2021 Annual Report

Green Hill Public School

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Introduction

The Annual Report for 2021 is provided to the community of Green Hill 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

At Green Hill Public School we are committed to developing the potential of every student through a culturally inclusive and engaging environment. We foster strong connections with our whole school community to build open and trusting partnerships focused on maximising the achievements of our students. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

School context

Green Hill Public School is a small school located on the lands of the Dunghutti people in Kempsey on the Mid North Coast. The school has a family-orientated atmosphere and a strong sense of community. The staff are committed to delivering high quality education with a focus on literacy and numeracy programs as part of the Early Action for Success strategy.

Our school has a current enrolment of 27 students, all of whom identify as Aboriginal. Our students are drawn from the community of Greenhill and areas of west Kempsey. The Family Occupation Education Index (FOEI) for 2020 was 200, identifying our low socio-economic demographic.

Our school is a proud member of the Macleay Public Schools Community, providing students with the opportunity to participate in a range of extracurricular activities including sport, public speaking, debating and creative and performing arts. The local Language and Culture nest provide weekly Dunghutti language lessons.

In developing our Situational Analysis and planning our Strategic Improvement Plan consultation was undertaken with staff, parents, the local AECG and the Macleay Public Schools Super Six small schools principals. Planning has been guided by the School Excellence Framework, The Wellbeing Framework for Schools, What Works Best (2020 Update-CESE), Student Wellbeing Literature Review (CESE), Aboriginal Education and Training Policy Turning Policy into Action, the Walking Together Working Together Partnership Agreement and the Alice Springs (Mparntwe) Education Declaration (December 2019).

Through our situational analysis, we have identified three key areas to improve student growth and attainment: assessment, data skills and use, and learning and development. The situational analysis also identified that effective wellbeing strategies need to be systematically embedded as whole school practices.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations are wellbeing and engagement. Engagement with the Wellbeing Framework self-assessment tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to develop student agency and maximise learning outcomes, the systemic collection of data is used to identify and reflect on student achievement and progress to inform future teaching and learning.

Initiatives

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

- Data Driven Decision Making in Literacy and Numeracy (DDDM)
- Developing Student Agency

Resources allocated to this strategic direction

Professional learning: $6,122.22
Socio-economic background: $88,825.00
Low level adjustment for disability: $28,394.60
Per capita: $6,655.94
Aboriginal background: $47,661.00
QTSS release: $5,605.90
Literacy and numeracy: $3,297.59

Summary of progress

https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/progress-measure-statements#Progress1

As a collective group of small schools, internal and external data was triangulated to identify a baseline to inform targeted areas for improvement. Processes and protocols were developed and implemented for ongoing data collection, analysis and evaluation and used to identify targeted professional learning for our staff. Ongoing collection of student data is collated twice a term, with each school responsible for the analysis of cohort data. Staff collaborated across class (stage) teams to develop lesson units and have participated in lesson observation and feedback sessions with colleagues in our Professional Learning Community (PLC). Professional learning through CORWIN on Visible Learning, has given direction to our PLC where teachers discuss with students what they have learnt, why they have learnt it and where to next through the development of student peronalised learning goals. The aim of this process was to support students and teachers to develop a deeper understanding of quality learning and quality learners.

The Super 6 executive team has established a PLC with the goal of improving teaching and learning in classrooms with teachers identifying and applying a range of evidence-informed pedagogies to enhance student learning growth and attainment. Teachers have reported an increase in confidence in using student assessment data to inform future teaching with a targeted identified focus as well as teacher confidence to work collaboratively with colleagues across the six schools. While teacher feedback has acknowledged we have structures in place that support the ongoing analysis of student data, this is an area where procedures can be more effectively streamlined to increase support across the six schools.

The ongoing work of the Super Six executive team in strengthening protocols and procedures in data sharing and analysis across schools has improved this year. Professional learning, supported by ongoing support at a school level (the High Impact Professional Learning model) by our Instructional Leaders has been a highly supportive process. As evidenced by staff survey results, staff confidence to work collaboratively with colleagues and to be observed by colleagues has improved throughout the year. PLC evidence indicates professional learning in the Visible Learning framework is being implemented and reflected in the classroom, with quality learning intentions evident in learning spaces. Embedded evaluative practices have helped us to narrow the focus of future professional learning, the purpose of our PLC and data collection protocols.

Initial reflective questions in our QDAI processes weren't as constructive to deep evaluations. A change occurred mid-year when we embedded reflective pause points into our evaluative practices to ascertain the impact on teachers and student outcomes clarified our understanding of our purpose and drove the future direction of our initiatives. Transferring this into future evaluative discussions may continue to strengthen our ability to illustrate the impact of our activities.

