

2021 Annual Report

Huntingdon Public School



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Introduction

The Annual Report for 2021 is provided to the community of Huntingdon Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Huntingdon Public School
2876 Oxley Highway
Wauchope, 2446
www.huntingdon-p.schools.nsw.edu.au
huntingdon-p.school@det.nsw.edu.au
6585 6144

School vision

Our shared commitment to learning at Huntingdon Public School is to support all students to achieve their personal best in a positive, caring and collaborative learning environment. High quality teaching practices, innovation and creativity develop highly engaged life-long learners, who are inspired and challenged to achieve to their maximum potential.

School context

Huntingdon Public School is a small, rural school located in bush land 7 kilometres west of Wauchope. The school culture focuses on supporting all students in a positive, caring and collaborative learning environment, where learning is tailored to individual student need. Students, staff, parents and the wider community work together to promote school excellence and are proud of the collective achievements of our school.

Huntingdon Public School has a current enrolment of 28 students. 18% of students identify as Aboriginal. The school has strong relationships with the local community, including the AECG and Bunyah Land Council. In 2020, this partnership resulted in the installation of a yarning circle in the playground which is used on a daily basis both during class and play time. In the last three years, there has been a downward trend in enrolments predominantly due to enforcing the zoning policy, ensuring that only local students are enrolled and that all public schools in the local area are promoted and supported.

Significant drought and bushfire impact has driven a passion in students and staff to implement a number of sustainability projects within our school. The Garden to Plate project involves students growing and cooking with their own food. Vegetable gardens, worm farms, a school composting system, chickens and a native bee hive all work together to create a healthy self-sufficient ecosystem of which our community is very proud.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of the strategic improvement plan. Through our situational analysis and collaborating with the executive teams at two nearby local schools, we have identified an opportunity to focus on building the collective capacity of staff to contribute to networks that supports the learning of others and the development of outstanding educational pedagogy. Embedding a Professional Learning Community across three school sites will support all staff to develop and refine expert knowledge and evidence informed teaching practice. Focus on highly effective data skills and use will support teachers to embedded whole school practices in planning, implementing and reviewing the effectiveness of their learning and teaching programs reflecting ongoing improvement of student outcomes.

Focus on a supportive and collaborative wellbeing community will build a culture of high expectations and responsiveness that effectively caters for a range of wellbeing issues. Using the Personal and Social Capability Continuum, we will develop highly confident, resilient and adaptable students capable of appropriately expressing themselves in difficult or unexpected situations.

Continual monitoring of internal and external student performance and wellbeing data will determine areas of need and success at a class, school and professional learning community level and the involvement of the whole school community in this process will be essential for success.

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

Development, implementation and ongoing review of dynamic, differentiated teaching and learning programs utilising the most effective evidence-based teaching methods will ensure student achievement, growth and performance across the full range of student abilities is maximised.

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.

- Dynamic evidence-based teaching and learning programs
- Expert knowledge and evidence informed teaching practice

Resources allocated to this strategic direction

Socio-economic background: \$30,983.00

Low level adjustment for disability: \$6,874.00

Beginning teacher support: \$8,000.00

Professional learning: \$2,000.00

Literacy and numeracy: \$2,500.00

Summary of progress

Our focus for 2021 centered around teachers developing dynamic, evidenced based teaching and learning programs and enhancing knowledge, skills and understanding of evidenced informed practices. Focusing on high impact professional learning, the teaching and support staff from Long Flat Public School, Huntingdon Public School and Beechwood Public School combined to form a Professional Learning Community (PLC) who collaborated to enhance practices such as: developing a school-wide scope and sequence of assessment, using formative assessment to drive point-of-need teaching and to measure and monitor student progress and achievement, while using this data to reflect on teaching effectiveness and inform future school directions.

Teachers were released in Stage groups with PLC colleagues to engage with current research with a focus on how it can be applied in their setting, and to collaboratively develop, implement and reflect on teaching practices. PLC Executive teams ensured that student learning was at the forefront of all practices and these practices were targeted at student need. For Long Flat Public School and Huntingdon Public School, the focal area was the expert teaching of reading to ensure the growth and development of all students' reading skills. Guided by Executive, teachers collected and used student data to plan and embed quality practices into their existing literacy practices and as a result, most teachers adapted their teaching and learning programs to reflect this.

Despite the complexities of COVID-19 and the impact of learning from home in 2021, student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board.

