

# 2021 Annual Report

## Greenethorpe Public School



2070

# Introduction

The Annual Report for 2021 is provided to the community of Greenethorpe 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

---

Greenethorpe Public School

Main St

Greenethorpe, 2809

[www.greenethor-p.schools.nsw.edu.au](http://www.greenethor-p.schools.nsw.edu.au)

[greenethor-p.school@det.nsw.edu.au](mailto:greenethor-p.school@det.nsw.edu.au)

6343 6324

## School vision

Our vision is for students to be engaged and excited to come to school, where teaching is individualised, challenging and provides rich learning experiences.

At Greenethorpe Public School each student and staff member continues to be; a resilient learner, a problem solver and collaborator.

## School context

Greenethorpe Public School is a small rural school, situated on Wiradjuri land, between Cowra, Grenfell and Young. Our current enrolment is 15 students, with 13% identifying as Aboriginal or Torres Strait Islander. Our staff are committed to the pursuit of excellence and the provision of high-quality education for every student.

Our school is part of the Cowra Small Schools Network, where staff work with other teachers to develop teaching skills and knowledge and students participate in activities such as sport days, curriculum days eg Science and Technology and Indigenous education. Indigenous education and celebrations in the small school network include Indigenous dance groups, special guests, performers and Indigenous Elders from the surrounding community.

In recent times, Greenethorpe Public School was a part of the Young Small Schools Network. We continue to have connections to Young Small Schools through the participation of the Phillip Shield sports day each year.

Our school provides a range of extra-curricular opportunities to increase the students engagement in the wider community and to support ongoing personal development. This includes concerts, performances and sports such as regular swimming and tennis lessons.

Greenethorpe Public School has an active Parents and Citizens group that regularly fundraise to provide extra learning opportunities for students. Examples of this include: providing funds for bus trips for school excursions. The Parents and Citizen members regularly communicate with the school through meetings and ongoing contact with the school principal. Parents are regularly consulted with on school matters such as the situational analysis and strategic improvement plan.

Through our situational analysis and external validation, we have identified the need for an emphasis on:

- an increased use of data and evidence-based teaching
- informative, ongoing assessment
- collaboration with other schools
- increasing systems that ensure student wellbeing is monitored

These focus points will ensure students achieve, or exceed, expected growth in learning.

## 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

---

We strive to maximise learning outcomes for every student and build strong foundations for academic success. We will further develop and refine evidence-based teaching practices in reading and numeracy. Students will collaborate to set learning goals with teachers to increase ownership of their education.

### 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.

- Use of Data and Evidence-Based Teaching
- Assessment

### Resources allocated to this strategic direction

---

**COVID ILSP:** \$15,605.00

**Socio-economic background:** \$26,499.80

**Low level adjustment for disability:** \$13,652.00

**Professional learning:** \$2,467.00

**Literacy and numeracy:** \$1,035.75

**School support allocation (principal support):** \$1,064.00

**Location:** \$6,400.24

**Per capita:** \$3,451.00

### Summary of progress

---

Our key focus areas for Strategic Direction 1 are:

The **use of data and evidence-based Teaching** to successfully implement tailored teaching programs, monitor student learning and adjust lessons as necessary across the school.

In literacy, student data highlighted the need for a focus on vocabulary and fluency in reading. In Term 1, teachers completed Professional Learning (PL) sessions in reciprocal reading in wk 1, PL in PM bench marking in wk 5 and PL in running records in wk 8. In Terms 2 and 3, the Instructional Leader (IL) consolidated the learning teachers knowledge from Term 1 PL through classroom demonstrations and observations every 3 weeks. During Term 4, the Instructional leader delivered 3 PL sessions from content in the Literacy and Numeracy NSW Universal Supports website focused on resources to support teachers in teaching reading.

In numeracy, student data highlighted the need for a focus on quantifying numbers and additive strategies. During Term 1 and 2 the K-2 teacher completed PL in Working with Big ideas and the 3-6 teacher completed PL in Starting Strong. The PL was a combination of online group work 3 times per term and self paced learning in between these sessions. In Term 3 and 4 teachers participated in PL in additive strategies every 3 weeks. Teachers also collaborated with the IL every 5 weeks to utilise PLAN 2 indicators to assess student learning needs, develop explicit teaching plans, monitor student learning and analyse student growth in targeted areas.

