

2021 Annual Report

Helensburgh Public School



2153

Introduction

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

As a collaborative school community, Helensburgh Public School will strive to improve, excel and deliver outstanding and engaging learning.

Our mission is to provide an exceptional education which inspires students and prepares them for a rewarding future as successful and respected members of our community.

School context

Helensburgh Public School is located in the northern suburbs of Wollongong.. Students, teachers and parents work together to promote school excellence. Helensburgh Public school provides opportunities for students to participate in performing arts groups, sport, kitchen garden, student decision making and other curricular and extra curricular activities.

There is a range of student learning needs at Helensburgh Public School. Funding is allocated to support personalised learning for students requiring additional learning support, and there are effective literacy intervention programs. At the end of 2020, a second Multi Categorical support class was approved and it has been operating from the beginning of 2021.

There are 15 Aboriginal students enrolled at Helensburgh Public School. An Aboriginal education committee was established at the end of 2020 and developed a Reconciliation Action Plan (RAP). The aim of this strategy is to enhance knowledge and understanding of Aboriginal culture and history, and improve literacy and numeracy outcomes for Aboriginal students.

The situational analysis identified three areas of focus. The vision of the school builds upon the last school plan in using assessment to drive explicit teaching.

1. Student Growth and Attainment

Through a school inquiry into the School Excellence Framework, elements of Data Skills and Use and Assessment, it was confirmed that teachers could further develop their skills in using assessment to plan explicit and differentiated lesson sequences in reading and numeracy. This will involve teachers undertaking professional learning in: data analysis and effective classroom practices such as explicit teaching, curriculum differentiation and feedback.

2. A Culture of Continuous Improvement

In reviewing, the What Works Best literature on High Expectations and related student, parent and teacher surveys, the school's next steps will be to have a shared understanding and responsibility for improving teaching, leading and learning. This will involve developing projects related to strengthening: high impact professional learning, leaders' skills and capabilities and parent educational partnerships.

3. Student Centred Curriculum

Student Tell Them From Me Survey, student focus groups and a teacher inquiry identified student engagement and belonging as areas for further inquiry. Teachers will conduct an analysis of the Student Wellbeing Framework and, plan a whole school approach for implementing student wellbeing and student voice. A finding recognised a need for strengthening teachers' knowledge and understanding of the English and Mathematics curriculum to plan lessons at point of need and cater for gifted and talented students.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student growth and attainment in reading and numeracy, assessment practices will be connected to the curriculum, and used to inform next steps in 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 for Teaching

Resources allocated to this strategic direction

Low level adjustment for disability: \$188,597.80

QTSS release: \$57,547.00

Socio-economic background: \$41,643.00

English language proficiency: \$5,534.61

Literacy and numeracy intervention: \$70,634.34

Aboriginal background: \$14,917.00

Professional learning: \$12,177.00

Per capita: \$20,573.00

Literacy and numeracy: \$11,750.00

Summary of progress

In 2021, work was undertaken by classroom teachers in refining formative assessment practices and planning effective teaching strategies with a focus in Mathematics. The collaborative inquiry professional learning model of Teaching Sprints involved: diagnosing student need, planning evidence-based teaching practices and evaluating the improvements made to teaching and learning. Additionally, teachers conducted professional learning in numeracy progressions and promoting consistent and comparable judgement in additive strategies. The percentage of students in the top two bands for reading and numeracy increased. School evaluation internal data indicated improvements were made in the school's formative and summative assessment processes in Mathematics. The work of the Instructional Leader supporting teachers through professional learning and in classrooms was highly valued and will continue next year.