Next year in this initiative we will continue to work with Long Flat PS and Comboyne PS to review and refine our current teaching practices in literacy. Our teachers are committed to continuing the journey of identifying, understanding and implementing the most effective explicit teaching methods for our students, with the highest priority given to evidence-based teaching strategies.

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">• Achieve an uplift of 2% in the percentage of students achieving in the top 2 bands for NAPLAN reading by 2022• Achieve an uplift of 3% in the percentage of students achieving in the	<ul style="list-style-type: none">• We did not achieve an uplift in our NAPLAN reading target this year, however, we did hold our percentage of students achieving in the top two bands. We will continue to develop targeted and strategic plans to increase the number of students achieving in the top two bands in reading in 2022.• We did not achieve our NAPLAN numeracy target. 2022 will focus on narrow and deep PL in the explicit teaching of numeracy and

top 2 bands for NAPLAN mathematics by 2022	implementation of quality teaching practices in order to gain the identified uplift to achieve our 2022 target.
<ul style="list-style-type: none"> • 70% of students demonstrate growth on PAT tests when compared to the baseline test data • 100% of teaching programs show evidence of dynamic, differentiated teaching and learning using evidence based teaching practices • 100% of teachers demonstrate progress in their self-assessment of capacity in WWB elements 	<ul style="list-style-type: none"> • Our end of year PAT Reading and Maths assessment results demonstrated that 100% of students in Years 2 to Year 6 have demonstrated growth in reading and 85% of students have achieved growth in maths. • Differentiated, point-of-need teaching and learning experiences have been a focus for teachers this year. Teachers' programs demonstrate the development of authentic, assessment driven teaching and learning and this will continue to remain a focus throughout 2022 and beyond. • Professional learning utilising the 'What Works Best' documents has been extremely irregular and interrupted due to COVID-19 complexities and Learning from Home. As a result the post survey was not conducted. This will be rescheduled for 2022.
School Excellence Framework <ul style="list-style-type: none"> • Assessment - School evidence sets can demonstrate achievement at the excelling level for formative assessment • Data Skills and Use - School evidence sets can demonstrate achievement at the excelling level for data use in teaching • Curriculum - School evidence sets can demonstrate growth on the SEF to excelling in the domain of curriculum through an external assessment or school self assessment • Student Performance Measures - School evidence sets can demonstrate growth on the SEF to sustaining and growing in the domain of student performance measures through an external assessment or school self assessment 	<ul style="list-style-type: none"> • In 2021 we have developed consistent school-wide practices for assessment and have used these to monitor, plan and report on student learning across curriculum. Formative assessment has been strengthened across the school and is now integrated into every classroom. Evidence sets in the element of Assessment in the School Excellence Framework will demonstrate that we are sustaining and growing. • This year student assessment data has been regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and to inform future school directions. Evidence sets in the element of Data Skills and Use in the School Excellence Framework will demonstrate that we are delivering. • In 2021 we have developed an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students. We will continue to target this area in the future with evidence sets in the element of Curriculum in the School Excellence Framework demonstrating that we are sustaining and growing. • This year we have developed our practices and procedures for ensuring that students consistently perform at high levels on external and internal school performance measures. The progress and achievement of our Aboriginal students is equivalent to the progress and achievement of all students in our school. Evidence sets in the element of Student Performance Measures in the School Excellence Framework will demonstrate that we are delivering.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To embed school-wide, collective responsibility to develop a comprehensive and integrated strategy to support the emotional and social wellbeing of students in a context of holistic quality teaching and learning.

Initiatives

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

- Social and Emotional Capability of students
- A Supportive and Collaborative Wellbeing Community

Resources allocated to this strategic direction

Summary of progress

In Connect, Succeed, Thrive and Learn, the major focus has been on professional learning for staff in the acquisition of knowledge around the Personal, Social and Emotional capabilities continuum. Once we established an emerging knowledge and understanding of the framework, staff worked collaboratively to place each student on the continuum to gather baseline data. The later part of the year has been spent on preparing for implementation of explicit, individualised teaching and learning of each element on the continuum. The aim is to tailor learning to student need, just like we do in literacy and numeracy, to support our students in being adaptive and able to pivot in our fast paced, ever changing society. The timeline that we initially set pushed through developing knowledge and confidence with the Personal, Social and Emotional capabilities continuum too quickly and we have adjusted our timeline from the original plan. We also incorporated using the continuum to collect baseline data, which was not in our original plan, however, the complex nature of this year allowed us to take the time to critically analyse the skills each student has and the next steps for their learning using consistency of teacher judgement. This has been a valuable source of data in informing our next steps in this strategic direction. The challenges in our implementation plan have been about the collection of data and the progress measures that we set. The external data sources we identified for use to measure impact were the Tell Them From Me Survey and the ACER Social and Emotional Wellbeing Survey. These data sources were not successful due to a lack of engagement from parents and students. It was also not possible to access any results from these surveys as the cohort size was too small to generate data.