The principal was able to provide release time for staff to collaborate and build capacity to meet the literacy needs of students, develop data driven high-quality instruction and for staff to participate in inter-school professional learning communities. There is an improved staff confidence and teaching practice across the school with teachers using learning intentions, success criteria and have a strong focus on formative assessment. Teachers now have embedded evidence-based, high impact teaching strategies within their classroom practice. Integrated Funding Support has been used to employ SLSO staff to provide additional support for students with high-level learning needs, resulting in regular and

ongoing evaluation of student PLaSPs and implementation of small group and one-to-one supported learning programs.

Next year, in this Strategic Direction, we will ensure APCI role across the Super 6 schools will support and facilitate the use of quality pedagogy in classrooms, with data informed adjustments incorporated into teacher practice.We will also ensure appropriate resourcing is allocated to continue to collaboratively design and deliver lessons, observe and provide feedback across schools as teacher feedback revealed this practice to be extremely valuable to improving their practice.

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
System Negotiated Target- Top 2 Bands **Reading** Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 1% from baseline. **Numeracy** Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 1% from baseline.	**Top 2 Bands:** In Year 3 there is an uplift of 7% of students achieving in the Top 2 bands in reading and 11% uplift in Numeracy (from our baseline data). In Year 5 there is an uplift of 29% of students achieving in the Top 2 bands in reading and a 24% uplift in Numeracy (from our baseline data).
System Negotiated Target- Growth **Reading:** Increased (uplift) percentage of students achieving expected growth in NAPLAN reading by 1% from baseline. **Numeracy:** Increased (uplift) percentage of students achieving expected growth in NAPLAN numeracy by 1% from	In Year 5 there is an uplift of 7% of students achieving at or above expected growth in Reading and 18% decrease in students achieving at/above expected growth in Numeracy.

baseline.	
School Level Target **Reading** **Early Stage 1:** Increase the percentage of students achieving levels 3-5 in the Understanding Texts sub-element of the literacy learning progressions by 2 % from the 2020 baseline. **Stage 1:** Maintain the percentage of students achieving levels 4-6 in the Understanding Texts sub-element of the literacy learning progressions from the 2020 baseline. **Stage 2:** Increase the percentage of students achieving levels 6-8 in the Understanding Texts sub-element of the literacy learning progressions by 2.5% from the 2020 baseline. **Stage 3:** Increase the percentage of students achieving levels 8-9 in the Understanding Texts sub-element of the literacy learning progressions by 2.5% from the 2020 baseline. **Numeracy** **Early Stage 1:** Maintain the percentage of students achieving levels 3-6 in the Quantifying Number sub-element of the numeracy learning progressions from the 2020 baseline. **Stage 1:** Increase the percentage of students achieving levels 6-8 in the Quantifying Number sub-element of the numeracy learning progressions by 2.5% from the 2020 baseline. **Stage 2:** Increase the percentage of students achieving levels 8-10 in the Quantifying Number sub-element of the numeracy learning progressions by 2% from the 2020 baseline. **Stage 3:** Increase the percentage of students achieving levels 11-12 in the Quantifying Number sub-element of the numeracy learning progressions by 2.5% from the 2020 baseline.	Our 2021 internal data against the Literacy and Numeracy progressions indicates: **Understanding Texts** Early Stage 1: a downward trend of 15% Stage 1: a downward trend of 16% Stage 2: an uplift of 4% Stage 3: an uplift of 18% **Quantifying Number** Early Stage 1: a downward trend of 24% Stage 1: a downward trend of 8% Stage 2: a downward trend of 11% Stage 3: a downward trend of 16% In 2021, the Super Six schools strengthened the procedures and protocols in data collection using the literacy and numeracy progressions. Prior to 2021, when establishing a baseline, teachers placed students on the progressions at the level they were working at, where in 2021 the collective decision was made to place students on the progressions at the level where they have achieved a high percentage of indicators. This shift in recording protocols may account for the downward trend indicated in the data, as it significantly differs from external assessment achievement. We are assuming with tight protocols now in place, the validity of this data will improve over the span of our School Improvement Plan.
School Excellence Framework **Assessment:** The PLC is working at sustaining and growing at all four themes in Assessment **Data Skills and Use:** The PLC is working at sustaining and growing in the areas of Data Use in Teaching and Data Use in Planning **Learning and Development:** The PLC is working at sustaining and	The Super Six Professional Learning Community has achieved the target of working at **sustaining and growing** in all four areas of **assessment**. Staff have triangulated student data as evidence of student learning to inform their teaching on a 5 week cycle. Programs are adapted to meet the needs of individual students, with personalised learning goals promoting students to learn at their own level of learning. A range of assessments are to inform practice, including internal and external quantitative sources. These sources capture targeted information about student learning achievement. Teachers confer regularly with students on the progress they are making against their individual learning goals, developed on

