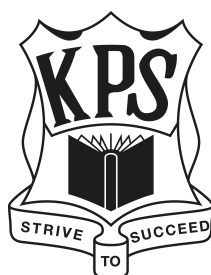


# 2021 Annual Report

## Kingswood Public School



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## Introduction

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

We strive to reach our full potential in a collaborative, inclusive community, where everyone can learn in a safe, stimulating and engaging environment.

## School context

Kingswood Public School is a growing school located in Western Sydney, close to Penrith and has a student enrolment of 544. Our school promotes collaborative professional learning and practice, using the Spirals of Inquiry framework and is part of the NOII Network. We have a strong focus on literacy, numeracy and wellbeing, implementing quality programs to improve student engagement and learning outcomes. Our school has strong support from the Parents and Citizens' Association and the school community. Kingswood Public School operates using a stage based model for grouping students in our mainstream classes and has two Stage 3 Opportunity Classes that encompass students from within and beyond our catchment area. Our school is supported by a multicultural community, 76% of our students have a language background other than English and 6% of our students identify as Aboriginal and/or Torres Strait Islander. Our students come from a range of socio-economic backgrounds. Our school offers students opportunities to excel through extra-curricular activities including: sport, dance, choir, debating and public speaking.

Our participation in External Validation in 2020 has driven the development of our Situational Analysis, leading to the identification of the following areas of focus. From the Learning Domain of the School Excellence Framework:

- Wellbeing - To develop a strategic and planned approach to wellbeing that support the wellbeing of all students, allowing them to connect, succeed, thrive and learn.
- Curriculum - To ensure that school leaders and teachers are equipped to implement syllabus changes based on the NSW Curriculum Review.
- Assessment - To further develop and refine our school-wide practices to ensure consistent approaches are used, integrating formative assessment across the school.

From the Teaching Domain of the School Excellence Framework:

- Effective Classroom Practice - To support teachers to identify, understand and implement the most effective explicit teaching methods - with a focus on evidenced based teaching strategies.
- Data Skills and Use - To develop the school's capacity to use data to identify student achievements, and progress in order to reflect on teaching effectiveness and inform future school directions.
- Learning and Development - To continue aligning professional learning to the school Strategic Improvement Plan, with an emphasis on providing explicit systems for collaboration and feedback to sustain quality teaching practice.

From the Leading Domain of the School Excellence Framework:

- Educational Leadership - To further develop the instructional leadership capacity of the leadership team and teacher leaders to support a culture of high expectations and community engagement.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative 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.

- Curriculum
- Attendance
- Wellbeing
- Assessment

### Resources allocated to this strategic direction

**Professional learning:** \$34,100.00  
**Literacy and numeracy:** \$15,500.00  
**Integration funding support:** \$229,000.00  
**Low level adjustment for disability:** \$151,000.00  
**New Arrivals Program:** \$20,500.00  
**Refugee Student Support:** \$2,200.00  
**English language proficiency:** \$268,000.00  
**Literacy and numeracy intervention:** \$47,000.00  
**Aboriginal background:** \$28,000.00  
**Socio-economic background:** \$12,000.00

### Summary of progress

Throughout 2021 we achieved the following milestones within the Student growth and attainment Strategic Direction of our School Plan:

- \* purchased and in-serviced staff on the You Can DO IT social/emotional whole school program to ensure the successful implementation in 2022
- \* developed and launched Reconciliation Action Plan
- \* completed Modules 1 and 2 of Trauma Informed Practice
- \* targeted intensive support for identified students through COVID ILSP, Learning Support and EAL/D programs
- \* targeted support for identified students receiving integration funding through employing SLSO's to support the learning, social emotional and/or behavioural needs of these 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
<ul style="list-style-type: none"><li>• Percentage of students in top two bands reading moves towards 59.4% the lower bound target.</li><li>• Percentage of students in top two bands reading moves towards 57.2% the lower bound target.</li></ul>	<ul style="list-style-type: none"><li>• 49.7 % of students achieved in the top two bands in NAPLAN <b>reading</b> indicating achievement of progress yet to be seen toward the lower-bound target.</li><li>• 48.81% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating achievement of progress yet to be seen toward the lower-bound target.</li></ul>
<ul style="list-style-type: none"><li>• Increased (uplift) percentage of students attending school more than</li></ul>	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has increased by 10%, to 78.15%</li></ul>

90% of the time by 5% or above.	
<ul style="list-style-type: none"> <li>• TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them From Me data indicates 86.49% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</li> </ul>
The self assessment indicates the school is Delivering in the element of assessment	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.</li> </ul>
<p>Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 71.9%</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system-negotiated target of 61.9 %</p>	<ul style="list-style-type: none"> <li>• The percentage of students achieving expected growth in <b>reading</b> decreased to 68.85% indicating achievement of progress toward the lower bound target.</li> <li>• Percentage of students achieving expected growth in <b>numeracy</b> increased to 77.05% indicating achievement of the system-negotiated target.</li> </ul>
The self assessment indicates the school is Delivering in the element of Curriculum	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the element of Curriculum to be sustaining and growing</li> </ul>
The self assessment indicates the school is Delivering in the element of Curriculum.	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence framework shows the element of Curriculum to be sustaining and growing.</li> </ul>

## Strategic Direction 2: Effective Classroom Practice

### Purpose

In order to improve the quality of our classroom practice, we will develop and implement a school wide approach to coaching, mentoring, data collection and data analysis to ensure all lessons are systematically planned as part of a coherent program that has been collaboratively designed, providing continuous improvement for staff and 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.