Next year, in this strategic direction, we will develop programming documents and begin trialing the implementation of differentiated learning sequences in personal, social and emotional capabilities for each child based on their initial starting point on the continuum. We will review the data sources to use to show evidence of impact and look to combine cohorts across grades in the Social and Emotional Wellbeing Survey to ensure reports can be generated from the data collected. We will return to implementing the Tell Them from Me Survey during learning conferences with parents to ensure maximum participation and engagement in providing authentic feedback.

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">• Increase percentage of students attending 90% by 2%• Increase attendance rate by 1%	<p>We have increased the percentage of students attending 90% or greater of time by 27.5% - Exceeded target by 25.5%</p> <p>We have increased the attendance rate by 6% - Exceeded target by 5%</p>
<ul style="list-style-type: none">• Tell Them From Me data indicates an 2% increase in the percentage of students with a positive sense of belonging• Increase the number of parents engaging in the Tell Them From Me survey to 7 in 2024	<p>We did not meet this progress measure and participation in the Tell Them From Me Survey was not at a high enough level to generate a report.</p>

<ul style="list-style-type: none"> • Wellbeing - School evidence sets can demonstrate maintenance on the SEF at sustaining and growing in the domain of wellbeing through an external assessment or school self assessment 	<p>Staff have gathered and annotated a range of evidence that contributes to a self assessment judgement of sustaining and growing in wellbeing on the School Excellence Framework.</p>
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Strategic Direction 3: Collaborative high performance culture

Purpose

Establish and grow a high performance professional learning community across school sites driven by continuous improvement of teaching and learning with a clear focus on student progress and achievement and innovative collaborative practice.

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.

- Collective Efficacy
- Highly effective data skills and use

Resources allocated to this strategic direction

QTSS release: \$7,288.00

Professional learning: \$4,000.00

Literacy and numeracy: \$1,000.00

Summary of progress

Our focus for 2021 focused on staff developing highly effective data skills and use through collective efficacy in our Professional Learning Community(PLC) with Long Flat Public School and Beechwood Public School. Most of the focus for the year has been in developing systems and structures to support the consistent collection and analysis of data to embed quality, relevant assessment practices that inform teaching and drive impact in student outcomes. Across the three schools, we developed consistent scope and sequences for assessment and mathematics. Baseline data was collated and analysed as a PLC at the beginning of 2021 and this was used to track progress of all students across the PLC and reflect on impact of teaching practices.

Huntingdon and Long Flat Public Schools strengthened their collaborative practices through the creation of a data collection framework, whole school data spreadsheet and a number of collaborative data analysis afternoons to inform areas for future targeted professional learning. Teachers are beginning to apply a full range of assessment strategies in determining teaching directions, monitoring student progress and achievement and using data to reflect on teaching effectiveness.

In 2022, Comboyne Public School will join our PLC. Our focus will be to further develop embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practice and the provision of specific and timely feedback between PLC teachers. Comboyne, Huntingdon and Long Flat have combined our staffing allocations for Assistant Principal Curriculum and Instruction (APC&I) to create a shared 0.6 FTE position. Staff will be supported in regular collaborative sessions to build capacity in data skills and use to drive high impact teaching practices through consistent timetabling of RFF across sites to allow stage teams to work together, shared staff meetings and Professional Learning meetings and cross site classroom observations.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
System Negotiated <ul style="list-style-type: none">• Achieve an uplift of 1% in the percentage of students achieving in the top 2 bands for NAPLAN reading by 2022• Achieve an uplift of 3% in the percentage of students achieving in the top 2 bands for NAPLAN mathematics by 2022	<ul style="list-style-type: none">• We did not achieve an uplift in our NAPLAN reading target this year, however, we did hold our percentage of students achieving in the top two bands. We will continue to develop targeted and strategic plans to increase the number of students achieving in the top two bands in reading in 2022.• We did not achieve our NAPLAN numeracy target. 2022 will focus on narrow and deep PL in the explicit teaching of numeracy and implementation of quality teaching practices in order to gain the identified uplift to achieve our 2022 target.
School Level	Across the Huntingdon and Long Flat sites, we have exceeded this

