

2021 Annual Report

Telarah Public School



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Introduction

The Annual Report for 2021 is provided to the community of Telarah 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 Telarah Public School we provide successful learning through quality teaching, positive relationships and wellbeing. We will implement our strategic directions to enact shifts in practice that improve student learning outcomes. Quality teaching will be informed by collaborative, research based practice specific to student learning needs. Positive relationships will focus on consultation and participation in teaching and learning to continue to develop a learning culture of high expectations and continuous improvement. Wellbeing will build on effective partnerships across school, home and external services to enable students to connect, thrive and succeed.

School context

Telarah Public School develops students to be Safe, Positive Learners delivered through quality teaching, high levels of resourcing and strong school community support built on positive relationships that value education. Telarah Public School is situated in the western Maitland suburb of Telarah. The school is a P-6 setting with enrolment of approximately 500 students and a FOEI of 160 with 18 mainstream classes, two K-6 Support Classes for Emotional Disturbances (ED), an Early Intervention Unit (EIU) and a two unit Preschool. Enrolment is 25% Aboriginal and Torres Strait Islander background, 4% non-English speaking backgrounds and there is some notable transience mainly due to government housing availability. Our Preschool is one of only 100 NSW Department of Education Preschools and has achieved the rating of Exceeding in all Quality Areas.

Telarah Public School has a strong commitment to providing quality education and provides a significant number of additional staff to support the improvement of literacy and numeracy outcomes across all Key Learning Areas. Teaching and Learning is embedded across engaging whole school programs through Project Based Learning and is developed through a range of wider curriculum activities including the Stephanie Alexander Kitchen Garden Program, School Musical and Project Based Learning Culmination Events. Whole school wellbeing is implemented through Positive Behaviour for Learning with the values of Safe, Positive Learners underpinning a supportive school culture of high expectations.

As a school our high level areas for improvement are attendance, quality teaching with improved student learning outcomes and positive relationships that focus on student learning. We have identified a need to communicate the impact of reduced attendance on student learning and will continue working with families and school services to increase attendance rates. Targeted professional learning and use of data driven practices will inform teaching and learning to improve student learning outcomes. Further work will take place on developing quality summative and formative assessment tasks and data collection practices with consistency of judgement across the school. Wellbeing is a continued focus for students and staff with consistent use of resources and practices that enable improved teacher efficacy and increased capacity for student learning.

Self-assessment and school achievement

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

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Initiatives

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

- Quality Teaching
- Assessment and Data
- Student Performance

Resources allocated to this strategic direction

Early Action for Success (EAFs): \$205,816.00

Professional learning: \$43,800.00

Aboriginal background: \$116,500.00

Socio-economic background: \$122,618.00

Summary of progress

Our focus in 2021 was on Quality Teaching, Assessment and Data and Student Performance. This involved high impact professional learning for teachers each term with a focus on literacy and numeracy, developing consistent assessment processes and data use to inform teaching and learning and 5-weekly monitoring of student performance as well as comparative evaluation of internal and external student assessment data. As a result teachers are continuing to improve their use of evidence informed, research based practice and students are improving in growth measures and grade expected achievement of syllabus outcomes.

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
<ul style="list-style-type: none">• PL for literacy and numeracy in K-2 and 3-6 teams delivered each term with survey feedback, implementation evidence and student learning data informing ongoing PL to build teaching capacity• Teaching and learning programs demonstrate explicit teaching of literacy and numeracy, with adjustments and specific strategies developed through collaboration to support continuous improvement in practice	<ul style="list-style-type: none">• PL for literacy and numeracy in K-2 and 3-6 teams has been successfully delivered each term with survey feedback gathered and analysed to inform and drive the term ahead, ensuring that all staff needs are met. Along with staff feedback, student data in literacy and numeracy is triangulated with shared practice observations to ensure that ongoing PL builds teaching capacity in order to improve student learning outcomes.• Teaching and learning programs are consistently monitored to support staff to demonstrate explicit teaching of literacy and numeracy, with adjustments and specific strategies developed through collaboration to support continuous improvement in practice. The inclusion of shared practice observations and consistent PL in literacy and numeracy has enabled staff to confidently embed explicit teaching of literacy and numeracy within their programs.
<ul style="list-style-type: none">• All stage teams implement assessment schedule across literacy and numeracy• All teachers analyse student assessment data and compare results with grade team members through the implementation of teaching sprints• All literacy and numeracy data is reviewed at whole school level with trends identified and addressed through LAST intervention and stage sprints	<ul style="list-style-type: none">• All stage teams are successfully implementing the set literacy assessment schedule for reading and writing. All stage teams are currently working together to develop a more comprehensive assessment schedule that with focus on numeracy.• All teachers are becoming more confident when analysing student assessment data and comparing results with grade team members through the 5 weekly implementation of teaching sprints. This process is ongoing to ensure excellence in this area.• All literacy data is reviewed 5 weekly at whole school level with trends identified and addressed through LAST intervention and stage sprints. Numeracy data is moving towards whole school levels of analysis and is

