

2021 Annual Report

Kearsley Public School



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Introduction

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

To create a positive environment in which every person has the opportunity to improve every day, supported through a culture of high expectations, kindness and respect.

School context

Kearsley Public School was established in 1912. We are situated 5 kilometres East of Cessnock in the Hunter Valley. 2021 enrolments are at 110 students with 18% of the students identifying as Aboriginal. The school has a family-orientated atmosphere and strong sense of community. The school fosters a culture of high expectations and respect.

The school provides the students with high levels of access to technology and a range of sporting, cultural and leadership opportunities. Positive Behaviour for Learning (PBL) is an integrated part of the school welfare focusing on respect, responsibility and learning.

The teaching staff is a mix of experienced and early career teachers who value teamwork and the commitment to delivering quality teaching and learning that provide differentiated learning for individuals.

Kearsley Public School works closely with the Cessnock Community of Great Public Schools (CCGPS) which consists of two high schools and thirteen primary school to ensure each and every student receives the best possible education through collectively utilising combined programs and resources.

The Early Action for Success initiative drives the schools K-2 setting. The employment of an Instructional Leader provides all staff K-6 with professional learning in literacy and numeracy to build teacher capacity and improve student outcomes.

Based on the outcome of our Situational Analysis, we have determined that the wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice around wellbeing and engagement. The Wellbeing Framework Self Assessment tool will provide clarity around where our school needs to focus in developing whole school processes to support every student being known, valued and cared for.

We have also determined that we need to continue to develop formative and summative assessment practices and the use of data to drive the teaching and learning cycle. Procedures for giving and responding to feedback across staff, students and the community need to be embedded. Clear processes will be put in place to support students with additional needs.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Use of Data to inform practice
- Effective Classroom Practice

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$102,907.80

Socio-economic background: \$73,968.44

Literacy and numeracy: \$16,774.14

COVID ILSP: \$100,299.80

Low level adjustment for disability: \$78,698.57

English language proficiency: \$2,672.65

Summary of progress

Our focus for 2021 was on the use of data to inform practice and effective classroom practice. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and how to collect and analyse data to drive teaching practice. Additional 1 hour of RFF was allocated to all teaching staff and this hour was spent with the Instructional Leader reviewing and up-skilling staff on effective data collection and analysis to inform classroom practice. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Evidence of process quality was demonstrated in the differentiated support provided in the form of coaching and mentoring, for staff at their point of need, however further support for beginning teachers and teachers new to the DoE required. Student learning outcomes have been tracked through the collection and analysis of assessment data on PLAN2 and have shown improvement in Literacy and Numeracy progressions. This has been shared with all stakeholders. Next year in this initiative we will work with staff to establish a process to provide staff with feedback and support on data collection to inform teaching practice and drive effective classroom practice. This will support further improvement in teaching practice across the school. We will also strengthen the school evaluative processes, triangulating internal and external data to explicitly determine the impact of current school initiatives.

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
We will meet the lower bound target with 22.5% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Numeracy. We will meet the lower bound target with 59.5% of Year 5 students achieving expected growth in NAPLAN Numeracy.	<ul style="list-style-type: none">• 31% of students are now in the top two skill bands (NAPLAN) and 14% for numeracy, indicating progress yet to be seen toward the annual progress measure.• The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy is 20%.
We will meet the lower bound target with 31.6% of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Reading.	<ul style="list-style-type: none">• 36% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.• The percentage of students achieving expected growth in reading increased to 55% indicating progress toward the lower bound target.

<p>We will meet the lower bound target with 60.5% of Year 5 students achieving expected growth in NAPLAN Reading..</p>	
<p>Between 60.5% and 65.5% of Year 5 students will achieve expected growth in NAPLAN Reading.</p>	<ul style="list-style-type: none"> • 53% of students are now achieving expected growth (NAPLAN) for reading, indicating achievement of the annual progress measure.
<p>Between 61.5% and 64.5% of Year 5 students will achieve expected growth in NAPLAN Numeracy.</p>	<ul style="list-style-type: none"> • 24% of students are now achieving expected growth (NAPLAN) for numeracy, indicating achievement of the annual progress measure.
<p>*SEF element 'Data skills and use'- Sustaining and Growing</p> <p>*SEF theme 'Parent Engagement' to be at Sustaining and Growing</p> <p>*SEF theme 'Value Add' at Sustaining and Growing</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of data skills and use. • Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Parent Engagement. • Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Value Add.
<p>* At least 80% of Kindergarten students will achieve within the expected end of year progression for Creating Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.</p>	<ul style="list-style-type: none"> • 100% of Kindergarten students have achieved the learning indicators Creating Texts (4), 93% in Quantifying Numbers (4) 93% and Additive Strategies (2) in Numeracy Progressions. • Document analysis of PLAN2 indicate 100% of staff updated PLAN2 for all students K-6.

