2021 Annual Report

Kinchela Public School

"Learning in Harmony"

2303

Introduction

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

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

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School vision

At Kinchela Public School, we strive for excellence in an inclusive environment where every student maximises their potential and remains connected to culture through high expectations and strong community connections. We provide contemporary and future focused learning to provide success for all our students.

School context

Kinchela Public School is located 20 km from South West Rocks and 25 km north of Kempsey. The school community is focused on recognising and responding to the diverse needs of all students across our whole school community.

With a FOEI of 102 the school is well resourced and staffed. Our staff currently consists of one full time teaching position and a permanent part time teacher 4 days per week. We currently have a permanent Aboriginal Education Officer who works with all students to promote Aboriginal culture and traditions. Our SLSO position is currently 3 days per week and we have a technology teacher 1 day per week.

Our situational analysis has identified a need to continue with embedding quality teaching practices with a focus on Visible Learning and Growth Mindsets.

Our clear focus is to create an engaging learning environment for students, build on the capacity of all staff and strengthen the culture of the school.

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

Purpose

To develop student agency and maximise outcomes, the systemic collection of school wide assessment data is used to identify and reflect on student achievement and progress to inform future teaching and learning.

Initiatives

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

- Data Driven Decision Making
- Initiative 2: Developing student agency

Resources allocated to this strategic direction

Professional learning: $600.00
School support allocation (principal support): $0.00

Summary of progress

This strategic direction has been developed through the Super 6 and has provided baseline data for the school to continue improving student learning outcomes. Although this strategic direction was detailed and explicit, it was extremely difficult to implement and address throughout the year. Data collection was detailed, providing staff with an opportunity to analyse, discuss and action within the group, not in isolation within our small schools. This is an area that needs to be continued and embedded within each school to ensure the development of each student and provide data driven teaching that focuses on the students level of learning.

Many meetings to discuss data were side lined by discussion around the data, but no sustained action taken on to improve or focus on the areas of student need. This needs to be addressed in 2022 as the next progression of this strategic direction. Staff have developed the skills to analyse the data, now it needs to be implemented into teaching practice.

Visible learning has been a focus of the Super 6 and some schools in the Macleay. Kinchela PS has been slowly introducing areas of visible learning throughout the course of 3 years. We focused on the area of effective feedback in 2021 and staff have been developing their practice through Super 6 developed professional development. Students have used feedback within the senior classroom, with pleasing results. Students completed exit slips, surveys and participated in discussions to gain an understanding of effective feedback and its importance to their learning goals. With the complete change of teaching staff in 2022, the school needs to continue to embed this practice and develop staff skills to ensure the progression of our Visible learning journey.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
System Negotiated Target- Top 2 Bands Reading * Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 1% from baseline data Numeracy: * Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 1% from baseline data.	**Top 2 Bands** In Year 3 there is an uplift of 7% of students achieving in the Top 2 bands in reading and 11% uplift in Numeracy (from our baseline data). In Year 5 there is an uplift of 29% of students achieving in the Top 2 bands in reading and a 24% uplift in Numeracy (from our baseline data).

System Negotiated Target- growth Reading * Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 1% from baseline. Numeracy * Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 1% from baseline.	**Growth** In Year 5 there is an uplift of 7% of students achieving at or above expected growth in Reading and -18% decrease in students achieving at/above expected growth in Numeracy.
School Level Target Reading Increase the percentage of students in Early Stage 1 achieving levels 3-5 by 2% and a maintenance in the percentage of students in Stage 1 achieving levels 4-6 in the understanding texts sub-elements of the literacy learning progressions. Increased percentage of students in Stage 2 achieving levels 6-8 by 2.5% and an increase of students in Stage 3 achieving levels 8-9 in the understanding texts sub-elements of the literacy learning progressions from 2020 baseline data. Numeracy Maintain the number of students in Early Stage 1 achieving levels 3-6 and an increase of 2.5% of students in Stage 1 achieving levels 6-8 in the Quantifying Number sub element of the numeracy progressions from our 2020 baseline data. Increase the percentage of students in Stage 2 achieving levels 8-10 by 2% and an increase in the percentage of students in Stage 3 achieving levels 11-12 by 2.5% in the Quantifying Number sub-element of the numeracy progressions from 2020 baseline.	**READING** Our ES1 students achieved level 2-3 in the Understanding Texts. In Stage 1, students achieved the levels of 4-6 in Understanding Texts, in Stage 2 50% of students achieved the levels of 6-8 in Understanding Texts and Stage 3 excelled achieving the goals set. All our students achieved success in the areas of reading, with many progressing in different areas of reading. As the indicators develop and require further skills to achieve, many of our students are working through these indicators and need further development to achieve these goals. Our staff have implemented the Close Reading program, with one teacher leading the K-2 professional development for the Super 6. This practice needs to be embedded throughout the school and with a total change of teaching staff, the school needs further time to ensure its success. **NUMERACY** In the area o Quantifying Number our ES1 students require further skills to achieve this target. In Stage 1 students achieved the levels of 6-8, in Stage 2 all students achieved the levels of 8-10 and Stage 3 achieved their learning goal of 11-12. The school had focused on Mathematics, with staff attending several professional developments focusing on the balanced mathematics lesson, to ensure students have the skills to move forward in the development of their skills and an understanding of mathematical concepts.
School Excellence Framework **Assessment**: The PLC is working towards sustaining and growing at all four themes in Assessment **Data Skills and Use**: The PLC is working towards sustaining and growing in the areas of Data use in Teaching, Data use in Planning **Learning and Development**: The PLC is working towards sustaining and growing at all four themes in Learning and Development	**Assessment:** The PLC is working towards sustaining and growing at all four themes in Assessment: 1. Formative Assessment - teachers routine use of evidence of learning, including a range of formative assessment to inform their teaching, adapt their practices and meeting learning needs of students (S&G) 2. Summative Assessment - Assessment is a tool that supports the learning across the school. Teachers use reliable assessments to capture information about student learning. 3. Student engagement - teachers share criteria for student assessment with students. Formative and summative assessments create opportunities

