

2021 Annual Report

Kendall Public School



2280

Introduction

The Annual Report for 2021 is provided to the community of Kendall 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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School vision

Kendall Public School community believes that every student should have the opportunity to improve in a learning environment that promotes excellence in learning, high expectations, community partnerships, and connectedness in order to succeed.

School context

Kendall Public School is located on the Mid North Coast of NSW in the Camden Haven area, 30km south of Port Macquarie.

The school has a strong commitment to providing outstanding learning experiences for every student within a caring environment.

The school is experiencing growth with 231 students enrolled in 2021. 12% of students identify as Aboriginal. 4% of students have a background of language other than English. School funding for socio-economic background is based on a Family Occupation and Education Index (FOEI) of 111. A Multi-Categorical Support Class was established in 2020.

The school has a non teaching Principal, a non teaching Deputy Principal, 2 Assistant Principals, 9 mainstream classroom teachers and 1 Special Education teacher. Additional teachers are employed through an allocation for Release from Face to Face, Learning Support, Library, and Literacy and Numeracy Intervention. The Administration staff comprises two full time office staff and 1 GA (0.6). All are permanent. The school currently has 6 School Learning Support Officers (SLSO) engaged to support students with targeted funding and school initiatives.

The school works in partnership with the Camden Haven Community of Schools to enhance learning opportunities for students and staff. Extra-curricular activities such as Sport, Creative and Performing Arts allow students to excel through a range of various opportunities.

The whole school community will continue to be consulted regarding future directions that were identified through the situational analysis which informed our Strategic Improvement Plan. Through this process we have identified the need to further develop the use of data analysis to inform future practice, ensuring that all students achieve and progress in all Key Learning Areas. Continued focus will result in teachers further developing skills in integrating technology into the classroom to sustain high expectations around student engagement. Attendance was also identified as an area that our whole school community needs to strengthen. Through NAPLAN analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Whole school wellbeing processes will be reviewed and planned to ensure that all students connect, succeed, thrive and learn. Community Partnerships with Kendall Public School will be a priority in our School Improvement Plan in order to foster connectedness and belonging into a culture of high community engagement resulting in whole school improvement.

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

Strategic Direction 1: Student growth and attainment

Purpose

To achieve maximum student growth for every student in reading and numeracy, as a staff we will further develop skills in data analysis that will drive its use in teaching, therefore identifying achievements and progress to inform teaching directions and future planning.

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.

- Individual Learning Needs
- Data Driven Practices

Resources allocated to this strategic direction

Integration funding support: \$108,960.00

Aboriginal background: \$27,240.00

Socio-economic background: \$149,107.23

Literacy and numeracy: \$6,572.00

Professional learning: \$16,245.04

QTSS release: \$42,492.99

Low level adjustment for disability: \$123,712.51

Literacy and numeracy intervention: \$36,198.99

Summary of progress

Our focus for 2021 was on;

- differentiated Literacy and Numeracy groups across K-6
- Small group tuition delivered through the COVID ILSP program
- Introducing the Quicksmart program
- Introducing the Macq. Lit program

This involved extra teachers being employed to differentiate Literacy and Numeracy groups across K-6. The groups were formed on internal and external assessment. The implementation of the Quicksmart and Macq. Lit programs allowed us to employ an extra teacher and School Learning Support Officers to support students from Stage 1 through to Stage 3. All staff employed from this initiative were trained in Quicksmart and Macq. Lit. This High impact Professional Learning continued throughout the year and into 2022. Parents were informed through school newsletters and also individual letters if their children were assessed as needing this support.

As a result;

- Teachers use data to assess the progress of individual student achievement
- Teachers are supported by Executive staff at mentoring sessions to analyse the data;
- Student learning outcomes were monitored and reviewed regularly by Executive staff to inform future directions.

Next year our focus will continue with differentiated learning across K-6 classes with particular focus on Close Reading with Year 5 students and introducing Initial Lit with our Kindergarten students. This will support student achievement in the early Years and address the need to further support extension in literacy for students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Reading-Top 2 bands <ul style="list-style-type: none">• Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of	<ul style="list-style-type: none">• 26.8% of students are now in the top two skill bands (NAPLAN) for reading indicating progress yet to be seen toward the annual progress measure.

