

2021 Annual Report

Holbrook Public School



2170

Introduction

The Annual Report for 2021 is provided to the community of Holbrook 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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6036 2021

School vision

At Holbrook Public School, we believe in an evidence-informed, student-centred, collaborative and holistic approach to education. We challenge and support all students to flourish as individuals, achieve their expected growth, and reach their full potential.

This is accomplished by creating a positive, high expectations culture, where students, staff, parents and carers unite in partnership to enable each child to connect, succeed, thrive and learn.

School context

Holbrook Public School is located between the regional centres of Wagga Wagga and Albury, on the Hume Highway, approximately 70 kilometres north of the New South Wales and Victorian border. Holbrook is situated within Wiradjuri country. It is the centre of a richly diverse rural economy, boasting some of the best grazing land in New South Wales.

In 2021, there are 152 students enrolled. This includes twenty-one students (14%) from Aboriginal or Torres Strait Island descent, and four students (3%) who have English as an additional language or dialect. Students come from a broad range of socio-economic backgrounds.

The school culture is one of a safe, positive and inclusive learning environment, where children can learn and develop as individuals. This is promoted through the school's core values: Care, Courtesy, Consideration and Cooperation. The school is committed to a collaborative partnership with all stakeholders, and the pursuit of continued individual growth for all students, through a balanced, challenging, engaging and diverse curriculum.

Students experience a variety of curricular and co-curricular opportunities at the school, such as sporting events at a local, regional and state level, leadership initiatives, such as Student Representative Council, Peer Support and Buddy programs, music and arts initiatives, such as the whole school performance, djembe drumming, recorder, choir, debating and public speaking.

Within the Holbrook community, Holbrook Public School is viewed as a school which values each student and seeks the best educational and wellbeing outcomes for all. The school has a strong reputation for its high expectations and success. Holbrook Public School is committed to active participation in a broad range of community events and activities.

Holbrook Public School has an active Parents and Citizens (P&C) association, expansive grounds, excellent facilities, and a dedicated staff who focus on quality programs in literacy, numeracy and student wellbeing. Holbrook Public School is a proud and active member of the Morgan Country Community of Schools and the Albury Network of Schools.

Through our situational analysis, we have identified the need to use data-driven practices and explicit teaching, to ensure all students have access to learning at their individual point of need. Through a NAPLAN, PAT-Reading and PAT-Maths gap analysis, it has been identified that the core focus areas of reading and numeracy will be further strengthened. Continuing themes from the previous school plan include: a focus on embedding evidence-based practice, wellbeing, enhancing data literacy and analysis to inform teaching, and continuing to make further improvements to curriculum and assessment.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| 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 | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

To build strong foundations for success, through maximising student learning outcomes for every student in reading and numeracy.

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 Skills and Use
- Explicit Teaching

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$23,544.78

Low level adjustment for disability: \$67,163.00

Integration funding support: \$149,261.00

Aboriginal background: \$19,781.00

Socio-economic background: \$29,323.00

English language proficiency: \$2,400.00

Literacy and numeracy: \$3,485.00

QTSS release: \$27,917.38

Summary of progress

The focus for 2021 was on developing the skills of teachers in the effective use of data to inform explicit teaching in reading and numeracy. A range of new assessments have been implemented across the school to enable teachers to determine the individual needs of students in the classroom. The introduction of these assessments required Professional Learning on how to effectively interpret the data and then how to use this data effectively to improve student outcomes through explicit teaching at point of need. Staff capacity has been built through professional learning at the whole school, stage, and individual levels. Data has been collected and represented visually, throughout the school informing strategic teaching, interventions, and resourcing.

Explicit teaching is fundamental to teaching, and this year we have continued to build on the professional learning of Curiosity and Powerful Learning. New staff required training, allowing a honing of skills in Learning Intentions, Success Criteria, and Feedback. A whole-school approach with planning and programming - including evidence of modelled, guided, and independent learning - is developing in classrooms and programs. Explicit teaching requires the use of data and data analysis to drive future directions. This in turn requires collaboration. Several teachers embraced the use of data to direct explicit teaching. Teachers are becoming more adept at giving and receiving feedback and reflecting on their practice, in an effort to enhance student growth.