In 2022, Teaching Sprints will continue to be used as our evidence-based model of professional learning. Under the guidance of the Instructional Leader, teachers will use data walls to collaboratively plan and evaluate targeted interventions for students needing both remediation and extension

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 |
|---|--|
| Improvement in the percentage of students achieving in the top 2 bands in NAPLAN reading to be above system identified target baseline Improvement in the percentage of students achieving in the top 2 bands in NAPLAN numeracy to be above system identified target baseline | <ul style="list-style-type: none">• 42.96% of students are now in the top two skill bands (NAPLAN) for reading and 34.07% for numeracy, indicating achievement of the annual progress measure.• Data indicates that 42.96% of students in top 2 bands reading and 34.07% of students in top 2 bands numeracy showing growth from baseline data. |
| Increase in the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated baseline | <ul style="list-style-type: none">• The percentage of students achieving expected growth in reading increased to 59.02% indicating an increase against baseline data.• The percentage of students achieving expected growth in numeracy decreased to 41.67% indicating a decline against baseline data. |

| | |
|--|--|
| <p>Increase in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the system-negotiated baseline</p> | |
| <p>Improvement as measured by the School Excellence Framework:</p> <p>Assessment</p> <p>Focus Theme: Summative Assessment - Sustaining and Growing</p> | <p>Assessment</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of Summative Assessment to be sustaining and growing. |
| <p>Improvement as measured by the School Excellence Framework</p> <p>Effective Classroom Practice</p> <p>Focus Element: Explicit Teaching - Sustaining and Growing</p> <p>Data Skills and Use</p> <p>Focus Element: Data analysis - Sustaining and Growing</p> <p>Focus Element: Data use in teaching - Sustaining and Growing</p> <p>Focus Element: Data literacy - Sustaining and Growing</p> | <p>Effective Classroom Practice:</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of Explicit Teaching to be sustaining and growing. <p>Data Skills and Use:</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of Data Analysis to be sustaining and growing. • Self-assessment against the School Excellence Framework shows the theme of Data Use in Teaching to be sustaining and growing. • Self-assessment against the School Excellence Framework shows the theme of Data Literacy to be sustaining and growing. |

Strategic Direction 2: A Culture of Continuous Improvement

Purpose

In order to achieve school excellence in domain elements from Learning, Teaching, Leading and the system negotiated attendance target, teachers and leaders will undertake collaborative, high impact professional learning driven by student need and school community education partnerships will be strengthened to ensure there is a shared responsibility for building a culture of continuous school improvement.

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.

- Building Teacher Capacity
- Building Whole School Expectations

Resources allocated to this strategic direction

QTSS release: \$28,000.00

Professional learning: \$17,000.00

Per capita: \$9,000.00

Summary of progress

In 2021, professional learning was undertaken in explicit teaching from the Building Teacher Capacity initiative. Teachers jointly developed an explicit teaching model and from lesson observations conducted by the Instructional Leader, baseline data was collected in order to measure improvement over the life of the plan. Professional learning sessions involved teachers: co-developing an understanding of what explicit teaching looks like in practice and using videos of practice to jointly reflect and provide collaborative lesson observation feedback from specific parts of the explicit teaching model. School evaluations of this initiative indicated teachers improved their implementation of explicit teaching in Mathematics, particularly in the modelled and review lesson elements.

In the Building Whole School Expectations initiative the wellbeing team reviewed the school's attendance strategies and conducted staff professional learning. In addition, a home reading project with a reading Olympics theme and class competition was promoted across the school community. The attendance strategies were impacted by remote learning and were adapted according to this situation. The home reading project was evaluated and the results indicated that the frequency of home reading improved despite some of the associated complexities of remote learning.

In 2022, teachers will continue to participate in collaborative professional learning with the aim of improving teachers' implementation of explicit and differentiated teaching strategies in Mathematics. To enhance the connection between the school and community, a range of parent engagement strategies will be implemented such as strengthening the school's use of Seesaw.