30.9%	
Numeracy-Top 2 bands <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated target baseline of 19.5% 	<ul style="list-style-type: none"> • 23.19% of students are now in the top two skill bands (NAPLAN) numeracy, indicating progress yet to be seen toward the lower bound target.
Reading-Expected Growth <ul style="list-style-type: none"> • Increasing the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 48.4%. 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 62.40% indicating achievement of the upper bound target.
Numeracy-Expected Growth <ul style="list-style-type: none"> • Increasing the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 53.1%. 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in numeracy increased to 42.42% indicating progress yet to be seen toward the lower bound target.
School Excellence Framework <ul style="list-style-type: none"> • Maintain Sustaining and Growing in the theme of Data skills and use • Maintaining Delivering in theme of Student Performance Measures • Maintaining Excelling in the theme of wellbeing (Individual learning needs) 	<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 delivering in the element of Student Performance Measures. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.

Strategic Direction 2: Engagement

Purpose

To achieve improved student outcomes and high quality service delivery we want to ensure that the technology that supports learning is accessible and expertly integrated into lessons by teachers.

In order for students to connect, succeed, thrive and learn, whole school wellbeing processes will support all students.

Initiatives

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

- Attendance
- Connecting, succeeding and thriving.
- Technology

Resources allocated to this strategic direction

Professional learning: \$7,287.66

Location: \$6,308.54

Summary of progress

Our focus for 2021 was on reviewing Attendance and Behaviour procedures and policies at the school to ensure that staff understanding of expectations in the policies were consistent. We also focused on purchasing and updating Technology in the school so that teachers and students were able to use technology efficiently in curriculum delivery. The Rural Access Gap (RAG) Program was implemented in 2021.

This involved using Staff Meetings for collegial discussions around current practices and documentation. The Attendance Matters website was accessed for staff to complete E-Learning module.

As a result;

- Attendance procedures are understood by all staff;
- Non-Attendance is followed up as a whole school practice;
- The most current procedures around managing behaviours displayed at school were distributed to staff;
- Behaviour support plans were introduced for higher level behaviours so that individual plans were managed consistently across staff;
- The schools *Digital Classroom Officer* was identified to begin in 2022;
- Upgrades in technology were processed through the RAG program.

Next year our focus will be on the planning in the Digital Maturity Planner through the DCO program and migration to the cloud. An updated behaviour/wellbeing procedures will be further reviewed to include the Inclusive Education policies.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the attendance rate to be above the system-negotiated target of baseline 68.1%	• The number of students attending greater than 90% of the time or more has decreased 10.9% indicating progress is yet to be seen toward the annual progress measure.
Increase the wellbeing rate to be above the system-negotiated target of baseline 83.9%	• Tell Them From Me data indicates 78.21% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
All staff have access to and are beginning to implement the use of available technology and systems.	• 100% of teaching staff now have access to their own laptop which enhances technology being available to them.

Strategic Direction 3: Community Partnerships

Purpose

In order to maximise engagement in learning we will support a culture of high expectations and community engagement so that we build a cohesive educational community that sustains measurable progress and high achievement for all students.

Initiatives

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

- Community Partnerships

Resources allocated to this strategic direction

Per capita: \$55,752.24

School support allocation (principal support): \$14,980.00

Socio-economic background: \$6,727.08

Aboriginal background: \$4,252.98

Summary of progress

Our focus for 2021 was on Parent feedback and participation with Aboriginal PLPs. Our Community Engagement Officer has enhanced community participation and inclusion during covid times.

This involved participation in our annual Aboriginal PLP meetings and Staff, student and Parent participation in the Tell Them From Me surveys.

As a result 100% of Aboriginal families participated in the PLP process.

Next year our focus will remain on embracing Aboriginal Education and increasing connections with the Birpai culture at Kendall Public School. Promote the TTFM surveys to increase parental participation.

