources <p>The allocation of this funding has resulted in: Students and teachers having access to quality resources to support their teaching and learning. Each K-2 class now has access to quality guided readers and we increased our range of quality texts. Subscriptions were purchased for the following: Teacher magazines PM Readers Online</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to purchase subscriptions that support student learning. Continue purchases quality resources that will support our teaching and learning programs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,815.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Granville South Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: Teachers K-6 have been up-skilled in data analysis of class and stage data to pinpoint next steps in students learning in both literacy and numeracy. ILs have worked closely with teachers to design and implement differentiated programs of learning to support the achievement of every student based on this data. All teachers have been professionally developed in guided reading and Close Reading and have developed strategies to support students in the acquisition of reading and comprehension of texts.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAfS was discontinued in 2021.</p>
<p>QTSS release</p> <p>\$65,252.68</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Granville South 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>

<p>QTSS release</p> <p>\$65,252.68</p>	<ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employing above establishment Deputy Principal to focus on shifting our attendance in order to meet our set targets. This involved: <ul style="list-style-type: none"> * Updating processes / systems * Building teacher capacity * Working with administration staff * Liaising with HSLO * Creation of Attendance Improvement Plans when needed * Communicating the importance of attendance to parents * Working with students to create an attendance slogan * Shifting focus to include students coming to school on time. <p>The allocation of this funding has resulted in: Students with high absenteeism were quickly identified and supported. Reduction of students arriving to school late. Unfortunately due to the school going to remote learning in 2021 and a high number of students away after testing positive to COVID the data was impacted as a result.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of attendance activities that will be outlined in our 2022 - 2025 Strategic Improvement Plan</p>
<p>Literacy and numeracy intervention</p> <p>\$35,635.25</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Granville South Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Intervention for literacy involved targeting the students with the strongest potential for improvement. In conjunction with the classroom teacher, interventionists were able to target and support a greater amount of students for each guided reading session, doubling the amount of students receiving intensive guided reading support in these sessions.</p> <p>The numeracy intervention focused on students using the correct strategy when solving a number problem. At the beginning students were unable to show how to use more than 2 strategies and in most cases, strategies were not applied correctly. Through numeracy intervention students have developed a greater understanding of strategies to use when solving number problems. 70% of students have been able to apply the jump strategy and split strategy competently. 45% of students have been able to apply the compensation strategy competently.</p> <p>The data shows that the students are most competent using the jump and split strategy when solving a number sentences. This could be due to the fact that the most intervention time was spent on these strategies. Almost half the students were able to use the compensation strategy correctly.</p>

<p>Literacy and numeracy intervention</p> <p>\$35,635.25</p>	<p>Continual exposure to this strategy will allow students to demonstrate further success.</p> <p>After evaluation, the next steps to support our students with this funding will be: Our intervention program will continue in 2022.</p>
<p>COVID ILSP</p> <p>\$196,774.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: Both teachers and educational paraprofessionals have been utilised to support a range of students in literacy and numeracy. COVID ISLP funding has been used to support our most needy students to improve their reading fluency. In the first semester, 80% of students demonstrated improvements in reading and in semester 2, 86% of students in the program demonstrated improvements, with 14% stagnant. The students with no movement were due to complex learning needs as well as attendance. 87% of students attended 83% of the time or higher.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school received 2022 COVID ISLP funding, therefore, our activities will continue.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	161	171	177	166
Girls	168	165	171	157

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.7	88.4	87.6	90.6
1	89.7	88.9	80	91.4
2	88.7	89.8	83.2	89.4
3	88.1	88.3	81.6	91.7
4	87.9	88.4	85.8	90.3
5	93.7	91.3	85.4	89.9
6	87.5	91.8	85.3	87
All Years	89.4	89.4	84	90.2
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)	3
Classroom Teacher(s)	11.93
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher ESL	2
School Counsellor	0.6
School Administration and Support Staff	2.87
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 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	378,362
Revenue	4,668,640
Appropriation	4,598,272
Sale of Goods and Services	620
Grants and contributions	68,394
Investment income	355
Other revenue	1,000
Expenses	-4,493,070
Employee related	-3,800,122
Operating expenses	-692,948
Surplus / deficit for the year	175,570
Closing Balance	553,932

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	24,591
Equity Total	1,032,970
Equity - Aboriginal	8,771
Equity - Socio-economic	498,344
Equity - Language	275,918
Equity - Disability	249,938
Base Total	2,436,537
Base - Per Capita	85,788
Base - Location	0
Base - Other	2,350,749
Other Total	735,012
Grand Total	4,229,110

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.