growing at all four themes in Learning and Development	assessment information. The school has established whole school tracking of student progress on the Literacy and Numeracy Progressions, with progress being updated every 5 weeks. The Super Six Professional Learning Community has achieved the target of working at **sustaining and growin**g in **Data use in teaching and planning of assessment.** Data collection across the schools identifies gaps in student learning which are analysed and targeted units of work are shared across the schools. Feedback on student learning is shared within the school community indicating student progress against their personal learning goals. Personalised Learning and Support Plans and Personal Learning Plans are also developed for students. The super Six Professional Learning Community has achieved the target of working at **sustaining and growing** in all four themes in **Learning and Developmen**t. Teachers have engaged in professional discussions and collaborative planning groups to improve their teaching and student learning within the school and across schools in the Super six network. Teachers have also participated in interschool teacher observations through our professional learning community. Mentoring has been embedded into our school practice to improve teaching across the school. Teachers meet with the Principal or Instructional Leader to analyse student data and plan their next teaching and learning cycle. Across the Super Six, aspiring leaders have begun leading professional learning for staff in the areas of data analysis and feedback.

Strategic Direction 2: Culturally Connected Wellbeing

Purpose

In order to embed a culture of high expectations, where students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. Strong consultative relationships will be built between school, families and community to ensure that the cognitive, emotional, social, physical and spiritual wellbeing of all students is supported in a culturally safe context.

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.

- Whole School Wellbeing Processes
- Responsive Partnerships - Belonging and Purpose

Resources allocated to this strategic direction

Professional learning: $297.00
Low level adjustment for disability: $1,980.00
Socio-economic background: $2,171.52
Aboriginal background: $63,885.48
Location: $1,088.87

Summary of progress

Our wellbeing focus changed direction slightly throughout the year with a heavy focus being placed on student attendance and on students as individuals as well as our collective whole school practices. Many of our activities, parent and community forums had to be altered throughout the second half of the year. We did recognize the issues we were facing however, adjusted our plans accordingly to meet the needs of our students.

Our school attendance procedures were reviewed and rewritten, an attendance team was established with protocols and procedures revised and communicated to staff, families and students. Student voice was used to gather feedback from students regarding a reward system for attendance. Our attendance indicates 44% of students attend > = 90%. This is below state average by 13%. However, 9.8% above our SSSG.Our overall attendance rate is 81.1% which is 8% below State and 5.7% above our SSSG.

Our ATSI student attendance indicates 37.65% > = 90%. This is below state average by 14% and above our SSSG by 8.8%. We will continue on our upward trajectory in 2022 by strengthening procedures, tracking and analysing our data on a five-week cycle.

Throughout 2021 staff reviewed current wellbeing systems. We conducted a school audit of current wellbeing practices and identified which domains they covered. We attended professional learning in the areas of Trauma Informed Practice (TIP) and Zones of Regulation.

Staff have strongly implemented knowledge from these course into their everyday classroom practices.

Our responsive partnerships were showing strong growth in semester one until COVID guidelines came into play. We have not been able to attend local AECG meeting but have tabled our school reports into their meetings.

In moving forward our school will embed our new strategies, staff will be supported through PL using the Wellbeing Excellence Framework and partnerships will be strengthened with our community through events including NAIDOC Week, Mother's, Father's and Grandparents Day, Reconciliation Week, Christmas events, school-based events including assemblies and sports days.

In 2022 students will continue to be our core focus. Our aim is to increase measurable improvements in wellbeing and engagement to support learning. Improved wellbeing and engagement will be achieved through a climate of care and positivity, increasing the recognition of positive behaviour and engagement across the school.