<ul style="list-style-type: none"> • All stage teams implement assessment schedule across literacy and numeracy • All teachers analyse student assessment data and compare results with grade team members through the implementation of teaching sprints • All literacy and numeracy data is reviewed at whole school level with trends identified and addressed through LAST intervention and stage sprints 	<p>currently still at stage group levels.</p>
<ul style="list-style-type: none"> • Improve the % of students in Top 2 bands of Numeracy to be 7.8% or above • Improve the % of students in Top 2 bands of Reading to be 13.5% or above • Improve the % of Aboriginal students in Top 3 bands of Numeracy to be 18.5% or above • Improve the % of Aboriginal students in Top 3 bands of Reading to be 29.7% or above. 	<ul style="list-style-type: none"> • 12.12% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating achievement of the annual progress measure. • 20.20% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure. • 25.93% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating achievement of the lower bound target (of 20.75%). • 22.22% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target (of 33.22%).
<ul style="list-style-type: none"> • Improve the % of students achieving expected growth in Numeracy to be 39.3% or above • Improve the % of students achieving expected growth in Reading to be 54.2% or above 	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy is 61.1%. This has increased by 21.8% indicating exceeding achievement of the annual progress measure. • Percentage of students achieving expected growth in reading is 75%. This has increased 20.8% indicating exceeding achievement of the annual progress measure.

Strategic Direction 2: Positive Relationships

Purpose

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

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.

- High Expectations
- Positive Behaviour

Resources allocated to this strategic direction

Literacy and numeracy: \$13,000.00
Socio-economic background: \$624,232.50
Professional learning: \$3,190.00
Aboriginal background: \$21,000.00
Integration funding support: \$134,863.00
Low level adjustment for disability: \$331,533.00
QTSS release: \$95,412.42
Per capita: \$110,695.89
Literacy and numeracy intervention: \$70,634.34

Summary of progress

Telarah PS has seen a significant impact through embedding Positive Behavior for Learning (PBL) throughout our school. Staff, students and families have clear and specific information about school expectations and strategies to support student achievement of educational goals. Next year the focus will be on increasing student, staff and families voice through a variety of opportunities to provide input and feedback on student learning and their education experience.

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
Increased parent involvement on Seesaw demonstrating parent and wider school engagement: <ul style="list-style-type: none">• 50% in the first year Educational based activities for family participation will have increased parent involvement demonstrating parent and wider school engagement - Read With Me, Literacy and Numeracy Activities, Student Led Conferences, Community Consultation Meetings, Project Based Learning, Stephanie Alexander Kitchen Garden Program: <ul style="list-style-type: none">• 30% in the first year Community Meetings attended each semester by families.	At the beginning of 2021 we had a total of 168 parents engage with our online learning platform Seesaw. By the end of 2021 parent engagement had increase to 346 which was a growth of 48.5%. Moving forward in 2022 staff will reflect and work together to devise a plan to further increase parent engagement with Seesaw to ensure that we are making authentic connections with our families. Our focus in 2021 was on increasing parent involvement in educational based activities. Next year this will continue to be a focus as parents were not able to be on site through an extensive part of 2021.

