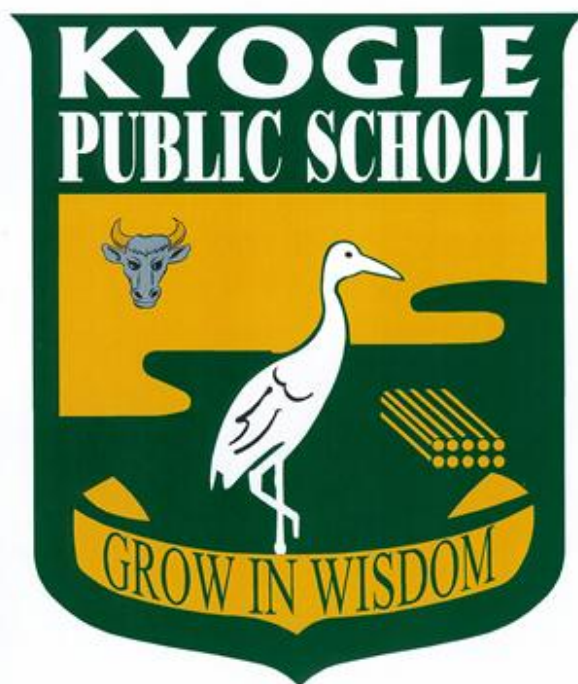# 2021 Annual Report

Kyogle Public School

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Introduction

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

Kyogle Public School community believes that every student should be motivated to achieve their personal best, using high expectations, in a positive and inclusive environment.

School context

Kyogle Public School has a student enrolment of 271 students. The students are drawn from diverse backgrounds with a wide range of abilities and achievements represented in each year group from Kindergarten to Year 6. Kyogle Public School has 18% of students identify as Aboriginal or Torres Strait Islander. Our students come from a wide range of socio-economic backgrounds

Within the school there are many groups that strive to benefit our students. These include Stage Teams, a Learning and Support Team, an Aboriginal Education Team and a Positive Behaviour for Learning (PBL) Team.

Extra-curricular opportunities and focus groups occur daily. Numerous teams represent the school in sport. Every day, there are a range of structured activities that students may wish to join. These include: team sports, Art Club, Dance Group, Environment Club, Deadly Crew, Gardening Group, computer room and quiet games. Band, choir and robotics are optional activities given each week . By creating opportunities for these activities, we enable our students to excel through a range of different experiences.

The whole school is committed to the importance of transitions and strong connections between our local Preschools and High Schools to enhance the academic achievement and wellbeing of all students at Kyogle Public School. We have strong partnerships with universities resulting in extra support for our students in the areas of Speech, Occupational Therapy, Dietetics and Social/Welfare programs.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group (AECG), was consulted in a thorough situational analysis followed by the development of the strategic improvement plan. As a result, teachers will be successfully planning for and delivering quality differentiated instruction to all students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. The instructional leader will lead much of this work, with Departmental support staff.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for every student, to build strong foundations in reading and numeracy, with high expectations for academic success. In all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

QTSS release: $57,180.18
Literacy and numeracy intervention: $58,861.95
Literacy and numeracy: $8,489.43
Socio-economic background: $128,715.35
Aboriginal background: $2,128.00
Professional learning: $2,000.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve comprehension, vocabulary, and problem solving. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. Small group tuition with weekly Professional Learning sessions proved successful as evidenced in Check In data, NAPLAN and school based assessments.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will focus on inferential comprehension, fluency and embedding working mathematically.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Students achieving in the top two bands NAPLAN Reading shows an uplift of 4% from our baseline data.	Data indicates 25.6% of Year 3 and 5 students are in the top two bands for NAPLAN Reading which is an increase of 4% against baseline data. This demonstrates that we are progressing towards the system negotiated lower bound target.
Students achieving in the top two bands NAPLAN Numeracy shows an uplift of 2% from our baseline data.	Data indicates 17.07% of Year 3 and 5 students are in the top two bands for NAPLAN Numeracy which is an increase of 7.4% against baseline data. This demonstrates that we have exceeded the system negotiated lower bound target.
Students achieving expected growth in NAPLAN Reading shows an uplift of 2% from our baseline data.	Data indicates that the proportion of students achieving expected growth in NAPLAN Reading decreased from the baseline data. This demonstrates that we are yet to progress towards the system negotiated lower bound target.

Students achieving expected growth in NAPLAN Numeracy shows an uplift of 2% from our baseline data.	Data indicates that the proportion of students achieving expected growth in NAPLAN Numeracy decreased from the baseline data. This demonstrates that we are yet to progress towards the system negotiated lower bound target.

Strategic Direction 2: Excellence in Teaching

Purpose

Kyogle Public School develops strong, compassionate, motivated and collaborative teachers who focus on exceptional curriculum delivery, resulting in our students becoming life long learners.

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.

- Teachers as Learners
- Effective Classroom Practice

Resources allocated to this strategic direction

Socio-economic background: $178,713.00
Professional learning: $20,288.58

Summary of progress

Our focus for 2021 was on the use of personal goals based on Australian Professional standards and the use of effective evaluative practices using student data.. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. The school commitment to provide an additional hour of Professional Learning each week ensured all teachers developed goals based on Reading and Numeracy.

