

# 2021 Annual Report

## Larnook Public School



2375

## Introduction

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

Larnook Public School provides inclusive educational experiences and a diverse range of opportunities for improving individual student learning and wellbeing. Larnook Public School is a small school offering big opportunities where staff effectively use data to drive their high quality, individualised practice.

## School context

Larnook Public School is a small rural school 20 minutes from Lismore and Kyogle. Larnook offers an expanse of picturesque grounds that allows students to have a variety of areas to learn in. They include an upper oval, fairy garden and a lower playground with play equipment and chickens. At Larnook School we incorporate life skill activities into our learning programs. These include activities like cooking, gardening, pottery, fishing and animal care. The school and community have planted a large variety of edible fruits and plants for students to enjoy and to promote healthy eating. We encourage a healthy and physical lifestyle by offering sports like soccer, hockey, swimming, volleyball, dancing and surfing by qualified coaches. Every student has the opportunity to experience success and to build that confidence in their own ability to achieve their full potential. Larnook is a small school with big opportunities.

As a result of a thorough situational analysis that reflected upon student performance and other data, our evaluations against the School Excellence Framework, key research and literature and staff and community input, key considerations were identified. The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both reading and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

In order to maximise student learning outcomes for every student in our school we will further develop and refine our system processes and procedures. We will support the continuous improvement of teaching practices across the school and build the well-being of all of our stakeholders.

## 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                             | Delivering             |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Delivering             |
| 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

Improve whole school collection and analysis of student data to ensure the implementation of the most effective teaching practices to improve learning outcomes for students in reading and numeracy.

### Initiatives

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

- Data Driven Practices
- Effective Classroom Practice

### Resources allocated to this strategic direction

: \$3,600.00

**School support allocation (principal support):** \$5,604.80

**Professional learning:** \$5,056.00

**Integration funding support:** \$14,987.00

**Low level adjustment for disability:** \$28,220.26

**Literacy and numeracy:** \$3,453.14

**Socio-economic background:** \$23,194.92

**QTSS release:** \$3,699.89

### Summary of progress

In 2021 teaching staff defined the need for and created a whole school assessment schedule to drive our data collection practise. This included establishing baseline data for each student in years 2 to 6 to measure annual academic growth in reading and numeracy. Strong processes and practices were implemented, including utilising Week 5 of each term for all staff to analyse student data from internal and departmental sources to drive teaching at students' need. We collaboratively programmed appropriate and most impactful learning experiences. This culminated in improvement in staff confidence in the role of data driving teaching and our capacity to implement this. Through the refinement of the Performance Development Processes, individual areas of strength and focus areas were identified. Effective Reading Strategies professional learning, team teaching and observations were identified and occurred throughout the year resulting in improved teacher confidence and 40% of students achieving their reading goals.

Our collaborative approach has seen teaching and assessment becoming responsive and personalised to meet individual student and staff needs. Formative assessment practices are starting to become inherent within all learning experiences. Teachers are learning to use data to adjust and review learning programs and target students at their point of need. We recognise the need to refine and expand on the use of data in our programming, as well as the use of external assessments such as NAPLAN and Check in Assessment to monitor and evaluate student progress. While there has been a huge improvement in the use of data to inform teaching, staff still require further high impact professional learning in this area. There is evidence in programming that staff are using the professional learning by differentiating guided reading for all students. Teachers have been observed applying new strategies and reading data on targeted students has shown 90% of students have achieved one years growth or more. Intensive focus on capacity building was centred around reading instruction and this will need to extend into numeracy in future years.

Targeted differentiated high impact professional learning to build a shared understanding of best practice to support high level pedagogical practice in reading and numeracy, including a focus on gifted students would provide further opportunities for improvement. Focus on collaborative staff practice, whether it be whole school and/or inter school relationships, to provide mentoring and coaching support to ensure the ongoing development and improvement of teacher practice. Staff will review and adapt practice to ensure reliable assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

### 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 % of Stage 2 and 3 | The % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading |

|   |  |
|---|--|
| students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools beyond the baseline data of 40.2% in Reading and 23.1% in Numeracy. | and Numeracy across the Richmond Network Small Schools increased by 6.6% in Reading and 15.2% in Numeracy progressing beyond the lower bound network target.   |
| Increase the % of students achieving expected growth in NAPLAN Reading and Numeracy up to 55% to progress towards the Richmond Network Small Schools lower bound target                 | The % of Stage 2 and 3 students achieving expected growth in NAPLAN Reading and Numeracy across the Richmond Network Small Schools was 57.9% in Reading and 52.6% in Numeracy achieving beyond the baseline data and progressing towards the lower bound network target. |
| 50% of students achieve 1.0+ years growth in Reading and Numeracy. as measured through diagnostic assessment.   | <p>64.7% of students achieved 1.0+ years growth in Reading as measured through diagnostic assessment.</p> <p>46.66% of students achieved 1.0+ years growth in Numeracy as measured through diagnostic assessment.</p>  |

## Strategic Direction 2: Strong Systems and Practices

### Purpose

To build an enhanced culture of high expectations and continuous improvement, where community engagement is high. This will be supported by a foundation of strong systems, structures and processes.