- Coaching and Mentoring
- Data Skills and Use

### Resources allocated to this strategic direction

**QTSS release:** \$97,500.00

**Socio-economic background:** \$11,000.00

**Beginning teacher support:** \$4,400.00

### Summary of progress

Throughout 2021 we achieved the following milestones in the Effective Classroom Practice Strategic Direction:

- Four Assistant Principals were released from face to face teaching loads for one day each week to provide ongoing Coaching and Mentoring to teachers within their Stage.
- Coaching and Mentoring focuses were determined on individual needs and complexities of classes.
- Timetabling was flexible to accommodate the needs of teachers throughout the year.
- The Coaching and Mentoring skills of the Assistant Principals was supported through Professional Learning on a fortnightly basis through Spirals of Inquiry.

### 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
• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning and Development , Theme coaching	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development, Theme coaching
• Self-assessment against the School Excellence Framework shows the school currently performing at delivering 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 data skills and use.

### Strategic Direction 3: Educational Leadership

#### Purpose

For school leaders to recognise, promote and build the leadership capacity of staff, students, parents and the community to enhance leadership density across the school community.

#### Initiatives

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

- School Leadership
- Community Leadership

#### Resources allocated to this strategic direction

**Socio-economic background:** \$11,000.00

**School support allocation (principal support):** \$28,000.00

#### Summary of progress

Throughout 2021 we achieved the following milestones within the Educational Leadership Strategic Direction:

- \* Assistant Principals supporting their Sages through coaching
- \* Assistant Principals supported in their coaching expertise through professional development
- \* Student leaders given opportunities to develop their leadership skills.

#### 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
* Assistant Principals are working within classrooms to target the specific needs of teachers in their stage during ongoing coaching sessions.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development, Theme coaching and mentoring
• Improved effectiveness of partnerships with parents and the community to support Community Leadership Events.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership, Theme: Community Engagement



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,200.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• Curriculum</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 additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> additional support for targetted students to ensure they transition successfully into school and learn</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further developing staff knowledge to ensure all students are supported. EAL/D staff working collaboratively with staff to build their knowledge and understanding on how to best support these students.</p>
<p>New Arrivals Program</p> <p>\$20,500.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Kingswood 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>• Curriculum</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>• employing a teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Partnerships between the school and the parents/carers has been strengthened. as the EAL/D staff joined online zoom classes and created videos and differentiated resources to support online learning during lockdown. EAL/D staff have collaboratively worked in classrooms with teachers to focus on the theme of vocabulary, enabling students to become more confident and competent in completing set tasks and engaging in class activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> for EAL/D teachers to continue to work and teach collaboratively with staff to ensure all EAL/D students needs are being met, including differentiation of tasks and a focus on vocabulary.</p>
<p>Integration funding support</p> <p>\$229,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kingswood Public School in mainstream classes who require moderate to high levels of adjustment.</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>• Wellbeing</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>• additional staffing to assist students with additional learning needs</li> </ul>

<p>Integration funding support</p> <p>\$229,000.00</p>	<ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> targeted students receiving support in their areas of need to assist them in being successful within a mainstream setting. Relationships have been built between staff, students and parents/carers to ensure students have the required support. SLSO's have completed professional learning on various areas related to the students they work with eg: behaviour management, autism, literacy support (mini-lit).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> for staff to become more knowledgeable through professional learning on how to best support targeted students and work with SLSO's.</p>
<p>Socio-economic background</p> <p>\$34,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kingswood 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>• Assessment</li> <li>• School Leadership</li> <li>• Coaching and Mentoring</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 Spirals of Inquiry to support student learning</li> <li>• employment of additional staff to support Spirals of Inquiry program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff gaining ongoing professional learning specific to the needs of their stage., with collegial dialogue encouraged and new strategies/initiatives planned, implemented and evaluated for impact.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue Spirals of Inquiry, ensuring new teachers have the opportunity to learn the rationale and structure of a Spiral.</p>
<p>Aboriginal background</p> <p>\$28,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kingswood 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>• Curriculum</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 specialist additional staff (SLSO) to support Aboriginal students</li> <li>• cultural activities for ATSI students</li> <li>• development of ATSI murals and cultural displays</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an SLSO being employed to work specifically on the literacy skills of ATSI students, including students identified as HPGE. Parents/carers have been</p>