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
System Negotiated Target: Attendance Achieve an uplift in the number of students attending more than 90% of the time by 4% from the 2020 baseline.	This year we had a decline of 28% from our baseline data for students attending more than 90% of the time. We now track student attendance in five week intervals; with attendance goals and tiered action plans being developed and implemented in line with the Attendance Matters strategies.
School Level Target Establish 2021 baseline data using TTFM Wellbeing data (advocacy, belonging, expectations).	We established our baseline in the TTFM surveys at a school level and across the Super Six. Green Hill Public School students reported the following: • In Advocacy at School we scored 7.4 which is below Replica school mean of 7.6. • 83% of students had a positive sense of belonging. We are above the Replica mean. • In Expectations for Success our school scored 8.6 which is equal to the Replica mean. The cluster report generated for the Super Six will provide baseline data for the remainder of the school plan.
School Excellence Framework In the element of **Wellbeing** in the **Learning Domain** we demonstrate sustaining and growing in **A Planned Approach to Wellbeing** and **Individual Learning Needs.** In the element of **Educational Leadership** in the **Leading Domain** we demonstrate sustaining & growing in the theme of **Community Engagement.**	In the element of **Wellbeing**, we are demonstrating **sustaining and growing** in **A Planned Approach to Wellbeing** and **Individual Learning Needs**. Our school is collecting, analysing and using data from students, parents and staff to monitor and refine wellbeing and engagement to improve learning. We are developing our evidence-based approaches, programs and assessments and regularly review individual learning needs. In the element of **Educational Leadership** we are demonstrating **sustaining and growing** in the theme of **Community Engagement**. Our progress in this area has steadily grown throughout the year, with a strong commitment from school and community emerging despite the circumstances. Parent and community have had limited opportunity to engage in on site school related activities to build a cohesive educational community. However the school regularly sought feedback from students parents and the community during work from home.

Funding sources	Impact achieved this year
Integration funding support $16,276.00	Integration funding support (IFS) allocations support eligible students at Green Hill Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for development of Personalised Learning and Support Plans, and for case meetings. • staffing release to build teacher capacity around behaviour intervention strategies and implementing curriculum adjustments **The allocation of this funding has resulted in:** The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Students were supported in both classroom and playground. **After evaluation, the next steps to support our students with this funding will be:** The provision of ongoing SLSO support for students. Regular review of PLSP and use of funds to ensure responsive decision making and allocation of resources that is appropriate for all students with additional learning needs.
Socio-economic background $90,996.52	Socio-economic background equity loading is used to meet the additional learning needs of students at Green Hill Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making in Literacy and Numeracy (DDDM) • Responsive Partnerships - Belonging and Purpose • Developing Student Agency **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement teaching/learning plans in Literacy and Numeracy to support identified students • resourcing to increase equitability of resources and services • supplementation of extra-curricular activities • professional development of staff to support student learning • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in:** The Super Six school cluster has highlighted the importance of data driven decision making. It allowed staff to analysis internal and external data to inform areas of targeted improvement. Staff implemented systems to collect, analyse and evaluate student data and used this information to identify targeted professional learning needed. The funding also allowed for staff to work with carers to promote community engagement and to provide support to ensure equitable access for students. **After evaluation, the next steps to support our students with this**

Socio-economic background $90,996.52	**funding will be:** To continue to engage extra staff to support students progress towards achieving targets in literacy and numeracy. To continue to promote community engagement through effective resourcing.
Aboriginal background $111,546.48	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Green Hill 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Responsive Partnerships - Belonging and Purpose • Data Driven Decision Making in Literacy and Numeracy (DDDM) **Overview of activities partially or fully funded with this equity loading include:** • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency **The allocation of this funding has resulted in:** The allocation of this funding has resulted in: the employment of additional SLSOs to mentor and support students. The employment of an Aboriginal Education Officer has facilitated an increase in Aboriginal families engaging in the Personalised Learning Plan process with 100% of families participating, either through planned meetings or informal conversations. Tell Them From Me data indicated 83% of Aboriginal students feel like their culture is valued at school. The number of negative behaviour incidents was significantly reduced through mentoring, with zero incidents in Semester 2. **After evaluation, the next steps to support our students with this funding will be:** To continue to employ extra SLSOs to support continued improvement in literacy and numeracy achievement. To continue and enhance the mentoring program to support positive behaviour and student leadership.
Low level adjustment for disability $30,374.60	Low level adjustment for disability equity loading provides support for students at Green Hill Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Decision Making in Literacy and Numeracy (DDDM) • Whole School Wellbeing Processes **Overview of activities partially or fully funded with this equity loading include:** • targeted students are provided with evidence-based interventions to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in:** Employing an additional teacher which has allowed the school to achieve a more consistent approach to student learning support and the implementation of planned interventions. Collaborative learning support activities have been implemented across the school as a part of our