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 attending greater than 90% of the time above the baseline target. | <ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased by 0.11%. |
| Improvement as measured by the School Excellence Framework: Learning Culture Focus Theme: Attendance - Sustaining and Growing | Learning Culture <ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the theme of Attendance to be delivering. |
| Improvement as measured by the | Professional Standards |

| | |
|--|--|
| <p>School Excellence Framework:</p> <p>Professional Standards</p> <p>Focus Theme: Improvement of Practice - Sustaining and Growing</p> <p>Learning and Development</p> <p>Focus Theme: Collaborative Practice and Feedback - Sustaining and Growing</p> <p>Focus Theme: Professional Learning - Sustaining and Growing</p> <p>Focus Theme: Coaching and mentoring - Sustaining and Growing</p> | <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of Improvement of Practice to be sustaining and growing. <p>Learning and development</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of Collaborative Practice and Feedback to be sustaining and growing. • Self-assessment against the School Excellence Framework shows the theme of Professional Learning to be sustaining and growing. • Self-assessment against the School Excellence Framework shows the theme of Coaching and Mentoring to be sustaining and growing. |
| <p>Improvement as measured by the School Excellence Framework:</p> <p>Element: School Planning, Implementation and Reporting;</p> <p>Focus Theme: School Plan - Sustaining and Growing</p> <p>Element: Educational Leadership</p> <p>Focus Theme: Performance Management and Development - Sustaining and Growing</p> | <p>School Planning, Implementation and Reporting</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of School Plan to be sustaining and growing <p>Educational leadership</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the theme of Performance Management and Development to be sustaining and growing • Self-assessment against the School Excellence Framework shows the theme of High Expectations Culture to be sustaining and growing • Self-assessment against the School Excellence Framework shows the theme of Instructional leadership to be sustaining and growing |

Strategic Direction 3: A Student Centred Curriculum

Purpose

In order to increase the proportion of students reporting high expectations for success, advocacy and belonging and enhance curriculum differentiation, there will be a planned approach to implementing student wellbeing and voice strategies, and catering for the learning needs of all students to ensure that students are known, valued and cared for.

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.

- Student Voice and Wellbeing
- Developing a Rich Curriculum

Resources allocated to this strategic direction

Per capita: \$6,000.00

Literacy and numeracy: \$2,500.00

Summary of progress

In the Student Voice and Wellbeing initiative, the wellbeing committee started a review of the school's wellbeing policy, and during remote learning created an online school wellbeing hub. The hub, published on the school website, had a range of wellbeing resources and engaging activities that were used to maintain students' positive connection to the school and their peers during remote learning. Due to prioritising other strategic directions and adapting planned wellbeing activities during remote learning, the student wellbeing policy review was not completed.

The school's Mathematics assessment results were analysed and as a result, the school's K-6 Mathematics scope and sequence was adjusted to prioritise student learning needs and ensure concepts are revised regularly. Teachers jointly developed a common lesson planning proforma that incorporated the school's explicit teaching model.

In 2022, it is planned that an updated student wellbeing policy will be developed in consultation with all stakeholders. Professional learning will support teacher implementation of the new NSW curriculum. The updated Mathematics scope and sequence will support teachers as they collaboratively plan explicit and differentiated lessons using the school's lesson plan proforma.

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 |
|--|--|
| Proportions of students reporting expectations for success, advocacy and sense of belonging to be above the system negotiated baseline. | • 80.4% of students reporting positive wellbeing outcomes has decreased by 2.2% across the positive wellbeing measures demonstrating a decline against the baseline measure. |
| Improvement as measured by the School Excellence Framework Wellbeing Focus Element: A planned approach to student wellbeing - Delivering | • Self-assessment against the School Excellence Framework shows the theme of: a Planned Approach to Student Wellbeing to be delivering. |
| Improvement as measured by the School Excellence Framework Curriculum Focus Element: Teaching and Learning | Curriculum • Self-assessment against the School Excellence Framework shows the theme of Teaching and Learning Programs to be sustaining and growing. |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$193,624.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Helensburgh 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: all eligible students demonstrating progress towards their learning goals. Personalised Learning and Support Plans were regularly updated and responsive to student learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing School Learning and Support Officers to support personalised learning and the Learning Support Team reviewing the school's procedures of developing Personalised Learning and Support Plans.</p> |
| <p>Socio-economic background</p> <p>\$41,643.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Helensburgh Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment for Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Partially employing a school funded Instructional Leader to lead literacy and numeracy professional learning and provide lesson demonstration, observation and feedback. <p>The allocation of this funding has resulted in: an improvement in the percentage of students achieving in the top 2 bands in NAPLAN reading and numeracy to be above system identified target baseline. Year 3 students performed above the state average in Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ an Instructional Leader to formally coach and mentor teachers with the aim of improving student learning outcomes for students in this equity group.</p> |
| <p>Aboriginal background</p> <p>\$14,917.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Helensburgh 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"> • Assessment for Teaching |

