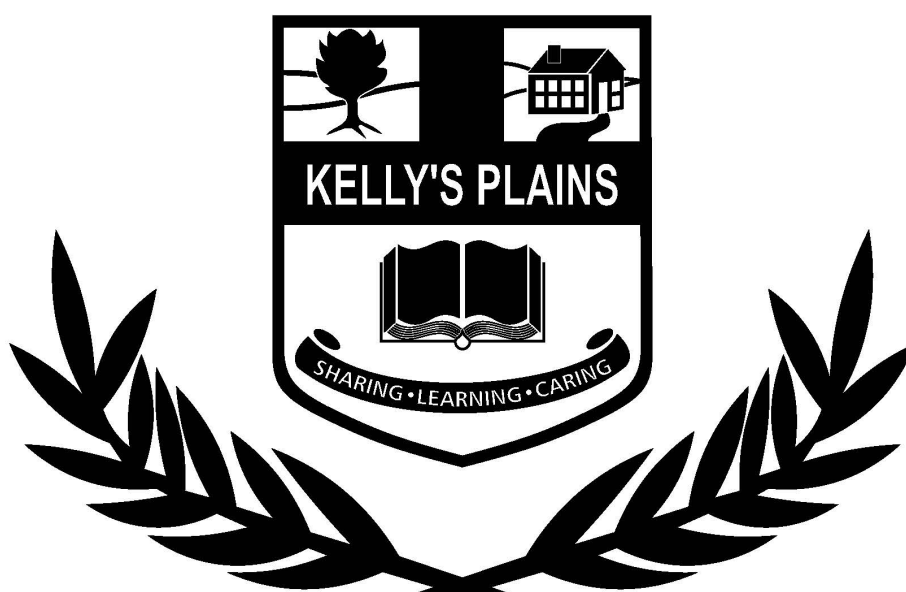


# 2021 Annual Report

## Kellys Plains Public School

### KELLY'S PLAINS PUBLIC SCHOOL



2273

# Introduction

The Annual Report for 2021 is provided to the community of Kellys Plains 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

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## Message from the principal

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In 2021 Kelly's Plains Public School has continued to provide quality education schoolwide. Through a time of changes in the delivery of education Kelly's Plains was able to support all students and parents through a transition to online learning. Parents were up-skilled in the use of Google Classroom to support their child's learning at home. Students were supported through daily wellbeing meetings delivered through Zoom as well staff made phone check-ins with parents to ensure support for students and parents was ongoing throughout the working from home period.

The school has continued to show excellent growth in student numbers leading to an increase in teaching staff to provide targeted learning through a K-2 and 3-6 classroom.

## School vision

At Kelly's Plains Public School we are:

Leaders of learning.

Collaborative within and across schools lead by expert Kelly's Plains staff.

Focused on student learning and well-being at the core of every decision.

Ensuring students have the skills and confidence to lead within and beyond our community.

## School context

Kelly's Plains Public School is a small school located 12km outside of Armidale with a current enrolment of 28 students. The school currently consists of two multi-stage classes and is surrounded by a supportive school community. Kelly's Plains Public School has strong community ties with a focus on student, parent and teachers collaborating to ensure success in all areas of schooling and beyond. Kelly's Plains Public School collaborates extensively with the Thunderbolt's Alliance of Small Schools. These schools include Kentucky PS, Rocky River PS and Kingstown PS. Multistage teacher development across schools is identified, targeted and collaborative to ensure expert teacher development.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality assessment practices in literacy and numeracy focusing on individualized improvement for students. We will look to plan and focus school wide to ensure formative assessment drives all teaching and learning including each students' Personalised Learning Plan (PLP).

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

Planning, programming, lessons and learning opportunities need to be explicit and engaging. Individually and collaboratively both internally and across the Thunderbolt's Learning Alliance off Small Schools will need to evaluate the effectiveness of their teaching practices. This will be driven by the 'What Works Best Document'.

We are continuing to develop teachers' use and implementation of formative and summative practices. This needs to be implemented and embedded across K-6 by all teachers. Professional Development and peer collaborative observation practices will support this practice. Personalised Learning Plans for all students are to be implemented in 2021. These will focus on 'Assessment' 'Explicit teaching' and 'Use of Data to inform teaching' as in the 'What Works Best'. The Schools' SEF/SaS analysis for 2018, 2019 and 2020 also identified in the learning domain that both Assessment and Student performance measures have been working towards delivering. The next theme is in the Teaching Domain where the areas of Effective classroom practice and Data skills and use are also at working towards delivering.

### 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.

- Informed teacher practice and capacity
- Personalised Learning for future leaders

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$3,521.60

**Low level adjustment for disability:** \$15,476.67

**Aboriginal background:** \$852.50

**Professional learning:** \$2,000.00

**School support allocation (principal support):** \$13,604.80

**Per capita:** \$5,176.00

**English language proficiency:** \$2,400.00

**Location:** \$6,300.00

### Summary of progress

Our teaching was informed through data informed practices. This year our data collection focused on Additive Strategies and Understanding Texts. The impact of these practices were evidenced by our teachers identifying students who were in need for learning support. These students were provided with program adjustments, classroom support and intensive one to one support. The student impact was positive although it was hindered due to 'working from home' periods and staff absences.