Next year in these initiatives we will continue to build teacher capacity in the areas of explicit teaching and data skills and use them to drive whole school improvement and work towards achieving system negotiated targets.

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 |
|---|--|
| • Students (Years 3 and 5) achieving in the top two bands in NAPLAN reading increases from 45.7% (baseline) to 46% - 51% (range). | • The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 39.58% and is progressing toward the lower-bound system negotiated target. |
| • Students (Years 3 and 5) achieving in the top two bands in NAPLAN numeracy increases from 35% (baseline) to 36% - 41% (range). | • The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 37.5% and is progressing toward the lower-bound system negotiated target. |
| | |

| | |
|--|---|
| <ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN reading increases from 62.2% (baseline) to 63% - 68% (range). | <ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN reading is 72.73% indicating progress achievement of the system negotiated target. |
| <ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases from 57.4% (baseline) to 58% - 63% (range). | <ul style="list-style-type: none"> • The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 71.43% indicating progress achievement of the system negotiated target. |
| <ul style="list-style-type: none"> • Increase the mean proportion of students achieving above the average scale score for PAT reading from 49% (2020 baseline) to 52%. | <ul style="list-style-type: none"> • The proportion of students achieving above-average scale scores in PAT Reading is 57.8% indicating progress achievement of the system negotiated target. |
| <ul style="list-style-type: none"> • Tell Them From Me teacher data indicates an improvement from 77% (baseline) to 78% in the area of 'Data Informs Practice'. | <ul style="list-style-type: none"> • Tell Them From Me data shows an increase of 2% in the area of 'Data Informs Practice'. |

Strategic Direction 2: Wellbeing

Purpose

To develop a strategic and planned approach to whole school wellbeing processes that support all students to connect, succeed, thrive and learn.

Initiatives

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

- A Planned and Proactive Approach to Wellbeing
- Positive Education

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.83

Integration funding support: \$33,348.00

Per capita: \$36,500.00

Professional learning: \$1,045.00

Summary of progress

Wellbeing is a focus at Holbrook Public School. 2021 has seen the implementation of several new initiatives, such as Smiling Minds and Blueearth, to build the capacity of staff and students to increase and develop their sense of wellbeing. The school has employed a School Chaplain and engaged in professional learning to enhance our understanding of the strong relationship between well-being and learning. A more holistic approach has allowed staff to support students more systematically and thoroughly.

The implementation of Sentral has allowed a much more planned and proactive approach to well-being. Attendance is monitored and tracked regularly, leading to steps actively taken to encourage improved attendance. Programs and policies have been monitored, updated, and implemented to inform staff of interventions, behaviour management, and support with learning and well-being.

Next year in this initiative we will continue to build on the staff effectively using Sentral for recording and monitoring attendance and wellbeing on a daily basis. We will continue to employ a School Chaplain to work with targeted students.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|---|
| • Increase the proportion of students in Years 4-6 indicating positive wellbeing (sense of belonging, advocacy and expectations for success) from 82.7% (baseline) to 84% - 88% (range). | • 86.71% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating achievement of the system negotiated target. |
| • Increase the proportion of students with an attendance rate of 90% or higher from 77.6% (baseline) to 80% - 85% (range) by 2021. | • The number of students attending greater than 90% of the time or more has decreased by 17%. |
| • Improve the school's overall attendance rate from 93.5% (2020 baseline) to 94%. | • The school's overall attendance rate was 92%, demonstrating a slight decline. |
| • Tell Them From Me student data indicates improvement from 77% (baseline) to 78% in the area of 'positive sense of belonging'. | • 75.86% of students indicate a positive sense of belonging at school, demonstrating a slight decline in this annual progress measure. |

Strategic Direction 3: Collaboration

Purpose

To create a culture of collaboration between students, staff and the community, through sharing best practice, knowledge and strategies, which accelerate learning and 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.