Professional dialogue on teaching strategies drawn from the evidence-base was a focus in stage groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to inform and plan quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this.

Next year in this initiative we will work with staff to establish a process to provide staff with opportunities to work towards achieving personal professional goals, by sharing successes and providing evidence of impact. Evaluative practice for programming of the teaching and learning cycle and the teacher performance will be initiated.

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
75% of all staff authentically engage with their personal goal in alignment with the Australian Professional Teaching Standards and can demonstrate improved practice as a result of their Professional Development Plan..	Document analysis of Teaching staff Professional Development Plans (PDP) indicated that 100% of staff had completed written PDPs. Further analysis of the improved practice of teaching staff in alignment with the Professional Teaching Standards did not meet our internal school target of 75%.
100% of staff are involved effective evaluative practice.	100% of teachers participated in effective evaluative practices through internal collaboration and professional learning experiences. All staff demonstrated applied evidence of this theory back into their own practice. Delayed initiatives in Term 3 have will mean full impact measurement of this practice will be postponed to 2022.

Strategic Direction 3: Wellbeing

Purpose

Social, emotional and academic development will be achieved in a safe and respectful environment. We will enhance our diversity and connections with community through Aboriginal and cultural perspectives.

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.

- Valuing Others - Inclusive Pathways to Success.
- Opportunities

Resources allocated to this strategic direction

Low level adjustment for disability: $71,128.35
Socio-economic background: $7,000.00
Aboriginal background: $62,837.49
Location: $28,050.77

Summary of progress

Our focus for 2021 was to improve students attending school more than 90% of time, whilst improving the students positive well being measures.

Attendance in 2021 was greatly impacted by COVID and remote learning. A number of our student is living in rural areas were unable to access internet and therefore were unable to access flexible online learning. When at school the wellbeing measures in place made a positive impact, as the students were given extra curricular activities in a range of KLAs, and increased the process around self directed learning.

The schools successful well being program continues to strengthen with weekly focuses on SLSOs directly supporting all students in the playground and classroom. The school commitment to regular meetings occurring within the Learning Support team and PBL team, always having a student focused goal, has resulted in students feeling known, valued and cared for.

Next year in this initiative we will work with staff to establish an attendance team to support all students to increase school attendance and engagement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Students attending school more than 90% of the time. shows an uplift of 3% from our baseline data.	The proportion of students attending school greater than 90% of the time or more has decreased by 9.5% demonstrating that we are yet to progress towards the system negotiated lower bound target.
Students report a 2% uplift from our baseline data in the Tell Them From Me Wellbeing survey.	86.4% of students reported positive wellbeing measures through the student Tell Them From Me survey. This reflected an increase of 4.5% from the baseline data and strong progression towards the system negotiated lower bound target.

Funding sources	Impact achieved this year
Integration funding support $203,102.00	Integration funding support (IFS) allocations support eligible students at Kyogle 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:** • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in:** All eligible students demonstrating progress towards their personalised learning goals. All PLPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students with this funding will be:** The next steps to support our students is to use integration funding. This will be adjusted throughout the year in response to student PLPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background $314,428.35	Socio-economic background equity loading is used to meet the additional learning needs of students at Kyogle 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:** • Reading • Teachers as Learners • Effective Classroom Practice • Valuing Others - Inclusive Pathways to Success. • Opportunities **Overview of activities partially or fully funded with this equity loading include:** • supplementation of extra-curricular activities • employment of additional staff to support Professional development program implementation with Teaching and non-teaching staff. **The allocation of this funding has resulted in:** Each School Learning Support Officer was supported to build their capacity to support students through weekly training and collaborative opportunities occurred weekly for a 20 min session and SLSOs were monitored throughout the year during PL discussions and through their PDP's. All SLSOs worked on improving reading in the classroom as a goal in their PDP's and were monitored mid year and during the end of year evaluated process. 90% of SLSOs were actively engaged in using a reading program to support students. This was reflected in their end of year PDP evaluation. Internal data was attached to SLSO's PDPs as evidence of improvement. **After evaluation, the next steps to support our students with this funding will be:** After evaluation, the next steps to support our students with this funding will be to continue to engage in the literacy and numeracy programs to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staffing, redirecting to improve results and focus on improving our attendance rates.

Aboriginal background $64,965.49	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kyogle 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy • Opportunities • Valuing Others - Inclusive Pathways to Success. **Overview of activities partially or fully funded with this equity loading include:** • Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. **The allocation of this funding has resulted in:** The allocation of this funding has resulted in: an employment of AEO, which increased in Aboriginal families engaging and communicating in school and home learning. Tell Them From Me data indicated an increase of Aboriginal students feel like their culture is valued at school with a sense of belonging. **After evaluation, the next steps to support our students with this funding will be:** To continue to engage an AEO supporting literacy and numeracy, and working with the ASLO to improve attendance support for Aboriginal students.
Low level adjustment for disability $239,305.35	Low level adjustment for disability equity loading provides support for students at Kyogle 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:** • Valuing Others - Inclusive Pathways to Success. • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • 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 **The allocation of this funding has resulted in:** The employment of SLSOs to support students socially, emotionally and with their learning, both in the classroom and playgrounds. The evidence (EBS DATA) of this success was reduced incidents and suspensions. **After evaluation, the next steps to support our students with this funding will be:** The continued support for specific playground programs, and integrating SLSO input in the whole support plans for individual students goals.
Location $28,050.77	The location funding allocation is provided to Kyogle 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:** • Opportunities