The data that was collected had a positive impact on teachers delivery of lessons as they were able to target each students academic needs, thus ensuring that each student progressed in their learning.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Students will be moving towards the expected growth in the initial lower bound of 60% in Literacy and Numeracy.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.
All students show a years growth against the learning progressions in PLAN2 and syllabus.	An increased percentage of students displayed a years growth against the learning progressions.
All Aboriginal students demonstrate growth through the achievement of	All Aboriginal students have achieved learning goals in reading and have demonstrated growth in numeracy. Through the employment of an extra

individual learning goals in reading and numeracy. Parent, student and teacher to create and evaluate progress regularly. This will be achieved through ongoing targeted in class support between classroom teachers and the Learning and Support team.	staff member our students received one to one learning and support sessions twice a week.
The proportion of students in the Top 2 bands of reading and numeracy in NAPLAN will be increased.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.

## Strategic Direction 2: Quality teaching and Assessment

### Purpose

Quality teaching will be used to support evidence based teacher quality and student improvement. The Learning Alliance will play a significant role in supporting the collaboration and consistent teacher judgement of assessment, learning and teaching 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.

- School wide assessment practices
- Quality Teaching Framework
- Cross School Collaboration

### Resources allocated to this strategic direction

**Location:** \$3,871.88

**QTSS release:** \$3,924.13

**Professional learning:** \$3,179.74

**Socio-economic background:** \$1,406.57

### Summary of progress

School wide assessment practices have been implemented. These have included internal assessments such as Running Records, Unaided Writing Samples, SENA and pre and post testing, as well as external assessment such as PAT reading and PAT numeracy. These assessments are used to inform our teaching practices as well as measure student progress.

We have commenced to implement elements of the Quality teaching Framework however., due to staff illnesses many aspects were not able to implemented and will need to be addressed in 2022.

Across school collaboration involved our K-2 co-planning with the staff from Kelly's Plains, Rocky River, Kingstown and Kentucky. This resulted in our K-2 programs being collaboratively planned, taught and evaluated.

### 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
All teachers have the needed Professional Learning support to incorporate data use and analysis into classroom teaching and whole school reviews.  All teachers utilise skilled analysis of student assessment data in English and Mathematics to guide effective classroom practice.	The school implemented Data Analysis meetings every 5 weeks. The focus of these meetings was to align our students against the National Literacy Progressions in the sub-elements of Understanding Texts and Creating Texts. Our staff was able to measure their students' growth in reading and writing by using these progressions of skills development. These informed where to next and what skills to teach with their children.
Quality teaching practices of High Expectations, Engagement and Student Self-Regulation, and Student Direction and are embedded in all classrooms.	Student attendance rates increased across all years and students. Students created and met learning goals including personal goal in their PLP. Next steps is to use these to guide student/parent/teacher interviews and incorporate into a new report format.
The improvement measure of assessment will be at Delivering.  The improvement measure of Student	Our staff conduct an annual review of our School Excellence Framework Our 2021 - 2024 focus is on the elements of Assessment, Student Performance Measures and Data Skills and Use. As a result of this annual review We have validated Kelly's Plains Public School as:

<p>Performance and Growth measures will be at Delivering.</p> <p>The improvement measure of Data Skills and Use will be at Delivering.</p>	<p>The improvement measure of Assessment is Delivering.</p> <p>The improvement measure of Student Performance and Growth measures is Delivering.</p> <p>The improvement measure of Data Skills and Use is Delivering.</p>
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,406.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kellys Plains Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Cross School Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Professional development of staff through K-2 Thunderbolts's Learning Alliance collaborative programming and teaching observations to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased teacher professional development and collaboration. This lead to quality K-2 units of work planned across the Thunderbolt's Alliance.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide funding for shared professional development, planning and delivery of K-6 outcomes. Increase teacher collaboration with additional professional development days.</p>
<p>Aboriginal background</p> <p>\$852.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kellys Plains 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed teacher practice and capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional in class support for Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue in class support for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kellys Plains Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed teacher practice and capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employing a School Learning Support Officer who provided additional classroom support.</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ a School Learning Support Officer to provide additional classroom support.</p>
<p>Low level adjustment for disability</p> <p>\$15,476.67</p>	<p>Low level adjustment for disability equity loading provides support for students at Kellys Plains Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed teacher practice and capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists and supported in the K-2 classroom.</li> <li>• Employment of LaST and interventionist teacher.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students received additional one to one support with Learning and Support Teacher. This has resulted in increased outcomes against the progressions in Understanding Texts for all identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Assess and identify students who may require additional support with their learning from both classes. Employ a Learning and and Support Teacher to deliver this program eg Minilit. These interventions will be through targeted withdrawal groups.</p>
<p>Location</p> <p>\$10,171.88</p>	<p>The location funding allocation is provided to Kellys Plains Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• School wide assessment practices</li> <li>• Personalised Learning for future leaders</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved leadership attributes across all students at Kelly's Plains PS has been achieved. These funds enabled our students to be involved in a variety of community activities that showcased their leadership capabilities. Such opportunities included transporting our students to the Variety Bash, the local ANZAC Day ceremony and the Dangarsleigh War memorial 100 year service. where one of our students lead an ANZAC speech. The leadership camp at Lake Keepit was postponed to 2022 due to COVID restrictions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students will attend leadership camps at Thalgarrah EEC. Small Schools leadership camp at Lake Keepit has been identified as a priority for students in Years 3-6. Additional leadership opportunities to be looked into as opportunities arise in 2022.</p>
<p>Professional learning</p> <p>\$5,179.74</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 Kellys Plains Public School.</p>