- Assessment Literate Learners
- Collaborative Practice

Resources allocated to this strategic direction

Per capita: \$700.00

Professional learning: \$2,000.00

Location: \$30,645.00

: \$4,135.00

Beginning teacher support: \$12,000.00

Summary of progress

The focus for 2021 was on the use of highly effective teaching practices and collaborative practices to improve teaching standards and student outcomes. Focusing on High Impact Professional Learning and collaborative practices, school teams were guided through the process of developing consistent evidence-informed practices across the school and driving school improvement. A range of collaborative opportunities has been structured into our weekly timetable, including additional collaborative stage releases, Curiosity and Powerful Learning triads (lesson observations and feedback) focused on evidence-based practices, and professional learning opportunities through stage and staff meetings.

Next year in this initiative we will continue to provide planned, frequent, and ongoing opportunities for collaboration, and this will be provided through formalised communities of practice in the areas of mathematics and literacy.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|--|
| • Tell Them From Me teacher data indicates improvement from 73% (baseline) to 75% in the area of teacher collaboration. | • Tell Them From Me data shows a decrease in the area of 'teacher collaboration'. |
| • All home class teachers participate in collegial lesson observations, demonstrating the implementation of Curiosity and Powerful Learning theories of action rubrics and What Works Best documents. | 100% of home class teachers attended and participated in collegial lesson observations demonstrating Curiosity and Powerful learning implementation. |
| • Tell Them From Me parent data indicates improvement from 56% (baseline) to 58% in the area of 'parents supporting learning at home'. | • Tell Them From Me data shows an increase of 5% in the area of 'parents supporting learning from home' |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$182,609.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Holbrook 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"> • Data Skills and Use • A Planned and Proactive Approach to Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: 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.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team and executive meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$29,323.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Holbrook 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy programs to support identified students with additional needs • professional development of SLSO staff through literacy and numeracy to support student learning <p>The allocation of this funding has resulted in: Students in Years 3 and 5 NAPLAN Reading and Numeracy achieving above statistically similar school groups (SSSG). Students achieving the NAPLAN target for top 2 bands in Numeracy Year 5 students achieving above the system negotiated targets for expected growth in reading and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage staff, both teaching and SLSOs, to support students in this equity cohort with high quality literacy and numeracy support.</p> |
| <p>Aboriginal background</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Holbrook Public School. Funds under this</p> |

| | |
|---|---|
| <p>\$19,781.00</p> | <p>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"> • Data Skills and Use <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 • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: an increase in Aboriginal student results in NAPLAN and a higher level of engagement in school activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: for all staff to undertake professional learning around the Aboriginal Education Policy and to reflect on our school community and how it relates to current practice in the school. Continue to support Aboriginal students through personalised learning support.</p> |
| <p>English language proficiency</p> <p>\$2,400.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Holbrook 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: improved confidence of students learning English as an additional language or dialect in literacy activities and an increase in student achievement through school based targets</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing support for students learning English as an additional language or dialect in the areas of literacy and numeracy.</p> |
| <p>Low level adjustment for disability</p> <p>\$67,163.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Holbrook 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MultiLit program to increase learning outcomes <p>The allocation of this funding has resulted in:</p> |

| | |
|---|---|
| <p>Low level adjustment for disability</p> <p>\$67,163.00</p> | <p>The school achieved a more consistent approach to student learning support and interventions with an increase in collaborative learning support activities.</p> <p>The school's value-add in Years 3 to 5 has improved.</p> <p>An increase of students achieving at or above expected growth in NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand and improve the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p> |
| <p>Location</p> <p>\$30,645.00</p> | <p>The location funding allocation is provided to Holbrook Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for an assistant principal to lead early years teaching staff <p>The allocation of this funding has resulted in: increase in professional support in early years teaching staff providing an opportunity to build teacher capacity through leadership opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: reflect on the current use of funds, and through Tell Them from Me student, parent and teacher surveys, identify future needs, supporting the school to increase collaboration and overcome isolation.</p> |
| <p>Literacy and numeracy</p> <p>\$3,485.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Holbrook 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional School Learning and Support Officers to engage students in the MultiLit program <p>The allocation of this funding has resulted in: an increase in targeted students meeting personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to support students in the early years with intensive school learning support officer literacy interventions.</p> |
| <p>QTSS release</p> <p>\$27,917.38</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Holbrook 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"> • Explicit Teaching |