Location $28,050.77	**Overview of activities partially or fully funded with this operational funding include:** • technology resources to increase student engagement **The allocation of this funding has resulted in:** This allocation provided increased playground opportunities and choices for students. Additional technology resources to increase student engagement. **After evaluation, the next steps to support our students with this funding will be:** After evaluation, the next steps to support our students with this funding will be to provide a range of school opportunities, including more student leadership (SRC), working across stages.
Literacy and numeracy $8,489.43	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kyogle 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:** • Reading **Overview of activities partially or fully funded with this initiative funding include:** • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • staff training and support in literacy and numeracy **The allocation of this funding has resulted in:** Increase in in Check In and NAPLAN Data. When compared to State data Year 3 exceeded state data in Writing 2021. **After evaluation, the next steps to support our students with this funding will be:** After evaluation, the next steps to support our students with this funding will be: teacher and SLSO release to continue with PL program with focus on Literacy and Numeracy outcomes identified through school data.
QTSS release $57,180.18	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kyogle Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **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. 83% of teachers value the stage RFF time for collaboration All teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. **After evaluation, the next steps to support our students with this funding will be:** After evaluation, the next steps to support our students with this funding will

| QTSS release

$57,180.18	be: continuing to employ a school based instructional leader to lead improvement in an area where teachers need support, such as literacy or numeracy.
Literacy and numeracy intervention

$58,861.95 | The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kyogle Public School who may be at risk of not meeting minimum standards.

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

Overview of activities partially or fully funded with this initiative funding include:
 • 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
 • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students

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, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands increased from 2020 to 2021.

After evaluation, the next steps to support our students with this funding will be:
Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs. |
| COVID ILSP

$178,966.32 | 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:
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition
 • providing targeted, explicit instruction for student groups in literacy - focus Vocabulary
 • providing targeted, explicit instruction for student groups in numeracy - Problem Solving

The allocation of this funding has resulted in:
The majority of the students in the program achieving significant progress towards their personal learning goals.
All covid support data demonstrated a overall 95% improvement in at least 2 progression levels. This was reflected in Check In and NAPLAN data.
Year 4 students went from -0.5 below state to 4.5 above state in the area of vocabulary after covid support.

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 |

COVID ILSP $178,966.32	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.

Kyogle Public School 2349 (2021)

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	149	148	135	125
Girls	171	159	165	149

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.3	85.8	84.4	90.7
1	86.9	89.8	88.5	89.3
2	91	90	88.6	90.8
3	93.3	92.1	83.6	89.8
4	91.3	91.8	85.6	88
5	94	90.3	88.3	90.2
6	90.6	91.2	85.4	89.4
All Years	90.7	90.3	86.4	89.8
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)	3
Classroom Teacher(s)	9.47
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.72

*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	609,789
Revenue	3,642,066
Appropriation	3,596,012
Sale of Goods and Services	2,201
Grants and contributions	32,564
Investment income	489
Other revenue	10,800
Expenses	-3,842,622
Employee related	-3,478,669
Operating expenses	-363,952
Surplus / deficit for the year	-200,555
Closing Balance	409,234

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	203,102
Equity Total	618,699
Equity - Aboriginal	64,965
Equity - Socio-economic	314,428
Equity - Language	0
Equity - Disability	239,305
Base Total	2,160,433
Base - Per Capita	73,955
Base - Location	28,051
Base - Other	2,058,427
Other Total	310,822
Grand Total	3,293,057

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

Surveys were conducted with both staff and students, and continual informal conversations with parents and community members were collated and considered as part of our understanding of how our school is seen. There was some very clear data that was evident as a result.

From the 'Peoples Matter' survey the overall employee engagement was high with 95% of staff saying that they are proud to tell others they work for their organisation. Employee engagement is influenced by leadership, a positive and inclusive work culture, manager support, accountability, and flexible work to name a few.

Personal job satisfaction is also high with 100% of staff strongly agreeing that their job gives them a feeling of personal accomplishment. Like employee engagement, job satisfaction is a measure of employee experience. While employee engagement operates at the organisational level, job satisfaction operates at the job or role level. This is phenomenal data!

From 'Tell Them From Me' survey conducted 97% of our students believe that schooling is useful in their everyday life and that it will have a strong bearing on their future. Our school scored higher than the NSW government norm in this domain of valuing schooling outcomes.

The school gladly accepts feedback from parents and community via several sources, most predominantly our P&C, informal conversations and surveys. Parental and student response to the online learning opportunities offered was overwhelming positive and minimised the impact of COVID within our school in 2021. As a result of these data gathering opportunities, it was determined that parents and community were positive about the school and felt that the school worked hard to meet the educational and social needs of its students.

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.