<ul style="list-style-type: none"> • 90% of teachers can use classroom programs, assessment data and PDP reflections to evidence an increased collective capacity to meet the needs of all learners across the Professional Learning Community 	<p>progress measure. 100% of teachers can use classroom programs, assessment data and PDP reflections to evidence an increased collective capacity to meet the needs of all learners across the Professional Learning Community.</p>
<p>School Excellence Framework</p> <ul style="list-style-type: none"> • Assessment - School evidence sets can demonstrate growth on the SEF to sustaining and growing in the domain of assessment through an external assessment or school self assessment 	<p>The development, implementation and review of a consistent assessment schedule and data collection framework has contributed to growth on the School Excellence Framework to the level of sustaining and growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$51,007.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Huntingdon 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"> • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</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 meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$30,983.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Huntingdon 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"> • Dynamic evidence-based teaching and learning programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through PLC Deep Knowledge Acquisition in Reading to support student learning • employment of additional staff to support literacy and numeracy program implementation. <p>The allocation of this funding has resulted in: student improvement evidenced by:</p> <ul style="list-style-type: none"> • a minimum of 75% of students achieving expected growth on PAT testing from Term 1 2021 to Term 4 2021 <p>building capacity of teachers by:</p> <ul style="list-style-type: none"> * upskilling teachers through ongoing professional learning shoulder-to-shoulder, in class support and coaching to identify and develop tiers of support for students. Teachers have increased their knowledge, skills and understanding with formative and summative assessment, using the Learning Progressions to track student progress and collaborating with colleagues to support student learning. <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage support staff and shoulder to shoulder professional learning to further our trajectory towards achieving targets.</p>

<p>Aboriginal background</p> <p>\$11,307.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Huntingdon 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"> • 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 additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: 100% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage a staff member to take on the role of Aboriginal Education Coordinator and Community Partnerships Position to further enhance and strengthen partnerships in learning and monitor differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$18,086.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Huntingdon 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"> • Dynamic evidence-based teaching and learning programs • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, through continuing to strengthen collaborative practices to build the capacity of classroom teachers to meet the needs of all learners in all classrooms.</p>
<p>Location</p>	<p>The location funding allocation is provided to Huntingdon Public School to address school needs associated with remoteness and/or isolation.</p>

<p>\$1,518.00</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 operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate incursion expenses • incursion expenses <p>The allocation of this funding has resulted in: enhanced student engagement and participation in school related activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued support for identified students to engage and participate in extra-curricular activities.</p>
<p>Literacy and numeracy</p> <p>\$3,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Huntingdon 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"> • Expert knowledge and evidence informed teaching practice • Highly effective data skills and use <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 • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>QTSS release</p> <p>\$7,288.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Huntingdon 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"> • Collective Efficacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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>QTSS release</p> <p>\$7,288.00</p>	<p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$32,899.00</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 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy - reading and problem solving <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the majority of the students in the program achieving significant progress towards their personal learning goals <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and involve regular monitoring of students in classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	35	26	21	18
Girls	17	18	17	10

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.5	95	95.4	95.7
1	92.6	91.7	94	90.4
2	91.1	94.2	94.6	91
3	93	94.4	92	90.1
4	88.8	93.6	96	93.8
5	89.3	90.1	94.6	94.5
6	88.2	93.4	93.2	93.9
All Years	90.3	93.1	94.4	91.9
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
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	84,922
Revenue	817,612
Appropriation	785,758
Sale of Goods and Services	1,565
Grants and contributions	30,207
Investment income	82
Expenses	-765,550
Employee related	-641,411
Operating expenses	-124,139
Surplus / deficit for the year	52,063
Closing Balance	136,985

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	51,025
Equity Total	60,376
Equity - Aboriginal	11,307
Equity - Socio-economic	30,983
Equity - Language	0
Equity - Disability	18,085
Base Total	500,222
Base - Per Capita	9,368
Base - Location	1,518
Base - Other	489,336
Other Total	19,472
Grand Total	631,095

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

After another highly extraordinary and unprecedented school year, all students finished their 2021 learning journey with success and positive wellbeing. Parent/carer feedback indicated that although they too were feeling the impact that COVID and devastating floods had on learning, all parents/carers remained positive and satisfied with the general outcomes that the school continued to work towards. Next year we hope to increase the number of parents participating in our Tell Them From Me survey in order to generate a report that will inform our future directions.

Our school community celebrated together in 2021 after being named an Ambassador School. Our whole community is looking forward to embarking on research with our university partners on how to continue our journey in ongoing school improvement.

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.