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 increase feedback from the school community to 25% of families through focus group feedback.	• Delay in implementing initiatives in term 4 have required this work to be focused on in 2022. To date there has been an decrease of parents who responded in Snapshot 2 in the Tell Them from me surveys.
Increase in the percentage of parents attending student learning meetings for Aboriginal PLPs from 20%.	• 100% of parents participated in meetings to develop Aboriginal student PLPs in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$108,960.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kendall 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"> • Individual Learning Needs <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 • intensive learning and behaviour support for funded students • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Six students receiving extra support in class and the playground to implement necessary adjustments. The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will be expecting a reduction to Integration Funding Support as 3 students will move onto high school. The remaining students will be supported with social skills and behaviour support.</p>
<p>Socio-economic background</p> <p>\$155,834.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kendall 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"> • Individual Learning Needs • Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through Quicksmart and Macq.Lit. to support student learning • employment of additional staff to support Quicksmart and Macq. Lit program implementation. <p>The allocation of this funding has resulted in: Enhanced access for targeted students to increase achievement in Literacy and Numeracy. The funding has also allowed the school to employ extra Teachers to differentiate learning for students. School Learning Support Officers were employed to support identified students falling behind their stage cohort with specific literacy and numeracy intervention through Quicksmart and Macq.Lit. programs. There was an overspend of \$15456.16 which was recovered through our 6101 funds. This was due to purchasing of Literacy and Numeracy programs and extra staffing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$155,834.31</p>	<p>Continue to support the delivery of Quicksmart and Macq. Lit by employing extra staff to continue to deliver the programs enhancing differentiated literacy support across K-6.</p>
<p>Aboriginal background</p> <p>\$31,492.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kendall 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"> • Individual Learning Needs • Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Aboriginal students accessing Literacy and Numeracy small group tuition through Quicksmart and MacqLit. A number of staff were also able to attend Connecting to Country PL to enhance the understanding of Aboriginal culture with a local focus.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ extra staff to continue the delivery of Literacy and Numeracy support in an individual way. Ensure Connecting to Country is a focus for PL for staff who have not yet experienced the PL. Focus on 8 Ways Training coming into curriculum delivery.</p>
<p>Low level adjustment for disability</p> <p>\$123,712.51</p>	<p>Low level adjustment for disability equity loading provides support for students at Kendall 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"> • Individual Learning Needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Quicksmart and Macq. Lit. to increase learning outcomes • 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 <p>The allocation of this funding has resulted in: Students being supported by School Learning Support Officer for Literacy and Numeracy classes. Support enhanced adjustments and differentiated groupings. Playground support was also a focus for social skill development.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Low level adjustment for disability</p> <p>\$123,712.51</p>	<p>Ensuring adjustments from the NCCD Data Collection reflect the identified students needing adjustments and differentiated support.</p>
<p>Location</p> <p>\$6,308.54</p>	<p>The location funding allocation is provided to Kendall 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"> • Attendance <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 • student assistance to support excursions <p>The allocation of this funding has resulted in: 100% of students accessing incursions such as Life Education, transport via buses to local PSSA sports events during COVID and local day trip excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of enhancing attendance by subsidising key sporting events or educational experiences at school.</p>
<p>Literacy and numeracy</p> <p>\$6,572.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kendall 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"> • Individual Learning Needs <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 • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Resources for Quicksmart and Macq. Lit to be purchased to ensure necessary resources were available to staff to deliver the programs to students. Extra readers were purchased across stages to support curriculum delivery.</p> <p>After evaluation, the next steps to support our students with this funding will be: Purchasing Initial Lit. program and resources for Kindergarten.</p>
<p>QTSS release</p> <p>\$42,492.99</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kendall 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"> • Individual Learning Needs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$42,492.99</p>	<ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Staff being supported by Assistant Principals in Mentoring sessions that are scheduled weekly. This provides time for Stage Teams to collaborate and plan collegially.</p> <p>After evaluation, the next steps to support our students with this funding will be: Mentoring sessions will remain a focus in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,198.99</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kendall Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Learning Needs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Students on these programs have increased skills in literacy and numeracy. Data analysis on internal and external data to drive implementation of Literacy and Numeracy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Move target funding to Kindergarten area to support the Initial Lit. introduction.</p>
<p>COVID ILSP</p> <p>\$155,366.37</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 - Quicksmart and Macq. Lit. • providing intensive small group tuition for identified students whose results indicated that they required extra boosting in literacy and numeracy to bring them up to their cohort level. <p>The allocation of this funding has resulted in: 83% of students in Stage 1 using Macqlit have improved in reading levels 93% of students in Stage 2 using Macqlit improved in reading levels</p>

