

2021 Annual Report

Kurnell Public School



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Introduction

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

Kurnell Public School

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School vision

Vision Statement

Kurnell PS is recognised for exceptional teaching and learning. We are committed to wellbeing, and developing students who strive for personal best and are respectful individuals.

We believe

- Students who feel valued and respected, included and cared for are more effective learners.
- Literacy and Numeracy must be explicitly taught to all students through quality, differentiated teaching and learning programs daily.
- Student growth is as important as student attainment.
- Students need opportunities to develop skills in all curriculum areas to become critical thinkers and work collaboratively with others.

We value

- Our dynamic work environment that is supportive of positive and valued relationships between staff, students and community.
- That our students feel respected and are engaged learners.
- Our positive and supportive learning environment that offers a variety of programs to cater for all students K-6.
- Collaboration between staff in all aspects of education with a focus on improving student outcomes and refining teacher practice.

School context

Kurnell Public School is the centre of a unique community situated on the Kurnell peninsula of Botany Bay. It is bordered on three sides by water with its closest suburb being 8 kilometres away. Our school has 215 students with diverse learning needs from a variety of backgrounds. We have an experienced staff with a strong ethos of collaboration and willingness to accept change and embrace new challenges. It is a small caring community, where parents and community feel a shared responsibility in the wellbeing of all students. Our learning programs are enhanced by the use of the local National Park and beaches. The school has developed strong community support and values its ties with local and nearby industry and our local Aboriginal Education Consultative Group (AECG). We collaborate with our local 'By the Sea' Community of Schools to focus on identified similar areas for improvement. Extra-curricular opportunities in Sport, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents, and the local AECG, was consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. In order to maximize student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data informed teaching practices that are responsive to the learning needs of individual students. Authentic communication and opportunities for parents to collaborate with staff and students will be put in place to meet the ongoing learning needs of students. In order to develop a culture of high expectations and optimize learning progress for all students, teaching strategies from 'What Works Best in Practice', the 'High Potential and Gifted Education' policy and the 'Disability and Inclusion' policy will be embedded in teaching practice. Programs and practices will be implemented to enhance student wellbeing, build student capacity to become more self aware and focused, leading to improved student learning outcomes. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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	Excelling
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to increase student growth and attainment in reading and numeracy (2021-23) through collaborative practice and teacher expertise in using explicit teaching, feedback and high expectations.

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.

- Highly Effective Teaching Practices
- High Expectations

Resources allocated to this strategic direction

QTSS release: \$29,379.64

Professional learning: \$4,400.00

Literacy and numeracy: \$6,397.00

Summary of progress

Observations and programs show improved and consistent teacher practice responds to the specific learning needs of all students.

Classroom programs and environments show visible learning strategies enhance learning.

A school formative assessment plan is embedded in school culture and regularly used to inform practice.

Collegial, collaborative practice is embedded in the culture of our school. .

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students in the top two bands numeracy from 15% in 2019 towards our lower bound 25.7%% uplift equals 5%	<ul style="list-style-type: none">• Data indicates 18.33% of students are in the top two skill bands for numeracy which is an increase against baseline data of 1.8% .• This was an increase of 3.24% from 2019 data moving towards our uplift goal.
Increase and maintain the percentage of students in the top two bands Reading from 40% in 2019 towards our upper bound of 41.4% uplift equals 1.4%	<ul style="list-style-type: none">• Data indicates 45% of students are in the top two skill bands for reading which is an increase against baseline data of 17.33% .• This was an increase of 5% from 2019 data exceeding our uplift goal.
Increase the percentage of students numeracy growth from 46.5% in 2019 towards our lower bound of 57.7% uplift equals 4%	<ul style="list-style-type: none">• Data indicates 60% of students are achieving expected growth for numeracy which is an increase against baseline data of 1.34% .• This was an increase of 13.85% from 2019 data exceeding our uplift goal.
Increase the percentage of students reading growth from 48.15% in 2019 towards our lower bound of 62.7%. uplift equals 5%	<ul style="list-style-type: none">• Data indicates 61.9% of students are achieving expected growth for reading which is an increase against baseline data of 5.01% .• This was an increase of 13.75% from 2019 data exceeding our uplift goal.
Teachers are skilled at explicit teaching techniques such as questioning and assessing	Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers collaborate across teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based

<p>Teachers are skilled at explicit teaching techniques such as questioning and assessing</p>	<p>programs and lessons, which meet the needs of all students.</p> <p>Self-assessment against the School Excellence framework shows the element of Effective Classroom practice to be sustaining and growing.</p>
<p>There is demonstrated commitment within the school community that all students make learning progress.</p>	<p>Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.</p> <p>Self-assessment against the School Excellence framework shows the element of learning culture- high expectations to be delivering.</p>
<p>Establish baseline of students meeting or exceeding the benchmark in phonics assessment (41% base line percentage in 2020)</p>	<p>In 2021 students achieved 93% in the year 1 phonics assessment.</p>

Strategic Direction 2: Data Skills and Use for Impact

Purpose

Our purpose is to use collaborative staff practices to develop quality assessments and ensure regular reflection of consistent, rigorous and authentic data that informs teaching and improves student outcomes.