Evidence of success in this initiative includes the teachers improving their teaching knowledge through collaboration during fortnightly staff meetings. Teachers also increased their skills in explicit teaching through fortnight collaboration between with the Instructional Leader. The K-2 teacher developed 5-week lesson cycles each term with a focus on indicators in PLAN 2. The 3-6 teacher completed 5-week teaching cycles during Terms 3 and 4.

Teacher evaluation of 2021 PL, shows that teaching and learning will benefit from continued focus on PL in reading with the focus to continue on vocabulary and Fluency. Numeracy PL will continue with a focus on whole number. Teachers noted 2021 PL was very valuable to their teaching but they did not have enough time to implement all updated pedagogy to the full extent.

In 2022, teachers will complete further PL in teaching reading, focus on vocabulary and fluency. Numeracy PL focus will be whole number.

The online **Assessment** resource, Essential Assessment was used successfully as an approach to up skill students in the use of formal assessment in numeracy. Essential Assessment enabled teachers to gain baseline data in an efficient, automated way. Teachers gained baseline data at the beginning of each maths topics every two weeks. Teachers were then equip to identify student's learning needs and develop individualised learning plans for students. Teachers

assessed student growth using the post assessment tool every 5 weeks. Teachers were able to provide timely/targeted student feedback at the beginning and end of each maths topic. Essential Assessment was also used successfully to support students in understanding learning goals and growth in numeracy.

Evidence of success in this initiative include teachers observations of students positive learning experience during teacher feedback on their numeracy assessments. Essential Assessment data also shows students made growth in understanding learning goals and improvement using Essential Assessment.

Data shows that teachers desire a review of the school numeracy teaching strategies. In response to a survey regarding the use of Essential Assessment, teachers identified some limitations in Essential Assessment such as students not being able to show their understanding of maths concepts in a variety of ways.

In 2022, teachers will collaborate with the other small schools in the Cowra network to analyse successful numeracy programs and assessment.

### **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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
<p><b>Reading</b></p> <p>Improvement in the percentage of students in the Cowra Small Schools Network achieving in the top two bands trending towards the lower bound target.</p>	<p>Data indicates 29.9% of students in the Cowra Small School Network are in the top two skill bands for reading. This data highlights that the Cowra small schools are on track to increase the percentage of students achieving in the top two bands in reading.</p>
<p><b>Numeracy</b></p> <p>Increase the proportion of the students achieving in the top 2 bands trending towards the Cowra Small Schools Network targets.</p>	<p>Data indicates 14% of students in the Cowra Small School Network scored in the top two bands in numeracy. This data indicates that the Cowra small schools are yet to achieve an increase of students achieving in the top two bands in numeracy.</p>
<p><b>Expected Growth in Reading</b></p> <p>Increase the proportion of the students achieving expected growth in NAPLAN Reading</p>	<p>The proportion of Year 5 students in the Cowra Small Schools Network achieving expected growth in NAPLAN reading is 71% which is above state expectations.</p>
<p><b>Expected Growth in Numeracy</b></p> <p>Increase the proportion of students achieving expected growth in NAPLAN numeracy, from the baseline trending towards the lower bound school-level target.</p>	<p>The proportion of Year 5 students in the Cowra Small Schools Network achieving expected growth in NAPLAN numeracy has increased by 35%.</p>

## Strategic Direction 2: Innovation through Collaboration

### Purpose

To develop a culture of high expectations through partnerships between staff, students, parents and carers, **where focussed collaboration builds confident and resilient learners.**

### 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.

- Collaboration
- Wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$3,100.00

**QTSS release:** \$2,578.00

**School support allocation (principal support):** \$12,540.00

**Aboriginal background:** \$934.00

**Location:** \$2,369.00

**Literacy and numeracy:** \$400.00

### Summary of progress

Our 2 initiatives for Strategic Direction 2 are

1. We used **collaboration** effectively to ensure 100% of teaching staff at Greenethorpe Public School actively participated in professional learning (PL), with colleagues in the Cowra Small School Network. This PL was delivered by the Instructional Leader and enabled the teaching staff to collaborate on teaching pedagogy and assessment. Staff enhanced collaboration with community stakeholders such as the local Indigenous community. Teaching staff also increased communication with parents through the implementation of Class Dojo. This enabled parents and teachers to communicate on a regular basis, celebrate students' learning and effectively communicate school events.