<p>Aboriginal background</p> <p>\$28,000.00</p>	<p>included in the development of Personalised Learning Pathways, encouraging them to become more involved in the school and their child's education. Students were given opportunities to engage in cultural activities and ATSI cultural displays were displayed in the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to employ an SLSO to develop the literacy skills in ATSI students and to complete the mural. Students to be given more opportunities to engage in cultural activities.</p>
<p>English language proficiency</p> <p>\$268,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kingswood 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>• Curriculum</li> <li>• Assessment</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>• employed additional staff to allow ongoing fortnightly professional learning to occur that was targeted at the specific needs of the stage.</li> <li>• employment of specialised staff to monitor, assess, program and teach EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Whole school support for students through EAL/D teachers team teaching in classrooms as well as small groups. Additional resources have provided students with opportunities to access and complete learning from home tasks. Stage 1 participated in professional learning, where the EAL/D teacher guided an integrated writing unit. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs), with the focus on vocabulary.</p>
<p>Low level adjustment for disability</p> <p>\$151,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kingswood 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>• Curriculum</li> <li>• Wellbeing</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSO's)</li> <li>• targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Integration funding has increased, with more targeted students receiving the support they need. Staff are more knowledgeable of creating and implementing</p>

<p>Low level adjustment for disability</p> <p>\$151,000.00</p>	<p>SMART IEP goals through professional learning. SLSO's have been trained in identified reading programs (mini-lit) to enable more students to be supported.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> 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. SLSO's will continue to be trained in targeted areas to benefit the current needs of students.</p>
<p>Literacy and numeracy</p> <p>\$15,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kingswood 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>• Wellbeing</li> <li>• Curriculum</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>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional resources have been purchased to support student learning. A literacy program (mini-lit) was purchased and an SLSO trained to implement the program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> survey staff for which resources are required to implement the new K-2 curriculum. Professional learning for all staff in the English and Mathematics curriculum. Continue to purchase resources to update resources to meet the needs of the students.</p>
<p>QTSS release</p> <p>\$97,500.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kingswood 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>• Coaching and Mentoring</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>• Assistant Principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> funds being used to provide time for each Assistant Principal to support their team. The type of support given was responsive to the needs of the individual teachers and their students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> for each Assistant Principal to be given additional time to continue to support the specific needs of their Stage.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at</p>



<p>\$47,000.00</p>	<p>Kingswood Public School who may be at risk of not meeting minimum standards.</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>• Curriculum</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>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of an Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 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 through small group literacy intervention.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to differentiate teaching programs for literacy and numeracy as well as small group learning interventions.</p>
<p>COVID ILSP</p> <p>\$110,624.00</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 teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• providing intensive small group tuition for identified students who were working below grade expectations</li> </ul> <p><b>The allocation of this funding has resulted in:</b> identified students provided with intensive small group literacy sessions where their progress was carefully monitored to ensure they were progressing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the COVID ILSP, focusing on Stage 1 during the first semester.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	222	256	274	274
Girls	220	243	255	265

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.8	90.1	91.3	92.3
1	91.4	89.5	92.7	92.1
2	94.1	88.2	88.8	93.5
3	93.5	92.4	92.4	91.7
4	92.3	93.3	94.7	93.7
5	94.8	92.4	94.4	94.8
6	90.7	91.1	92.9	91.4
All Years	92.7	91.1	92.6	92.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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

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

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

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

## Management of non-attendance

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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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.78
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	2
School Administration and Support Staff	3.96

\*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>	9,449
<b>Revenue</b>	5,371,477
Appropriation	5,280,467
Sale of Goods and Services	7,500
Grants and contributions	83,153
Investment income	57
Other revenue	300
<b>Expenses</b>	-5,004,708
Employee related	-4,729,849
Operating expenses	-274,859
<b>Surplus / deficit for the year</b>	366,769
<b>Closing Balance</b>	376,218

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>	262,619
<b>Equity Total</b>	484,105
Equity - Aboriginal	28,698
Equity - Socio-economic	34,865
Equity - Language	268,429
Equity - Disability	152,113
<b>Base Total</b>	3,983,219
Base - Per Capita	130,407
Base - Location	0
Base - Other	3,852,811
<b>Other Total</b>	280,873
<b>Grand Total</b>	5,010,817

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

- 85% have a high rate of participation in sports at school.
- 92% believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 91% believe students demonstrate positive behaviour at school.
- 89% try hard to succeed in their learning.
- 86% have friends at school they can trust and who encourage them to make positive choices
- 78% set challenging goals for themselves in their schoolwork and aim to do their best

## Staff

Staff responses that are higher than the NSW Government Norm:

- 100% of staff report our school is a welcoming and culturally safe place for all students.
- staff set high expectations for students learning.
- staff use results from formal assessment tasks to inform their lesson planning.
- staff establish clear expectations for classroom behaviour.
- students receive feedback on their work that brings them closer to achieving their goals
- staff talk with other teachers about strategies that increase student engagement.

## Parents

- 74% of parents would recommended our school to other parents.
- 89% of parents report that their child is enrolled in their first choice of public school.
- 68% of parents report the school provides enough resources to help students with disability or special needs.
- 83% of parents report the school is well maintained.
- 83% of parents report the physical environment of the school is welcoming.
- 90% of parents expect their child will go to university.



# 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.