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 Informed Practice

Resources allocated to this strategic direction

6101 additional carried forward: \$90,683.00
Integration funding support: \$20,100.00
Low level adjustment for disability: \$86,843.00
English language proficiency: \$7,110.00
Socio-economic background: \$35,871.00
Literacy and numeracy intervention: \$23,544.78
QTSS release: \$7,170.83
Per capita: \$50,782.45

Summary of progress

Increased percentage of students achieve targets through reflection on their feedback and progress to determine their future learning goals.

Classroom programs, lessons and environments show how visible learning strategies are used to enhance learning.

Student profiles /IEPS are composed based on data analysis provide differentiated learning experiences

Teachers track and monitor student progress to inform teaching and learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Teachers routinely use evidence of learning, including a range of formative and summative assessments to inform their teaching, adapt their practice and meet learning needs of students.	Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. . Self-assessment against the School Excellence framework shows the element of assessment- formative assessment to be sustaining and growing. Next year we will be focussing on teachers sharing criteria for student assessment with students., using formative and summative assessments to create opportunities for students to receive feedback on their learning.
Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.	Data shows that teachers now access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data - especially through the use of Essential Assessment. Self-assessment against the School Excellence framework shows the element of Learning and development- professional learning to be sustaining and growing.

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

Next year we will review and support use of Essential Assessment for K-2, adjustments to assessments and data collection in line with the implementation of the new K-2 English and Mathematics Syllabus.

Strategic Direction 3: Culture of Collaboration and Wellbeing

Purpose

Our purpose is to enhance student wellbeing and learning through collaboration with the school community. We will focus on individual learning needs, personalised goals, and successful student engagement.

Initiatives

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

- Collaboration for Learning and Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$5,639.00

6101 additional carried forward: \$1,100.00

Summary of progress

Teachers directly and regularly engage with students and parents to improve understanding of student learning and strengthen student outcomes. Teachers provide students with the scaffolding and opportunity to reflect on their progress towards their learning goals and where to next. Reporting to parents has been enhanced in response to feedback received and the opportunities to engage with parents during remote learning.

Student wellbeing continues to be a school priority and the many programs, including Mindfulness and support personnel have had a positive impact on student wellbeing, as evidenced through the Tell Then from Me Survey and the reduction of playground incidents.

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 the percentage of students expressing a positive sense of wellbeing from .91.07% in 2020 towards the upper bound target 96.1. Uplift = 3%	Tell Them From Me data indicates 92.02 % of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is an uplift of 4.47 exceeding our uplift target. As a result we will continue current wellbeing and support programs and values education.
To increase the percentage of students with attendance greater than 90% from 75.3% in 2019 towards our lower bound target 83.2%(upper bound 88.2%) Uplift= 4%	The number of students attending greater than 90% of the time or more has increased by 3.85%.. This is close to our uplift target. As a result we will continue our wellbeing and tracking of student absences and our collaboration and support of our students to maintain or increase their attendance.
Establish baseline percentage of targeted students achieving their individual learning goals / stage benchmarks so that equity gaps are closing.	Data indicates 100% of students have shown growth and have met their learning goals this year despite interruptions to face to face learning due to COVID19. Next year we will continue our support programs for Aboriginal , EALD and identified students.
Planning for learning is informed by sound holistic information about each	Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual

<p>student's wellbeing and learning needs in consultation with parents/carers.</p> <p>W - ILN E</p>	<p>student learning needs..</p> <p>Self-assessment against the School Excellence framework shows the element of wellbeing-Individual learning needs, to be sustaining and growing.</p>
<p>Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress.</p> <p>R PE S&G</p>	<p>Due to increased parent interactions during remote learning Parents were presented with clear information on what and how well their children are learning and received regular information in accessible formats about how to support their children's progress</p> <p>Self-assessment against the School Excellence framework shows the element of Reporting to be sustaining and growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$20,100.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kurnell 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Training of SLSOs to support tier 1 students <p>The allocation of this funding has resulted in: Improvement and progress of tier 1 students as evidenced by YARC , running records and levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to up-skill SLSOs to implement targeted support programs for tier 1 students.</p>
<p>Socio-economic background</p> <p>\$35,871.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kurnell 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement MultiLit and Maq Lit to support identified students with additional needs • equitable access to specialist resources - Learning and Support team Coordinator one day a week <p>The allocation of this funding has resulted in: Student growth in literacy for all targeted students as evidenced through internal and external assessment data. A systematic , fair and streamlined approach which ensured the maximum number of students accessed support personnel and resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: To collate and reflect on new data, and collaborate with students, staff and parents to identify students who will receive targeted support moving forward.</p>
<p>Aboriginal background</p> <p>\$5,639.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kurnell 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"> • Collaboration for Learning and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$5,639.00</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Stronger relationships with parents and community. Collaboration of with staff , students and parents to authentically create PLP Increased collaboration and school involvement of Aboriginal parents and community. Increased cultural competence and confidence in Aboriginal students. greater understanding of Aboriginal culture and history for staff and students K-6</p> <p>After evaluation, the next steps to support our students with this funding will be: Collaboration of with staff , students and parents to authentically create PLP Increased collaboration and school involvement of Aboriginal parents and community. Increased cultural competence and confidence in Aboriginal students. Greater understanding of Aboriginal culture and history for staff and students K-6</p>
<p>English language proficiency</p> <p>\$7,110.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kurnell 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in: Students receiving additional language support in class as needed resulting in improved student learning outcomes in all KLAs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue language support for identified students with in class support.</p>
<p>Low level adjustment for disability</p> <p>\$86,843.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kurnell 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Maq Lit, Multi Lit, Reading intervention program to increase learning outcomes <p>The allocation of this funding has resulted in: Student growth in literacy across K-6 as evidenced by YARC results, other internal and external assessment data. Targeted student Multi lit, Maq Lit, reading levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: To collate and reflect on new data, and collaborate with students, staff and</p>