2. Teaching staff initiated several **Wellbeing** support strategies to ensure students and parents feel welcome, connected and informed. The teachers introduced the communication application *Class Dojo* as a whole school system that enabled teachers to increase the communication between school and parents. Teachers utilised *Class Dojo* to build effective learning partnerships through regular positive communication. Data highlights that parents and students feel connected to the school and student success is celebrated in a positive, supportive and encouraging learning environment.

Staff have identified the need to improve the schools administration and recording of student wellbeing support processes. In 2022, teaching staff will participate in professional learning to build their understanding of student behaviour. Teaching staff will collaborate to develop explicit lesson plans that focus on data driven behaviour needs, and clearly outline student behaviour expectations. Teaching staff will collaborate on ways to increase student and parent voice in the school, with a focus on learning.

### 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
<b>Attendance</b> Increase the percentage of students attending school more than 90% of the time to trend towards the school's lower-bound target.	The number of students attending greater than 90% of the time or more was 64.3% in 2020.  The number of students attending greater than 90% of the time or more was 61.5% in 2021.  This is a decrease by 2.8%
50% of the staff are actively involved in partnerships with other schools	100% of teaching staff were actively involved in professional learning partnerships with the Cowra Small Schools Network and the Cowra small

50% of the staff are actively involved in partnerships with other schools

school Instructional Leader in 2021.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$26,499.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Greenethorpe Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data and Evidence-Based Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing of additional teacher to work as a full-time Stage 1 teacher, identifying students learning needs</li> <li>• Teachers use evidence-based data from PLAN 2 to develop, implement and analyse 5-week targeted teaching sprints in literacy and numeracy K-6</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students demonstrating growth in line with syllabus outcomes through the implementation of.</p> <p>All teachers completing Professional Learning in literacy by completing Deslea Konza's Reading Rope and foundations in Reading, Vocabulary and Fluency.</p> <p>All teachers completing Professional Learning in numeracy by completing Starting Strong (Stage 1 teachers) and Working with Big Ideas (Stage 2/3 teachers)</p> <p>All teacher collaboratively develop teaching targets and activities (teachers and Instructional Leader)</p> <p>Teachers reviewing student work samples to monitor student understanding and share, review and analyse improvements in teaching and learning</p> <p>Year 3 NAPLAN data shows that the school is achieving higher averages than similar schools in literacy and numeracy. Year 5 NAPLAN data shows that all Year 5 students made considerable growth in literacy and numeracy. PLAN 2 data shows that students in K-2 demonstrated expected growth in literacy and numeracy target areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to engage the second teacher to ensure our trajectory towards achieving literacy and numeracy targets. Data shows that all students directly benefit from the additional teacher.</p>
<p>Aboriginal background</p> <p>\$934.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Greenethorpe Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Community consultation and engagement to support the development of cultural competency</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The school has strengthened community connections with the Indigenous community of Cowra and Grenfell in 2021. Ongoing communication with the AECG in Cowra and Indigenous Community leaders in the surrounding</p>