<p>COVID ILSP</p> <p>\$155,366.37</p>	<p>87% of students in Stage 3 using Macqlit improved in reading levels NAPLAN results showed 57% of students had shown expected growth in Reading from Year 3 to 5 61% of S2 and S3 students using Quicksmart have shown improvement on internal number assessments Year 4 students using Quicksmart have shown 78% of students showing improvement from Term 2 to Term 4. Year 5 NAPLAN data showed 57% of students using Quicksmart achieved expected growth from Year 3 to Year 5.</p> <p>After evaluation, the next steps to support our students with this funding will be: Embed Macq Lit. and Quicksmart into Literacy and Numeracy sessions at Kendall PS. Focus on Kindergarten students with the introduction of Initial Lit.</p>
<p>Per capita</p> <p>\$55,752.24</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kendall 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"> • Community Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employed a Community engagement Officer who supported communication, community engagement in school events during Covid and through running a School Playgroup which supported and enhanced Kindergarten Transition program. <p>The allocation of this funding has resulted in: The school community being kept informed online with school events during Covid.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support Strategic Direction 3 by engaging the School Community with the easing of restrictions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	122	122	116	124
Girls	103	107	105	107

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93	94	93.5	91
1	90.6	93.4	92	87.7
2	90.7	89.4	93.9	91.6
3	93.1	93.3	93.9	90.9
4	90.8	93.5	93.9	90.8
5	92.3	93.6	94	90.4
6	92.9	94.5	96.2	89.6
All Years	92	93.2	94	90.4
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
Deputy Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.24
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	3.62

*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	506,490
Revenue	2,996,492
Appropriation	2,969,063
Grants and contributions	26,760
Investment income	270
Other revenue	400
Expenses	-3,138,669
Employee related	-2,756,878
Operating expenses	-381,792
Surplus / deficit for the year	-142,177
Closing Balance	364,314

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	107,324
Equity Total	295,584
Equity - Aboriginal	31,493
Equity - Socio-economic	140,378
Equity - Language	0
Equity - Disability	123,713
Base Total	1,992,282
Base - Per Capita	55,752
Base - Location	6,309
Base - Other	1,930,221
Other Total	318,476
Grand Total	2,713,666

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

Parent satisfaction

Measured through 41 descriptors- the parent satisfaction report stated that 23 descriptors were equal to or above NSW means compared to 34 descriptors in 2020, 23 descriptors in 2019 and 12 descriptors in 2018.

The school mean was equal to or above NSW mean in four measures. In 2018 the school mean was below NSW mean in all seven measures. In 2019 the school mean was below the NSW mean in one measure and in 2020 the School mean was equal to or above NSW mean in seven measures.

Individual responses which had a mean score of 8.0 or above were:

- My child is clear about the rules for school behavior
- The school's administrative staff are helpful when I have a question or problem.

1 response had a mean score of 5.0 or below;

- Parent activities are scheduled at times when I can attend.

Individual responses which had a mean score of between 5.0 and 6.0 indicating areas for improvement were:

- Talk about how important schoolwork is;
- Teachers show an interest in my child's learning;
- I am informed about my child's social and emotional development;
- I am informed about opportunities concerning my child's future;
- I am well informed about my child's progress in school subjects;
- I am informed about my child's behaviour at school, whether positive or negative; and
- Parent activities are scheduled at times when I can attend.

Student Analysis

Responses were equal to or above NSW government norms in these aspects:

- 86% believed their behaviour was positive as they were not disruptive or inappropriate in their actions. (State = 83%)
- 48% of students rated their level of perseverance high, whilst 40% rated it medium and 12% low. (State = 48%/42%/10%)
- 46% indicated they were victims of bullying, girls rating a higher % than boys. (State = 36%)

All other aspects showed decreases on Term 1 responses. The most significant decreases were:

- Positive sense of belonging - decrease from 58% to 54%
- Value schooling-decrease from 95% to 89%
- Positive homework behavior-decrease from 59% to 40%
- Interested and motivated - decrease from 72% to 59%
- Effort-decrease from 86% to 81%
- Victims of bullying - increased from 37% to 46%

Teacher Analysis

The teacher survey examined eight drivers of student learning and four dimensions of classroom and school practices. Areas of strength where our school mean was equal to or above NSW Government norms were: leadership, collaboration, data informs practice, learning culture, teaching strategies, technology, parent involvement, challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning. There were no areas in which our school means fell below NSW norms. 86% of respondents indicated that school leaders are leading improvement and change, and clearly communicate their strategic vision and values for our school.

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.