<ul style="list-style-type: none"> • Improve the % of student wellbeing to above the baseline of 86.9% • Increase implementation of Positive Behaviour for Learning (PBL) program across school and home settings: 100% of classes explicitly taught PBL focus lesson each week, 50% of families access PBL information and resources provided each week. 	<ul style="list-style-type: none"> • 85.21% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward this school-based progress measure. • 100% of classes are explicitly taught our weekly PBL focus lesson and the focus and key strategies for the week communicated to families with: flyer, sent home, on SZapp and visual on Facebook. More than 50% of families access the PBL information across these sources and the PBL language of the values: Safe, Positive Learners and Zones of Regulation is used regularly by families when communicating with school.
<ul style="list-style-type: none"> • Improve the % of student attendance at 92% and above to above the baseline of 59.6% 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 2.37% to 56.23% <p>Our focus in 2021 was to continue to improve attendance. This involved classroom teachers engaging with families each week in regards to absence and supports to overcome barriers to attending by implementing student identified strategies and following up with attendance officer procedures. As a result teacher knowledge of impacts on attendance increased and specific strategies to support individual students needs were able to be developed. Next year the focus will be on continuing to be proactive in contacting families around attendance and providing more information about the impact of absence on school social media platforms.</p>

Strategic Direction 3: Quality Systems

Purpose

Whole school systems are embedded to increase effectiveness and functionality with resources strategically used to achieve improved student outcomes and high quality service delivery.

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.

- Continuous Improvement
- Innovative Thinking and Organisational Best Practice

Resources allocated to this strategic direction

Socio-economic background: \$65,000.00

Aboriginal background: \$15,000.00

Summary of progress

Our focus in 2021 has been on continuous improvement across all aspects of the school and developing innovative thinking and organisational best practice. This involved reviews of teaching, learning and administrative systems and establishing reflection and evaluation processes to generate innovation and feedback on organisation at stage and school levels. As a result systems continue to be refined and new ways of operating identified to improve the educational delivery and experience. Next year the focus will be on increasing opportunities for wider sources of feedback from students, staff and families to further increase the quality systems within the school that improve educational outcomes for 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
Evidence collected against the SEF indicates moving towards Sustaining and Growing in Leadership Element: Educational Leadership.	Our focus in 2021 was on educational leadership. This involved the inclusion of high impact literacy and numeracy training with all staff once per term. As a result all staff have been supported to engage in evidence based strategies that were then implemented within all classes K-6 to support improved teaching and learning in literacy and numeracy. Next years focus will continue to be on engaging all staff (with the inclusion of all SLSO staff) in high impact literacy and numeracy training once per term.
Evidence collected against the SEF indicates moving towards Excelling in Leadership Elements: School Planning, Implementation and Reporting, School Resources and Management Practices and Processes.	Our focus in 2021 was on continuing to develop and enhance school systems to deliver high quality educational outcomes and experiences. This involved regular reviews of school systems and implementing feedback. As a result school teams increased collaborative practice and school operational outcomes and this will continue to be a focus next year.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$134,863.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Telarah 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"> • High Expectations <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 <p>The allocation of this funding has resulted in: students who require moderate to high levels of adjustment are provided additional support in all classrooms K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: a focus will continue to be on providing additional SLSOs in all classes K-6 to support further improvements in student outcomes.</p>
<p>Socio-economic background</p> <p>\$822,850.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Telarah 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"> • High Expectations • Student Performance • Positive Behaviour • Continuous Improvement • Innovative Thinking and Organisational Best Practice • Assessment and Data • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 5 weekly data collection in Reading and Writing <p>The allocation of this funding has resulted in: teachers developing a deeper understanding of the impact that current programs are having on student outcomes. 5 weekly data is analysed and LaST teams are able to identify focus students for intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to collect 5 weekly data in reading and writing and to develop a school wide procedure to collect and analyse data in numeracy in order to support further improvements in student outcomes.</p>
<p>Aboriginal background</p> <p>\$186,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Telarah 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"> • Quality Teaching • High Expectations

<p>Aboriginal background</p> <p>\$186,500.00</p>	<ul style="list-style-type: none"> • Continuous Improvement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: ACLO supports for students and staff to understand and engage students in a culturally supportive environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: providing students with an ACLO 5 days per week to support further improvements in students outcomes and to provide students with culturally appropriate support.</p>
<p>Low level adjustment for disability</p> <p>\$331,533.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Telarah 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"> • High Expectations <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 • employment of LaSTs to provide specific support and interventions • support for students with Individual Education Plans, Personalised Learning Plans and Behaviour Support Plans. <p>The allocation of this funding has resulted in: additional staff and professional learning to support the development and implementation of student support plans to improve educational outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued commitment to deliver effective Learning and Support Team interventions and programs through additional staffing and ongoing professional learning to increase student learning outcomes.</p>
<p>Professional learning</p> <p>\$46,990.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Telarah 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"> • Quality Teaching • Assessment and Data • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • High impact professional learning in literacy and numeracy provided to all staff once per term. • Planning days for all stage teams are provided once per term. <p>The allocation of this funding has resulted in: all staff, including LaST and students teachers, engaged in high impact literacy and numeracy training once per term provided by ILs.</p>