Low level adjustment for disability $30,374.60	Strategic Direction 1. We implemented data informed practices to systematically record student learning progress using the Literacy and Numeracy progressions to inform learning support decision making. Through this process, the school has achieved a more consistent approach to student learning support and interventions and subsequent collaborative learning support activities. **After evaluation, the next steps to support our students with this funding will be:** Extend the approach to ensure consistency in teaching across the school for all students. To further expand the impact of the learning support team, the school will provide additional support for identified students.
Location $1,088.87	The location funding allocation is provided to Green Hill Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Responsive Partnerships - Belonging and Purpose **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • technology resources to increase student engagement **The allocation of this funding has resulted in:** Increased extra curricular opportunities and choices for students. **After evaluation, the next steps to support our students with this funding will be:** Developing and delivering further extra curricular opportunities to promote student engagement and attendance.
Literacy and numeracy $3,297.59	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Green Hill Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Developing Student Agency **Overview of activities partially or fully funded with this initiative funding include:** • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in PLC interschool visits • resources to support the quality teaching of literacy and numeracy **The allocation of this funding has resulted in:** Teachers enhancing their knowledge of and their teaching practice in literacy and numeracy by participating in observation of their colleagues. Teachers collaborating with colleagues to analyse student data and create teaching sprints to improve student achievement. **After evaluation, the next steps to support our students with this funding will be:** Focus on embedding teacher professional learning into effective and sustained classroom practice.
Early Action for Success (EAfS) $146,898.44	The early action for success (EAfS) funding allocation is provided to improve students' performance at Green Hill Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Early Action for Success (EAfS) $146,898.44	• Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams across the 6 schools in the Super Six PLC **The allocation of this funding has resulted in:** Support at classroom level, shoulder to shoulder with teachers as they developed their capacity to deliver high quality teaching and learning in literacy and numeracy. Instructional leader led professional learning across six small schools to support data collection and analysis. **After evaluation, the next steps to support our students with this funding will be:** As 2021 was the final year of this funding, the new APCI position will lead improvements in student achievement in literacy and numeracy.
QTSS release $5,605.90	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Green Hill Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Developing Student Agency **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in:** improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Staff have mentoring from executive members during collaborative planning time. Executive staff and teaching staff completed walkthrough to ensure that students and teachers were on track with their targets. Staff have had time to reflect on school data and to use this to drive future directions for the school. **After evaluation, the next steps to support our students with this funding will be:** This staffing allocation will be utilised to embed the whole school Data Driven Decision Making (DDMM) and our Professional Learning Community (PLC).
COVID ILSP $38,516.61	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - focus areas of quantifying number, phonic knowledge, phonemic awareness and writing. **The allocation of this funding has resulted in:**

COVID ILSP $38,516.61	The majority of the students in the program achieving steady progress towards their personal learning goals **After evaluation, the next steps to support our students with this funding will be:** To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Frequent analysis of student assessment and recording data on PLAN2 and build in time for this information to be shared between COVID ILSP, class teachers and APCI. Utilise skills of APCI in using evidence and data to gain deep knowledge of each students learning support needs.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	17	15	12
Girls	15	12	12	12

Student attendance profile

School				
Year	2018	2019	2020	2021
K	78.7	84.6	80.3	72.8
1	83.1	80.8	80.3	78.5
2	85.7	77.1	75	71.1
3	92.6	83.3	80.4	73.9
4	79.5	87.6	81	76.4
5	83.4	52.1	83.1	44.3
6	79.5	37.3	66.7	68.2
All Years	83.7	78.2	78.6	69.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 **Actual** ($)
Opening Balance	89,185
Revenue	976,882
Appropriation	966,182
Sale of Goods and Services	327
Grants and contributions	10,358
Investment income	15
Expenses	-885,082
Employee related	-832,494
Operating expenses	-52,588
Surplus / deficit for the year	91,800
Closing Balance	180,984

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	31,748
Equity Total	232,918
Equity - Aboriginal	111,546
Equity - Socio-economic	90,997
Equity - Language	0
Equity - Disability	30,375
Base Total	500,127
Base - Per Capita	6,656
Base - Location	1,089
Base - Other	492,382
Other Total	170,561
Grand Total	935,354

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

We survey our parents/caregivers, students and staff around school satisfaction. Student voice is an important part of our school culture and our overall results were very positive.

Our 2021 Tell Them From Me (TTFM) survey data demonstrated that student satisfaction student satisfaction remains high, based on strong, trusting relationships with their teachers, support staff and peers. The 2021 TTFM data supports this as our students were at or above the replica school in each of the three categories - Advocacy at School, Expectations for Success and Sense of Belonging. Our community regularly provides feedback to the school through meetings with staff, verbal feedback in conversations at the school gate or by phone contact with the school.

Staff have identified a great sense of pride and high levels of job satisfaction in our school. This is reflected in their positive relationships with students and community.

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.