<p>Low level adjustment for disability</p> <p>\$86,843.00</p>	<p>parents to identify students who will receive targeted support moving forward.</p>
<p>Literacy and numeracy</p> <p>\$6,397.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kurnell 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"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff professional learning and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in:</p> <p>Deeper knowledge and understanding of staff in the explicit teaching of comprehension. Data from Teaching Sprints revealed explicit teaching of comprehension and student growth in comprehension. Collaboration and planning of lessons and activities reflecting use of highly effective teaching practices</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Monitoring of programs and lesson observations. Continuation of explicit teaching of comprehension with a focus on vocabulary which was an area identified though whole school data analysis of Check in Assessment through Scout.</p>
<p>QTSS release</p> <p>\$36,550.47</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kurnell 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"> • Highly Effective Teaching Practices • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of instructional leader one day a week to lead professional learning and support teachers in explicit teaching providing feedback and ongoing support. <p>The allocation of this funding has resulted in:</p> <p>Deeper staff knowledge and understanding of comprehension skills to support literacy and comprehension in numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To build on staff knowledge and understanding of explicit teaching skills and strategies to improve student learning outcomes in literacy and numeracy, where comprehension and vocab were identified as areas for improvement.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kurnell 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>

<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<ul style="list-style-type: none"> • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Learning Support team prioritised the employment of SLSOs to give individual and small group support to identified K-2 students . <p>The allocation of this funding has resulted in: Data shows students have improved phonemic awareness and growth as evidenced through external assessment in year one and internal measures.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund SLSOs to support students individually, in small groups and within class in literacy</p>
<p>COVID ILSP</p> <p>\$106,200.00</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>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"> • Two LaSTs have collected data and analysed in numeracy and reading and programs developed for identified students. • Data analysys identified comprehension (vocab) as a target area K-6 in numeracy and reading. • System to track all students K-6 in numeracy and reading implemented. • Training for SLSOs on support programs - Fluency, Comprehension moving on to Mini Lit, etc <p>The allocation of this funding has resulted in: Data demonstrates that all students identified due to this intensive support.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue in 2022. with students identified, tracked using programs developed to support those students highlighted.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	101	104	106	118
Girls	96	92	100	97

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.8	94.9	94.3	93.7
1	92.4	93.3	94	94.1
2	93.9	92.4	93	93.2
3	95.4	93.8	93.7	94.1
4	94.2	93.6	95.1	93
5	93.2	92.8	92.6	91.7
6	93.9	93.1	92.6	94.3
All Years	93.9	93.3	93.6	93.4
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
Assistant Principal(s)	2
Classroom Teacher(s)	8.1
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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	344,137
Revenue	2,278,935
Appropriation	2,177,337
Sale of Goods and Services	16,556
Grants and contributions	84,734
Investment income	308
Expenses	-2,361,714
Employee related	-2,029,580
Operating expenses	-332,134
Surplus / deficit for the year	-82,779
Closing Balance	261,359

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	20,114
Equity Total	135,463
Equity - Aboriginal	5,639
Equity - Socio-economic	35,871
Equity - Language	7,110
Equity - Disability	86,843
Base Total	1,765,612
Base - Per Capita	50,782
Base - Location	0
Base - Other	1,714,830
Other Total	117,376
Grand Total	2,038,565

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students

96% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

91% of students believe they do not get in trouble at school for disruptive or inappropriate behaviour compared to 83% in NSW

94% of students at our school report they have friends at school they can trust and who encourage them to make positive choices, compared to 85% average across NSW.

85% of students felt accepted and valued by their peers and by others at their school compared to 81% in NSW.

82% of students set challenging goals for themselves in their schoolwork and aim to do their best compared to 79% NSW

Parents

100% of parents surveyed through focus groups K-6 reported they felt welcome at school.

96% of parents surveyed through focus groups K-6 reported they felt teachers and principal were easily accessible

4% felt this was difficult due to COVID

Teachers

97% of teachers work discuss learning problems of particular students with other teachers compared with 78% across NSW

97% of teachers feel the leadership team support them during stressful times compared to 71% NSW

97% of teachers set high expectations for student learning compared to 80% NSW

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.