Professional learning \$46,990.00	<p>After evaluation, the next steps to support our students with this funding will be: continuing to provide high impact professional learning to support further improvements towards teaching and learning programs and improved learning outcomes for all students.</p>
Literacy and numeracy \$13,000.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Telarah 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"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • employment of additional Learning and Support intervention teachers • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in High Impact Literacy and Numeracy professional learning each term <p>The allocation of this funding has resulted in: high impact literacy and numeracy professional learning provided each term to all teachers and SLSOs.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing data evaluation to direct the focus of professional learning that informs literacy and numeracy teaching targeting the point of need for learners.</p>
Early Action for Success (EAfS) \$205,816.00	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Telarah Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams <p>The allocation of this funding has resulted in: IL developing high impact literacy and numeracy training and delivered to all K-6 staff. IL provides in class mentoring to staff requiring support within the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: establishing AP C&I role to follow on from IL in order to support further improvements towards developing teaching and learning programs and improving student learning outcomes.</p>
QTSS release \$95,412.42	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Telarah Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release</p> <p>\$95,412.42</p>	<p>including:</p> <ul style="list-style-type: none"> • Positive Behaviour <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: teachers having strong support in developing practices that are meeting the point of need for learners and increasing the value of education within our school community.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to refine and enhance our Positive Behaviour for Learning program to improve teacher efficacy and increase positive communication with families that builds a culture of aspirational education outcomes.</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 Telarah 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"> • Positive Behaviour <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaSTs to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: specific and targeted literacy and numeracy programs and interventions which has increased students achievement of grade benchmarks.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing development and delivery of K-2 literacy and numeracy programs supported by additional staff and evidence based, research informed best practice.</p>
<p>COVID ILSP</p> <p>\$368,749.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in:</p>

<p>COVID ILSP</p> <p>\$368,749.00</p>	<p>additional staff employed to provide small group intervention as part of COVID ILSP.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continuing to utilise additional staff employed to provide small group intervention as part of COVID ILSP.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	221	221	214	222
Girls	200	198	204	207

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.4	89.7	89	88.3
1	88.1	88.2	90.8	88
2	88	88.9	89.1	88.5
3	91.2	88	90.6	88.3
4	89.8	89.2	89.9	87.3
5	88.1	89.1	86.5	87.2
6	87.1	89.2	90.4	85.8
All Years	88.9	88.9	89.5	87.6
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)	6
Classroom Teacher(s)	23.78
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	8.88

*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	534,568
Revenue	7,643,747
Appropriation	7,522,818
Sale of Goods and Services	66,342
Grants and contributions	54,533
Investment income	55
Expenses	-7,720,588
Employee related	-6,526,434
Operating expenses	-1,194,154
Surplus / deficit for the year	-76,841
Closing Balance	457,727

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	163,040
Equity Total	1,554,370
Equity - Aboriginal	199,853
Equity - Socio-economic	1,022,983
Equity - Language	0
Equity - Disability	331,533
Base Total	3,817,272
Base - Per Capita	110,696
Base - Location	0
Base - Other	3,706,576
Other Total	1,537,031
Grand Total	7,071,713

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

Tell Them From Me surveys will be utilised to establish baseline data and a consistent system for feedback. Families have significantly increased their engagement with online platforms and provided significant positive feedback around Positive Behaviour Learning focus areas and strategies. Students have also identified that the practical strategies developed through our PBL Zones of Regulation are supporting them in improving their self-regulation and increasing positive engagement at school. Moving forward, additional ways to engage our families and students in providing input and feedback will include surveys, focus groups and student-led conferences. Staff continue to identify that PBL is effective in supporting positive engagement with learning. Staff have found the targeted professional learning provided in school through High Impact Literacy and Numeracy sessions has improved teaching and learning practices. Continued professional development in evidence informed, research based practice will continue to be a focus.

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.