| | |
|--|--|
| <p>QTSS release</p> <p>\$27,917.38</p> | <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices using Curiosity and Powerful Learning theories of action. <p>The allocation of this funding has resulted in: improved staff confidence, trust, collaboration, and targeted teaching practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage in collegial lesson observations and triads through Curiosity and Powerful Learning and What Works Best practices.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$23,544.78</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Holbrook Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: improved student results and engagement towards whole school literacy and numeracy targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of additional teaching staff to extend the number of students supported through small targeted groups and COVID Intensive Learning Support Programs, focusing on literacy and numeracy.</p> |
| <p>COVID ILSP</p> <p>\$70,799.80</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: students receiving support in achieving personalised learning goals, and improved student engagement levels through small group intervention</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of small group intensive interventions in literacy and numeracy, ensuring strong processes for data skills and use are in place to measure the growth of teaching.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2018 | 2019 | 2020 | 2021 |
| Boys | 75 | 83 | 89 | 88 |
| Girls | 70 | 54 | 62 | 57 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.4 | 95.2 | 94.1 | 91.5 |
| 1 | 92.7 | 93.2 | 95.3 | 90.7 |
| 2 | 94.3 | 96.1 | 92.7 | 91 |
| 3 | 91.7 | 94.1 | 97.3 | 87.6 |
| 4 | 91.6 | 93.4 | 94.1 | 93.4 |
| 5 | 92.1 | 93.5 | 95.3 | 92.6 |
| 6 | 94.1 | 93.3 | 95.5 | 89.8 |
| All Years | 92.9 | 94.1 | 94.8 | 90.9 |
| 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) | 1 |
| Classroom Teacher(s) | 5.8 |
| Literacy and Numeracy Intervention | 0.21 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 0.4 |
| School Counsellor | 1 |
| School Administration and Support Staff | 1.91 |

*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 | 354,513 |
| Revenue | 2,025,227 |
| Appropriation | 1,975,965 |
| Sale of Goods and Services | 13,174 |
| Grants and contributions | 35,082 |
| Investment income | 205 |
| Other revenue | 800 |
| Expenses | -2,162,092 |
| Employee related | -1,976,933 |
| Operating expenses | -185,159 |
| Surplus / deficit for the year | -136,865 |
| Closing Balance | 217,647 |

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 | 182,609 |
| Equity Total | 118,668 |
| Equity - Aboriginal | 19,781 |
| Equity - Socio-economic | 29,323 |
| Equity - Language | 2,400 |
| Equity - Disability | 67,164 |
| Base Total | 1,303,174 |
| Base - Per Capita | 37,224 |
| Base - Location | 30,645 |
| Base - Other | 1,235,305 |
| Other Total | 243,007 |
| Grand Total | 1,847,459 |

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

Parents indicated they feel welcome within the school and the school has processes that promote and support positive student behaviour at school. Parents are pleased that the school has high expectations for learning and encourages all students to do their best. The Tell Them From Me surveys highlighted further communication is needed so parents are informed about the social and emotional development of their children.

Students reported that staff at the school consistently provide encouragement and can be turned to for advice. They feel the staff emphasise academic skills and hold high expectations for all students to succeed. They are aware of clear expectations for behaviour and learning at school and have a strong sense of belonging.

Teachers survey results indicated that the school has a very positive learning culture and is inclusive, providing clear expectations with behaviour and supporting students with learning needs. The survey highlighted further development is needed in collaboration and feedback from leadership within the school structure.

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.