STUDENT SURVEY

In the 2021 Tell Them From Me student survey we had 94 responses from students in Years 4 - 6. Below is a summary of the results.

- 80% of students feel accepted and valued by their peers and by others at their school, up 7% from 2020.
- 77% of students have friends at school they can trust and who encourage them to make positive choices.
- 71% of students are interested and motivated in their learning, up 3% from 2020.
- 23% of students feel that they are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.
- We are above the state norm with students feeling they have someone at school who consistently provides encouragement and can be turned to for advice. School mean is 8.0, NSW government norm is 7.7.
- We are below the state norm for students feeling that school staff emphasise academic skills and hold high expectations for all students to succeed.
- Most students reported that spending time with friends is what they most like about the school.

TEACHER SURVEY

In the 2021 Tell Them From Me teacher survey we had 17 responses. We were above state norms in all areas of the Teacher Survey Report. Below is a summary of our strengths and our areas of improvement as indicated by teachers.

Leadership School Mean 8.1 (NSW Govt Norm 7.1)

Strengths

- School leaders have provided guidance for monitoring student progress. 8.4
- I work with school leaders to create a safe and orderly school environment. 8.7
- School leaders have supported me during stressful times. 8.2
- School leaders have taken time to observe my teaching. 7.2
- School leaders have provided me with useful feedback about my teaching. 7.6

Collaboration School Mean 8.3 (NSW Govt Norm 7.8)

Strengths

- I talk with other teachers about strategies that increase student engagement. 8.4
- I discuss my learning goals with other teachers. 9.1
- I discuss learning problems of particular students with other teachers. 8.9

Areas for improvement

- I work with other teachers in developing cross-curricular or common learning opportunities. 8.1
- Teachers have given me helpful feedback about my teaching. 7.3

Learning Culture School Mean 8.5 (NSW Govt Norm 8.0)

Strengths

- I monitor the progress of individual students. 8.8
- I set high expectations for student learning. 9.4
- Students find class lessons relevant to their own experiences. 8.6
- I am effective in working with students who have behavioural problems. 8.6
- I give students written feedback on their work. 7.3
- I talk with students about the barriers to learning. 8.1

Data Informs Practice School Mean 8.4 (NSW Govt Norm 7.8)

Strengths

- I use results from formal assessment tasks to inform my lesson planning. 9.1
- My assessments help me understand where students are having difficulty. 8.6
- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 8.3
- I use formal assessment tasks to help students set challenging goals. 8.2

Teaching Strategies School Mean 8.4 (NSW Govt Norm 7.9)

Strengths

- I use two or more teaching strategies in most class periods. 9.1
- Students receive feedback on their work that brings them closer to achieving their goals. 8.9
- I discuss with students ways of seeking help that will increase learning. 8.6

- When I present a new concept I try to link it to previously mastered skills and knowledge. 8.4 Area for improvement
- Students receive written feedback on their work at least once every week. 8.2
- I help students set challenging learning goals. 7.9

Technology School Mean 7.0 (NSW Govt Norm 6.7)

Strength

- I work with students to identify a challenging learning goal relevant to the use of interactive technology. 7.3
- I help students to overcome personal barriers to using interactive technology. 8.1

Areas for improvement

- Students use computers or other interactive technology to track progress towards their goals. 5.9
- I help students set goals for learning new technological skills. 6.9
- Students have opportunities to use computers or other interactive technology for describing relationships amongst ideas or concepts 6.8

Inclusive School 8.6 (NSW Govt Norm 8.2)

Strengths

- I establish clear expectations for classroom behaviour. 9.4
- I strive to understand the learning needs of students with special learning needs. 9.1
- I make an effort to include students with special learning needs in class activities. 9.3 Area for improvement
- I am regularly available to help students with special learning needs. 7.2

Parental Involvement 7.6 (NSW Govt Norm 6.8)

Strengths

- I work with parents to help solve problems interfering with their child's progress. 8.4

Areas for improvement

- I make an effort to involve parents and other community members in creating learning opportunities. 7.0
- Parents are regularly informed about their child's progress. 7.3

Challenging and Visible goals 8.3 (NSW Govt Norm 7.5)