<p>Professional learning</p> <p>\$5,179.74</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed teacher practice and capacity</li> <li>• Cross School Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional development of staff through K-2 Thunderbolts's Learning Alliance collaborative programming and teaching observations to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our teaching staff strengthened their knowledge of Additive Strategies in Mathematics and Understanding Texts in Reading. The impact on this has been that each teacher provides the explicit teaching of the skills in mathematical thinking and reading which in turn has provided uplift in our students numeracy skills and comprehension.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To target explicit teaching practices through the implementation of Quality Teaching Rounds.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Kellys Plains Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed teacher practice and capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional Learning and Support teacher time for identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased support for students to be withdrawn, assessed and planned for their learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ensure that this time is always provided for these students through additional staffing on days teachers may be absent. Track student progress against the progressions more regularly and plan learning goals with learning and support time to integrate closely with classroom practice.</p>
<p>Literacy and numeracy</p> <p>\$3,521.60</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kellys Plains Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed teacher practice and capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Online program subscriptions to support literacy and numeracy.</li> <li>• Employment of an additional Learning and Support intervention teacher.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students in learning and support program have shown progress against the progressions in Understanding Texts and Creating Texts.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Literacy and numeracy</p> <p>\$3,521.60</p>	<p><b>funding will be:</b> Continue the intervention and support program with students identified in Term 1 2022.</p>
<p>QTSS release</p> <p>\$3,924.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kellys Plains Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Framework</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Quality Teaching Framework was not implemented due to a change in direction for teacher development due to Covid. The focus shifted to the Learning Progressions and delivery of learning at home.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Supporting teacher driven professional development plan goals. This funding will provide additional time and training for teacher development in line with the Quality Teaching Framework.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a teacher to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students in the ILSP program made progress against the progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Closely evaluate all students progress during the Covid learning at home and re-assess students to be provided additional support through this program. Providing additional sessions for the ILSP program if sessions are not delivered due to absence of teachers or students.</p>
<p>Per capita</p> <p>\$5,176.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kellys Plains Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed teacher practice and capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchased additional computers for student use in school and during learning at home.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Per capita</p> <p>\$5,176.00</p>	<p>The purchase of additional targeted technology for teaching and learning. This funding enabled us to work towards providing each student with 1:1 devices. Student knowledge, use and application of digital technologies has provided more equitable access to online learning opportunities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To further improve the access to technology to enhance student learning outcomes. and the delivery of the curriculum.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	12	10	13	15
Girls	16	4	8	11

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	94.5	91.4	91.1
1	97.4	92.2	97.5	88.8
2	92.9	95.6	95.9	95.3
3	90.7	91.6	95	93.8
4	88.5		94	93.5
5	95.3	88.5		92.5
6	83.1			86
All Years	92.6	92.9	94.5	92.1
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	92.5
5	93.2	92.8		92.1
6	92.5			91.5
All Years	93.4	92.9	92.1	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

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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)	1.29
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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	87,174
<b>Revenue</b>	585,246
Appropriation	575,471
Grants and contributions	9,700
Investment income	74
<b>Expenses</b>	-573,234
Employee related	-503,053
Operating expenses	-70,181
<b>Surplus / deficit for the year</b>	12,011
<b>Closing Balance</b>	99,185

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	20,136
Equity - Aboriginal	853
Equity - Socio-economic	1,407
Equity - Language	2,400
Equity - Disability	15,477
<b>Base Total</b>	472,500
Base - Per Capita	5,177
Base - Location	7,872
Base - Other	459,451
<b>Other Total</b>	17,553
<b>Grand Total</b>	510,189

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Students were surveyed by teachers and SLSO's as to what they value and would like more of. The overwhelming response was that they would like more cross-school activities. The activities they would like most are Art days, shared sport days and leadership opportunities.

Parents have identified a greater involvement with community and more events for parents/carers would enhance the home and school connection.

Parent feedback on the learning at home program indicated that the Zoom wellbeing check-ins each day were very successful. Through this period parents requested that student work be on paper to enable larger families to space out each child's work and be more self-paced. Parents identified a music program as a priority for their children to support the arts.

P&C participation rose to 100% of parents involved. Meetings were attended well and are now offered via Zoom to parents who are unable to attend in person.

Teachers collaborated well to create learning packs throughout the weekend the state-wide lockdown was announced. Parents felt that students had the needed technology education to participate in Zoom meetings and access learning via Google Classroom.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.