| | |
|--|--|
| <p>Aboriginal background</p> <p>\$14,917.00</p> | <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • staffing release to develop a Reconciliation Action Plan inclusive of developing a school specific acknowledgement of country. • allocating funds for Acknowledgement of Country signs in the hall, garden and school office. • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: an authentic Personal Learning Pathway process where goals were planned, implemented and evaluated every 5 weeks.</p> <p>After evaluation, the next steps to support our students with this funding will be: implementing the school's Aboriginal Reconciliation Action Plan which will include embedding Personal Learning Pathway school processes and making links with local Aboriginal elders.</p> |
| <p>English language proficiency</p> <p>\$5,534.61</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Helensburgh 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"> • Assessment for Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • funding an Instructional Leader to support literacy professional learning to support students from EAL/D backgrounds <p>The allocation of this funding has resulted in: delivering reading professional learning led by the Instructional leader. This led to K-2 teachers developing consistent, explicit and systematic phonics lessons and formative assessment strategies for all students including those from EAL/D backgrounds.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing the Instructional Leader position who will support teachers' to cater for EAL/D learners through explicit and systematic teaching of literacy.</p> |
| <p>Low level adjustment for disability</p> <p>\$188,597.80</p> | <p>Low level adjustment for disability equity loading provides support for students at Helensburgh Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment for Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teachers <p>The allocation of this funding has resulted in: supporting students requiring remediation and extension in literacy and numeracy. For example, Stage 2 and 3 students participated in the Mathematics extension groups leading to improvements to their learning as measured through school based assessments. Additionally, students reading skills were supported through the intervention program of Maqlit. Students requiring extension made gains in their comprehension skills through explicit targeted teaching in small groups.</p> |

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|--|---|
| <p>Low level adjustment for disability</p> <p>\$188,597.80</p> | <p>After evaluation, the next steps to support our students with this funding will be: employing Learning and Support teachers to implement literacy remediation programs of Minilit and Maqlit and support targeted interventions in Mathematics.. In addition, employing the Instructional Leader to coach and mentor learning and support teachers and provide in-class support for students with a low level adjustment for disability.</p> |
| <p>Literacy and numeracy</p> <p>\$14,250.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Helensburgh Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment for Teaching • Developing a Rich Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Staff having an improved knowledge of numeracy progressions through in-school professional learning sessions organised by the school funded Instructional Leader. In addition, releasing the executive team to analyse external data of NAPLAN, PAT and Check in assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: implementing numeracy professional learning to improve teachers' knowledge of the curriculum, numeracy teaching strategies and planning differentiated lessons.</p> |
| <p>QTSS release</p> <p>\$85,547.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Helensburgh 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"> • Assessment for Teaching • Building Teacher Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing in the form of a school funded Instructional Leader, supporting the implementation of high-quality teaching in Mathematics <p>The allocation of this funding has resulted in: The instructional leader making a positive impact by improving teachers' knowledge and practice of explicit teaching in Mathematics. Evaluations included lesson observation, teacher surveys and improvements to student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: planning weekly collaborative Mathematics professional learning sessions involving assessing student needs, planning evidence based teaching strategies, observing each other's practice on video and reviewing the impact of the professional learning..</p> |
| <p>Literacy and numeracy intervention</p> <p>\$70,634.34</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Helensburgh Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students</p> |