<p>Aboriginal background</p> <p>\$934.00</p>	<p>community and discussions with parents during IEP meetings enabled the school to increase the number of students openly discussing their Aboriginal heritage. At the start of 2021 13% of students openly discussed Indigenous heritage. This increase to 26% through the initiatives such as our story poles program, in which students created their own story in Indigenous art to be displayed in the garden at the front of the school. Through community involvement the school has maintained powerful, educational relationships with the Indigenous community and students. The school staff introduced students to wellbeing check ins during yarning circles.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Supporting Indigenous and non Indigenous students to imbed cultural understanding in everyday life. The school has plans to work with Indigenous community members to build a yarning circle in the playground to increase students skills in taking the time to listen to others, teachings from Stronger Smarter philosophy.</p>
<p>Low level adjustment for disability</p> <p>\$13,652.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Greenethorpe Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data and Evidence-Based Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging a learning and support teacher to work with small groups and individual students within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A focused reading support program implemented by a trained Student Learning Support Officer. Supporting teachers in explicitly teaching phonemes, digraphs, word attack and fluency following the MacLit program. Teaching staff successfully identify students learning needs, organise resources necessary to implement support programs and successfully and incorporate the program appropriate to the school/class. 75% of primary students will take part in a short (catch-up) MacLit tutoring. 25% of students scored in the low percentile. Therefore; were supported through ongoing tutoring.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the continued employment of trained SLSOs.</p>
<p>Location</p> <p>\$8,769.24</p>	<p>The location funding allocation is provided to Greenethorpe Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data and Evidence-Based Teaching</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing for teaching principal release.</li> <li>• Subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased learning opportunities for all students. The school providing learning opportunities by subsidising excursions to leadership workshops, Cultural education experiences, and sport training that included the</p>

<p>Location</p> <p>\$8,769.24</p>	<p>employment of trained sports coaches. Students demonstrated increase confidence in public speaking cultural awareness and physical skills such as swimming and playing small sided games.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue extending the school community to increase the inclusion of similar small schools in students cultural, sporting and science learning experiences.</p>
<p>Literacy and numeracy</p> <p>\$1,435.75</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Greenethorpe Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data and Evidence-Based Teaching</li> <li>• Assessment</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of second teacher to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• 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</li> <li>• Employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, numeracy assessment, teacher observation and NAPLAN data. The percentage of students attaining the top 2 bands in NAPLAN increased.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>QTSS release</p> <p>\$2,578.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Greenethorpe Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers embedded evidence-based, high impact teaching strategies within their classroom practice. Teachers reported lessons differentiated according to students' needs.</p>

<p>QTSS release</p> <p>\$2,578.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employing a specialist, Instructional Leader, to lead improvement in literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$21,800.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data and Evidence-Based Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> <li>• Releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• Providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• Employing staff to provide online tuition to student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The majority of the students in the program achieving significant progress towards their personal learning goals. Students demonstrated growth in the learning progressions sub-elements of phonological awareness, understanding texts and Quantifying Number. This data was captured in PLAN2</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for all students to continue to meet their personal learning goals will also be a priority.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	6	7	8	6
Girls	6	6	6	6

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.4	95.8	91.2	80.5
1	84.3	97.1	94.7	68.8
2	90.3	82.7	89	82
3	93.7	90.6	87	96.5
4		97.4	93.6	84.6
5	90.1		82.4	82.5
6		83.5	86.2	96.8
All Years	91.6	90.5	89.1	84.2
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		92.9	92	92.5
5	93.2		92	92.1
6		92.1	91.8	91.5
All Years	93.5	92.8	92	92.4

## Attendance

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

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

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

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

## Management of non-attendance

---

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.23

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

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

	2021 Actual (\$)
<b>Opening Balance</b>	76,428
<b>Revenue</b>	439,244
Appropriation	430,370
Grants and contributions	8,422
Investment income	52
Other revenue	400
<b>Expenses</b>	-448,867
Employee related	-400,255
Operating expenses	-48,612
<b>Surplus / deficit for the year</b>	-9,623
<b>Closing Balance</b>	66,804

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	41,086
Equity - Aboriginal	934
Equity - Socio-economic	26,499
Equity - Language	0
Equity - Disability	13,652
<b>Base Total</b>	320,100
Base - Per Capita	3,451
Base - Location	8,769
Base - Other	307,880
<b>Other Total</b>	45,811
<b>Grand Total</b>	406,997

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

The school asked parents to complete a survey to provide information about their satisfaction with the school. The survey asked parents to rate their satisfaction from 0-10. 0 being completely unsatisfied to 10 very satisfied. Questions are listed below with the average satisfaction score.

How do you rate the communication between school and home? 84%

To what extent does the school meet the needs of your child? 94%

How comfortable do you feel about contacting the school with questions, a problem or complaint? 100%

How well informed are you about how your child is getting on at school? 92%

Do you think the school is a safe place for your child? 96%

How comfortable does your child feel about asking staff at school for help and advice? 90%

# 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.