Strategic Direction 2: Wellbeing

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Initiatives

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

- Student Wellbeing and Engagement

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Aboriginal background: \$27,326.44

Socio-economic background: \$84,118.18

Location: \$1,404.98

Summary of progress

The activities that the school undertook in this strategic direction were designed to holistically address student wellbeing and engagement. The cornerstone of this initiative was the school's attendance focus group initiative. To support this the school implemented various mentoring and support strategies for students to increase attendance rates of our tier 3 students. During the first semester of 2020 these initiatives were well implemented, with students transitioning out of the focus group. The target students came up with goals and rewards if they achieved their attendance goal. This attendance program was implemented in all classes K-6 and students were all informed and taught of the importance of attendance at school. Evidence of impact is demonstrated in quantitative and qualitative data and Tell Them from Me data, which shows that the school is achieving aspirational targets in student attendance and wellbeing. Qualitative surveys of students and staff correlate the impact that the schools strategies are having on students with particular reference to student motivation and positive wellbeing. The school will continue to enhance its wellbeing initiatives into 2022. The attendance focus will continue to underpin these strategies with plans to engage more fully the school community on the importance of students attendance.

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
To meet the lower bound target of 75.4% of students with attendance rates greater than 90%.	<ul style="list-style-type: none">• SCOUT data indicates 80.7% of students with attendance rates greater than 90%.
<p>To meet the agreed lower bound target of 89.4% of students in Years 4-6 to have positive wellbeing as averaged across measures (advocacy, belonging, expectations) in the Tell Them From me (TTFM) surveys.</p> <p>To meet the agreed upper bound target of 87.8% of students in Years 4-6 in the wellbeing measure of 'advocacy at school.'</p>	<ul style="list-style-type: none">• 80% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School demonstrating progress yet to be seen towards this school-based progress measure.• Tell Them From Me data indicates 86% of students report a positive sense of wellbeing (advocacy at school) demonstrating movement toward this school-based progress measure.
For 80% of ATSI students to either 'agree or strongly agree' in the area of feeling good about their culture when they are at school using the Tell Them from Me (TTFM) survey. (Baseline data	<ul style="list-style-type: none">• 82% of Aboriginal students either 'agree or strongly agree' in the area of feeling good about their culture when they are at school indicating achievement of this school-based progress measure.

- 77% in 2020)	
66% of students in Year 4-6 show an increased interest and motivation towards their learning using the Tell Them From Me Survey. (Baseline data - 61% in 2020)	<ul style="list-style-type: none"> • Tell Them From Me data shows an 60% of reported positive wellbeing, including a 1% decrease in advocacy at school, demonstrating progress yet to be seen towards this school-based progress measure.

Strategic Direction 3: Collaboration

Purpose

We will develop and embed a culture of collaborative practice to drive school improvement. We will establish a high expectations and positive school community that is flexible and dynamic in order to meet the needs of our students, staff and 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.

- Community Engagement
- Quality Teaching

Resources allocated to this strategic direction

Professional learning: \$11,256.24

Socio-economic background: \$3,000.00

QTSS release: \$22,535.72

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve comprehension across all subject areas via the Quality Teaching Rounds model. Focusing on High Impact Professional Learning, the Executive team guided staff through the process of Quality Teaching Rounds as a way of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. Professional dialogue on teaching strategies drawn from the evidence-base was a focus in primary and infants groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Evidence of impact was demonstrated by teacher use of feedback from the rounds to plan and embed quality practices into their everyday teaching and adapt teaching and learning programs. Evidence of process quality was demonstrated by differentiated support in the form of coaching and mentoring. Quality Teaching outcomes have been tracked through lesson observations and the collection and analysis of teaching programs and have shown adjustments across the board. Next year in this initiative we will allow the K-2 team to hold their Quality Teaching Round in semester 1 of 2022. The primary Quality Teaching Round will be held in semester 2 of 2022. This will support further improvement in teaching practices across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Collect parent Tell Them From Me (TTFM) baseline survey data around reporting.	<ul style="list-style-type: none">• Due to home learning we have decided to postpone this initiative until 2022. To date only the P&C and a small portion of the parent community were asked to provide feedback on our reporting system.
All staff have participated in an initial QT coding of lesson extracts. 40-50% of staff have participated in QTR in PLCs across stages. Teachers who participated in QTR in 2021 collaboratively develop teaching and learning programs incorporating QT.	<ul style="list-style-type: none">• 67% of teachers participated in observations based on the Quality Teaching Model with emphasis on developing teaching and learning.• To date only one round was completed in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kearsley Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Teachers felt confident to start group work as they had the extra support. Teachers also felt supported, particularly when a student leaves the room or needs individual support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds will be continued into 2022.</p>
<p>Socio-economic background</p> <p>\$185,257.66</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kearsley 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"> • Effective Classroom Practice • Use of Data to inform practice • Student Wellbeing and Engagement • Quality Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • equitable access to specialist resources • professional development of staff to support student learning <p>The allocation of this funding has resulted in: improved academic and well-being outcomes for students from low socio-economic backgrounds.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ additional staffing to support student needs and professional learning requirements. Additional staffing will include SLSO's and specialist teachers.</p>
<p>Aboriginal background</p> <p>\$27,326.44</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kearsley 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>