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| <p>Literacy and numeracy intervention</p> <p>\$70,634.34</p> | <p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment for Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the partial employment of a school funded instructional leader to support the delivery of evidence-based literacy and numeracy data driven practices <p>The allocation of this funding has resulted in: Year 3 students achieving above the state average in Mathematics, and writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a school funded Instructional Leader to mentor leaders and teachers in improving literacy and numeracy teaching and learning</p> |
| <p>COVID ILSP</p> <p>\$102,266.47</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 literacy and numeracy tuition <p>The allocation of this funding has resulted in: Students making gains in their reading skills through the intervention program of MiniLit. In addition, students requiring additional support in numeracy making improvements in their knowledge and skills in Number and Algebra.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a teacher to deliver small group targeted intervention in literacy through the MaqLit and MiniLit intervention programs. In addition, planning and implementing small group targeted interventions in Mathematics.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2018 | 2019 | 2020 | 2021 |
| Boys | 243 | 227 | 228 | 242 |
| Girls | 232 | 211 | 214 | 207 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.3 | 95.8 | 96 | 93.4 |
| 1 | 94.6 | 94.1 | 96.1 | 94.7 |
| 2 | 92.3 | 94.6 | 94.7 | 93.7 |
| 3 | 93.7 | 93.2 | 95.7 | 93 |
| 4 | 93.4 | 91.6 | 95 | 94 |
| 5 | 93.4 | 91.8 | 94.5 | 92.4 |
| 6 | 93.7 | 95 | 95.2 | 91.5 |
| All Years | 93.6 | 93.6 | 95.3 | 93.3 |
| 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) | 4 |
| Classroom Teacher(s) | 17.35 |
| Literacy and Numeracy Intervention | 0.63 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 0.8 |
| School Counsellor | 1 |
| School Administration and Support Staff | 5.32 |

*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 | 224,675 |
| Revenue | 4,572,474 |
| Appropriation | 4,438,870 |
| Sale of Goods and Services | 7,379 |
| Grants and contributions | 125,120 |
| Investment income | 305 |
| Other revenue | 800 |
| Expenses | -4,484,295 |
| Employee related | -4,167,276 |
| Operating expenses | -317,019 |
| Surplus / deficit for the year | 88,179 |
| Closing Balance | 312,855 |

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 | 193,624 |
| Equity Total | 250,693 |
| Equity - Aboriginal | 14,918 |
| Equity - Socio-economic | 41,643 |
| Equity - Language | 5,535 |
| Equity - Disability | 188,598 |
| Base Total | 3,429,401 |
| Base - Per Capita | 110,444 |
| Base - Location | 0 |
| Base - Other | 3,318,957 |
| Other Total | 386,718 |
| Grand Total | 4,260,436 |

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

The Tell Them From Me parent survey had 127 responses. The survey includes seven separate measures, which were scored on a ten-point scale. The seven separate measures were put into several categories and the average scores ranged from 6 to above 7. The biggest strength identified from the survey included: School Supports Positive Behaviour and areas for further school evaluation included Parents are Informed and Parents Support Learning at Home.

There were two Tell Them from Me student surveys conducted at the middle and end of the year. Students from grades 4 to 6 completed this survey and it contained topics related to social and emotional outcomes and drivers of student learning outcomes. In relation to questions aligned to social and emotional outcomes, the school had strengths in the categories: Students With Positive Relationships and Students with Positive Behavior at School and areas for further evaluation included: Students with Positive Homework Behaviours and Students are Interested and Motivated. In questions about drivers of student outcomes, strengths identified were: Anti Bullying, Advocacy at School and Positive Teacher-Student Relations. Areas for further development included: Positive Learning Climate and Expectations for Success.

The Tell Them From Me teacher survey was conducted in November 2021. Questions were grouped into the eight drivers of student learning which include: Collaboration, Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informs Practice and Learning Culture. For seven out of the eight drivers of student learning teachers had an average score of 8 or above out of 10. Technology was the lowest score with 6.4

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.