Strengths

- I discuss my learning goals with other teachers. 9.1
- I set high expectations for student learning. 9.4
- I establish clear expectations for classroom behaviour. 9.4

Areas for improvement

- I help students set goals for learning new technological skills. 6.9
- I work with students to identify a challenging learning goal relevant to the use of interactive technology. 7.3

Planned Learning Opportunities 8.2 (NSW Govt Norm 7.6)

Strengths

- I use two or more teaching strategies in most class periods. 9.1
- I use results from formal assessment tasks to inform my lesson planning. 9.1

Areas for improvement

- I make an effort to involve parents and other community members in creating learning opportunities. 7.0
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 6.8

Quality Feedback 7.8 (NSW Govt Norm 7.3)

Strengths

- I monitor the progress of individual students. 8.8
- Students receive feedback on their work that brings them closer to achieving their goals. 8.9
- I make sure that students with special learning needs receive meaningful feedback on their work. 8.6

Areas for improvement

- I help students use computers or other interactive technology to undertake research. 6.9
- I ask parents to review and comment on students' work. 5.9

Overcoming Obstacles to Learning 8.4 (NSW Govt Norm 7.7)

Strengths

- My assessments help me understand where students are having difficulty. 8.6
- I strive to understand the learning needs of students with special learning needs. 9.1
- I make an effort to include students with special learning needs in class activities. 9.3
- I discuss learning problems of particular students with other teachers 8.9
- I am effective in working with students who have behavioural problems. 8.6

Areas for Improvement

- Students use computers or other interactive technology to track progress towards their goals. 5.9
- I talk with students about barriers to their learning. 7.8

A PBL teacher survey also indicated that there is better behaviour management within the school and that there are clear expectations for classroom behaviour.

PARENT SURVEY

In 2021, twenty six parents completed the Tell Them From Me parent survey. This is not enough responses to give us a true indication of parental satisfaction. In saying this, however, the responses placed us above state norms in all areas. Below are some areas of strengths as well as areas for improvement that were identified by the 26 parents.

PARENTS FEEL WELCOME School Mean 7.9 (NSW Govt Norm 7.4)

Strengths

- I can easily speak with the school principal. 8.1
- The school's administrative staff are helpful when I have a question or problem. 8.0
- I feel welcome when I visit the school. 8.0
- Parent activities are scheduled at times when I can attend. 6.6
- I am well informed about school activities. 7.8
- Teachers listen to concerns I have. 7.8

PARENTS ARE INFORMED School Mean 7.3 (NSW Govt Norm 6.6)

Strengths

- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.5
- I am informed about my child's behaviour at school, whether positive or negative. 7.5
- I am well informed about my child's progress in school subjects. 7.6

Areas of improvement

- I am informed about my child's social and emotional development. 6.7
- Reports on my child's progress are written in terms I understand. 7.2
- I am informed about opportunities concerning my child's future. 7.1

SCHOOLS SUPPORT LEARNING School Mean 7.4 (NSW Govt Norm 7.3)

Strengths

- My child is encouraged to do his or her best work. 8.2
- Teachers show an interest in my child's learning. 7.76
- Teachers have high expectations for my child to succeed. 7.6

Areas of improvement

- Teachers expect my child to work hard. 7.4
- Teachers expect homework to be done on time. 7.2

SCHOOL SUPPORTS POSITIVE BEHAVIOUR School Mean 7.9 (NSW Govt Norm 7.7)

Strengths

- My child is clear about the rules for school behaviour. 8.3
- Teachers expect my child to pay attention in class. 7.8

Area of improvement

- Teachers devote their time to extra-curricular activities. 7.7
- Teachers maintain control of their classes. 7.7

SAFETY AT SCHOOL School Mean 7.8 (NSW Govt Norm 7.4)

Strengths

- My child feels safe at school. 8.0
- My child feels safe going to and from school. 8.2

- The school helps prevent bullying. 7.1
- Behaviour issues are dealt with in a timely manner. 7.5

INCLUSIVE SCHOOL School Mean 7.8 (NSW Govt Norm 6.7)

Strengths

- School staff create opportunities for students who are learning at a slower pace. 7.6
- Teachers try to understand the learning needs of students with special needs. 7.8
- Teachers help students who need extra support. 8.2

Area of improvement

- Teachers help students develop positive friendships. 7.4

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.