School Excellence Framework	for students to receive feedback on their learning.
Assessment: The PLC is working towards sustaining and growing at all four themes in Assessment **Data Skills and Use**: The PLC is working towards sustaining and growing in the areas of Data use in Teaching, Data use in Planning **Learning and Development**: The PLC is working towards sustaining and growing at all four themes in Learning and Development	4. Whole school monitoring of student learning - the school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. **Data Skills and Use:** The PLC is working towards sustaining and growing in the areas of Data use in Teaching, Data use in Planning. 1. Data use in teaching - assessments are developed/sourced and used regularly across stages/year levels/subjects or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning and progress and identify skills for extension. 2. Data use in planning - there is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. **Learning and Development:** 1. Collaborative practice and feedback - teachers engage in professional discussion and collaborate to improve teaching and learning in their classrooms. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. 2. Coaching and mentoring - formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. Teacher leaders have taken on Targeted PL to run across the network of schools to present to and support teaching staff across all 6 schools. This was informed by teacher voice via a Professional Learning survey. 3. Professional Learning - Teachers actively evaluate, share and discuss learning from targeted professional development with non-teaching and support staff in their school to improve whole school practice. 4. Expertise and Innovation - The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas of development in teacher expertise are identified and addressed. Teachers are supported to trial innovative, or evidence based, future focused practices.

Strategic Direction 2: A systematic approach to improve the health and wellbeing of our whole school community

Purpose

To embed, communicate and implement an inclusive strategy that enhances cognitive, social, emotional, physical and spiritual wellbeing in students through highly effective whole-school evidenced based strategies.

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.

- Embedded Whole-School Wellbeing processes
- Wellbeing and engagement

Resources allocated to this strategic direction

Professional learning: $798.00
Aboriginal background: $600.00
Socio-economic background: $900.00

Summary of progress

In 2021 the school engaged in wellbeing programs to ensure the support of students, staff and parents. Due to staff movements it was decided to initiate professional development around the Wellbeing Framework, how it works, how it could support the school - both staff and students and provide a baseline for the school. Due to issues with COVID, time restraints this professional development needs to be re-addressed in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
System Negotiated Target:Attendance Achieve and uplift in the students attending more than 90% of the time by 7% from the 2020 baseline..	Students attendance has been a focus for 2021. We have introduced systems to monitor student attendance and ensure parents are aware of the importance for children to attend school regularly. Kinchela PS has one student attending at 88%, with all others students' attendance at or above 90%. The school has implemented strategies from the Attendance Matters professional development and refined its attendance polices to provide support in ensuring we maintain a high percentage of student attendance.
School Level Target • TTFM Wellbeing data (advocacy, belonging, expectations) increases 2% from the 2020 baseline survey data. • A 5% reduction in recorded negative behaviours and suspensions relative to a determined two-year baseline of incident reports as at year end 2020.	The school participated in the TTFM surveys in collaboration with the Super 6. Data was collected in term 1 as a group to allow for baseline data to be collated and utilised as a baseline. The TTFM Wellbeing surveys provided pleasing results. Students were happy to be at school. They felt safe within the school grounds and believed there were staff members they could approach confidently about any problems they faced. The data provided information on the current level of satisfaction the students had in the staff and provided data supporting positive teacher/student working relationships. Kinchela Public School has seen a huge **Percentage?** reduction in negative behaviour issues. Staff and students have implemented our school behaviour management vision, a rewards system focussed on this vision and frequent discussions around behaviour and what is expected of all members of our school community. With this system the school has had no suspensions since 2019.
School Excellence Framework	Although the school has focussed on these areas there should be further professional development provided for staff, the Visible Learning plan

In the element of **Wellbeing** in the **Learning Domain** we demonstrate sustaining and growing in the themes of **A Planned Approach to Wellbeing** and **Individual Learning Need**s. In the element of **Educational Leadership** in the **Leading Domain** we demonstrate sustaining & growing in the theme of **Community Engagemen**t.	continued to ensure these practices are embedded into the school culture. Our involvement with the Super 6 will provide opportunities for staff to develop their skills further and ensure the school remains focussed on achieving the element of Wellbeing at sustaining and growing.