<p>Aboriginal background</p> <p>\$27,326.44</p>	<ul style="list-style-type: none"> • Student Wellbeing and Engagement <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 • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in: improved cultural connection and sense of belonging for our Aboriginal and Torres Strait Islander students through our Aboriginal language program.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to release staff to support development and implementation of Personalised Learning Plans and to continue the Aboriginal language program at KPS.</p>
<p>English language proficiency</p> <p>\$2,672.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kearsley 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"> • Effective Classroom Practice <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 • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for students in the way of data meetings. <p>The allocation of this funding has resulted in: Teachers being more responsive to student need and have deeper knowledge of the English and Mathematics Syllabus as well as the National Literacy and Numeracy Progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue with this funding to enhance student engagement by staff having a deeper understanding of English and Mathematics Syllabus' and catering for Individual learning goals in Writing and Numeracy 3-6.</p>
<p>Low level adjustment for disability</p> <p>\$78,698.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Kearsley 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: additional RFF to be used in consultation with the Instructional Leader to analyse class/ cohort data and plan for a where to next in teaching by way of differentiating.</p>

<p>Low level adjustment for disability</p> <p>\$78,698.57</p>	<p>After evaluation, the next steps to support our students with this funding will be: to continue this targeted support for students by way of embedding formative assessment strategies and ensuring lessons are taught at point of need.</p>
<p>Location</p> <p>\$1,404.98</p>	<p>The location funding allocation is provided to Kearsley 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"> • Student Wellbeing and Engagement <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 • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: ensuring all students are able to attend excursions and have breakfast at breakfast club.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue this support to assist families financially and students sense of belonging.</p>
<p>Literacy and numeracy</p> <p>\$16,774.14</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kearsley 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"> • Use of Data to inform practice <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 • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: online Numeracy assessment program (Essential Assessment) being implemented from Year 1-6 allowing us to track common misconceptions/trends in Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue this program whole school in 2022 as our main source of Numeracy data.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Kearsley 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"> • Use of Data to inform practice

<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<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 professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: the employment of Instructional Leader to build capacity of all staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation.</p> <p>After evaluation, the next steps to support our students with this funding will be: the instructional leader role has ceased and has been replaced by the APC&I position. This position will continue in 2022 and effectively become the Instructional Leader K-6.</p>
<p>QTSS release</p> <p>\$22,535.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kearsley 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 <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 • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: Quality Teaching Rounds being conducted in addition to the Assistant Principal being off class one day a week through QTSS funding to support classroom teachers embed quality teaching practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue this funding to support teacher practice and maximise student learning.</p>
<p>COVID ILSP</p> <p>\$100,299.80</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>

<p>COVID ILSP</p> <p>\$100,299.80</p>	<ul style="list-style-type: none"> • Effective Classroom Practice <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 - [focus area] <p>The allocation of this funding has resulted in:</p> <p>Time with teachers K-6 to analysis and plan has led to the success implementation and achievement of goals in Writing and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to allow time with the APC&I and LaST to analyse data every 5 weeks.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	81	65	62	53
Girls	67	60	56	54

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	92.7	91.9	92.3
1	92.6	92.8	93.5	93.4
2	92.9	93.6	95.7	93.7
3	91.8	89.8	93.5	93
4	93.6	93.5	93.7	92.1
5	91.4	91.5	93.6	93.2
6	91.2	91.9	93.6	91.6
All Years	92.5	92.3	93.7	92.7
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)	4.71
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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	285,408
Revenue	1,676,660
Appropriation	1,666,211
Grants and contributions	10,336
Investment income	113
Expenses	-1,748,015
Employee related	-1,505,421
Operating expenses	-242,594
Surplus / deficit for the year	-71,355
Closing Balance	214,053

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	0
Equity Total	293,955
Equity - Aboriginal	27,326
Equity - Socio-economic	185,258
Equity - Language	2,673
Equity - Disability	78,699
Base Total	1,090,535
Base - Per Capita	29,089
Base - Location	1,405
Base - Other	1,060,041
Other Total	161,884
Grand Total	1,546,374

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

Students with Positive Behaviour at School - *Students that do not get in trouble at school for disruptive or inappropriate behaviour.*

In this school, 90% of students indicated that they had positive relationships at school. The NSW government norm is 83%.

Students with positive relationships - *Students have friends at school they can trust and who encourage them to make positive choices.*

In this school, 83% of students indicated that they have friends they can trust. The NSW Government norm is 85%

Student participation in school sports - *Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class.*

In this school, 100% of students participate in physical sport; the NSW Govt norm is 83%.

Parent/Caregiver Satisfaction

Parent feedback has been that the school offers a caring environment, where students are known and feel valued. Parents have voiced that they feel welcome and are listened to by the school staff. A small number of parents have requested more parent involvement now COVID-19 guidelines have eased. This will be a focus in 2022.

Teacher Responses

Staff have been surveyed regularly throughout the year. The surveys indicate that all staff have developed confidence and knowledge across a range of target areas and feel that they have continued to improve their teaching practice throughout the year.

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.