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Funding sources	Impact achieved this year
Integration funding support $32,813.00	Integration funding support (IFS) allocations support eligible students at Kinchela Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in:** The targeted student demonstrated some progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring the targeted student received personalised learning and support within their own classroom. **After evaluation, the next steps to support our students with this funding will be:** To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $12,112.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Kinchela Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedded Whole-School Wellbeing processes • Wellbeing and engagement • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • supplementation of extra-curricular activities • additional staffing to implement [program/initiative] to support identified students with additional needs • engage with external providers to support student engagement and retention **The allocation of this funding has resulted in:** Literacy and Numeracy NAPLAN results achieving just below state and statistically similar school groups (SSSG) **After evaluation, the next steps to support our students with this funding will be:** To continue to improve literacy and numeracy NAPLAN results by employing a second teacher to teach Year 4 and Year 5 students two additional days per week in 2022.
Aboriginal background $78,261.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kinchela 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.

| Aboriginal background

$78,261.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Embedded Whole-School Wellbeing processes • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in:** Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic as a result of the welcoming and informal setting. Positive daily interactions with our AEO and inclusive cultural activities ensure students feel like their culture is valued at school. **After evaluation, the next steps to support our students with this funding will be:** Engaging the local Aboriginal community to further strengthen Dunghutti cultural connections with Aboriginal and non-Aboriginal students.
Low level adjustment for disability

$17,261.00 | Low level adjustment for disability equity loading provides support for students at Kinchela Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this equity loading include:
 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

The allocation of this funding has resulted in:
The school achieved a more consistent approach to student learning support. Targeted students were supported to access the curriculum and extra curricula activities.

After evaluation, the next steps to support our students with this funding will be:
To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. |
| Location

$8,776.00 | The location funding allocation is provided to Kinchela Public School to address school needs associated with remoteness and/or isolation.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this operational funding include:
 • extra staffing - a technology teacher
 • whole school excursions

The allocation of this funding has resulted in:
Increased subject opportunities and choices for students.

After evaluation, the next steps to support our students with this |

Location $8,776.00	**funding will be:** Developing and delivering professional learning with the Super Six Professional Learning Community, supporting the school to increase collaboration and overcome isolation.
Literacy and numeracy $3,024.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kinchela Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • literacy and numeracy programs and resources, to support teaching, learning and assessment • 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 **The allocation of this funding has resulted in:** Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples and teacher observation. **After evaluation, the next steps to support our students with this funding will be:** Engagement of additional teaching staff using other flexible funding to create intensive small group Literacy and Numeracy intervention programs.
QTSS release $3,700.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kinchela Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in:** Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students with this funding will be:** Employing additional teaching staff to continue to implement quality teaching initiatives.
COVID ILSP $12,783.31	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

COVID ILSP	• Other funded activities
$12,783.31	**Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in:** The majority of the students in the program achieving significant progress towards their personal learning goals. **After evaluation, the next steps to support our students with this funding will be:** To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	15	15	11	8
Girls	12	12	8	6

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.7	94.3	92.4	86.5
1	96.6	97.6	79.5	87
2	93.6	85.3	87.2	88.6
3	95	92.7	90	90.2
4	82.4	91.8	96	87.1
5	92	95	95.3	81
6	89.2	85.6		87.6
All Years	90.9	90.8	90.8	87.2
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		91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.26
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.7

*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	53,250
Revenue	550,580
Appropriation	545,408
Sale of Goods and Services	28
Grants and contributions	4,318
Investment income	26
Other revenue	800
Expenses	-562,718
Employee related	-528,004
Operating expenses	-34,714
Surplus / deficit for the year	-12,138
Closing Balance	41,113

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	32,813
Equity Total	107,647
Equity - Aboriginal	78,261
Equity - Socio-economic	12,125
Equity - Language	0
Equity - Disability	17,261
Base Total	349,795
Base - Per Capita	4,684
Base - Location	8,776
Base - Other	336,335
Other Total	17,173
Grand Total	507,428

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/Caregiver Feedback - The school feels like a family and parents appreciate the extra amount of teacher time (one on one support) students receive due to the small school setting. Parents expressed their concern re peer friendships due to a small cohort of students in the school.

Student Feedback - Most students said they like coming to school and they feel supported by the teaching staff. Most students said they had improved their learning and achieved their personal learning goals.

Staff Feedback - All staff enjoy the small school environment. Most staff feel supported by the Principal and the community.

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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.

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