### 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.

- Inclusive Leadership
- Well-being

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$8,000.00

**Location:** \$2,335.40

**Aboriginal background:** \$3,614.93

### Summary of progress

In 2021 staff reviewed and refined school attendance procedures. As a part of this we increased communication with families through newsletters, emails and facebook to stress the importance of attendance. Staff are regularly contacting families the day they are absent. The school has increased incentives to support the achievement of the system target of students' attendance at or above 90%. Updated procedures have given staff clarity on expectations and to refocus the importance of attendance. These systems include using Sentral to record conversations between staff and parents. Communication booklet shows that families have been contacted regularly and 100% of parents have responded positively to this initiative. Furthermore Sentral data shows that as a result unexplained absences are at 0%. Student incentives had to be readjusted due to COVID so the impact of these initiatives was not evident. Consolidation of refined school attendance processes and continual focus on prioritising student attendance to continue in 2022.

Professional Development Plan procedures and requirements were updated and explained to staff. Staff have a better understanding of their obligations, their strengths and areas of focus. Professional learning on Effective Reading and phonemic awareness for all staff was a result of this process. School resources have been allocated to update the website and online communication to provide all stakeholders the opportunity to be active participants in our school. This includes the promotion of school and student learning, regular calendar updates and social media posts. Professional learning has supported staff in the use of Sentral to ensure incidents, sick bay and attendance are reported correctly. This is allowing more accurate collection of student well-being data.

The school was successful in obtaining a grant to support the implementation of a Breakfast Club. A Student Representative Council has been created to help with fund raising and extra curricular initiatives. Students have responded positively to these activities and the introduction of Worker of the Week and a Kindness Award. These new awards have encouraged students to promote positive behaviour they are including parents, often bringing them to the office to showcase their achievements. Forge Well-being Program has been utilised to collect data on student wellbeing. This involved students completing surveys at set points throughout the year and the data being analysed to identify wellbeing trends within the school. This strategy has not explicitly defined where our students are at with their learning culture and as such an internal system for monitoring and evaluating our school learning culture will be developed in 2022.

Identified administrative systems and processes were reviewed, amended and implemented, delivering measurable benefit to the school community. These will be further reviewed, refined and implemented in 2022.

### Progress towards achieving improvement measures

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

| Annual progress measure                | Progress towards achievement   |
|--|--|
| The school self assesses and validates | Self assessment against the school excellence framework shows the school |

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| at the delivering level of the Management Practices and Processes element of the School Excellence Framework.   | currently performing at delivering in the element of management practices and processes.   |
| Increase the % of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools beyond the baseline data of 60%. | The % of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 6.25%, demonstrating that we are not yet progressing towards the lower bound small schools network target. |
| Creation of benchmark data of student attitudes towards school achievement and engagement.  | Creation of baseline data has been pursued through department and commercial options. Neither have lead to definitive information regarding our students attitudes.  |



| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Integration funding support</p> <p>\$14,987.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Larnook 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>• Effective Classroom Practice</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> <li>• ensure two classroom model for individualised support</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>The allocation of this funding has resulted in the eligible student demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring the eligible students received individualised learning and support within their own classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>At this stage, the school does not anticipate receiving any Integration Funding Support in 2022.</p>   |
| <p>Socio-economic background</p> <p>\$23,194.92</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Larnook 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>• Effective Classroom Practice</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 additional staff to ensure two class model</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Individualised learning in a small class size. Clarification of individual student learning plans with differentiated implementation. The benchmarking of each students' learning strengths resulting in approximately 50% of students achieving one years growth in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>To continue to ensure the two class model is provided for students and the community and refine the explicit processes and instruction to support our students. This is very important to the community and it allows for more individualised learning and growth for each student.</p> |
| <p>Aboriginal background</p> <p>\$3,614.93</p>        | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Larnook 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>• Well-being</li> </ul>   |

|   |  |
|---|--|
| <p>Aboriginal background</p> <p>\$3,614.93</p>                | <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Purchased Aboriginal readers</li> <li>• Attending professional learning throughout the year - Aboriginal Cultural and Language research program</li> <li>• Aboriginal Language Tutor at school one day per week</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>The allocation of this funding has resulted in an increase in our Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Having Uncle Elliot ( Language Tutor) at school has enhanced all students connection to Aboriginal culture and increased Aboriginal students responses that their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>This year we were unable to construct signage around the school or to meet with families. Funding permitting this will be our next steps for 2022. Professional collaboration will support all staff with programming to incorporate cultural connection into teacher instruction.</p>  |
| <p>Low level adjustment for disability</p> <p>\$28,220.26</p> | <p>Low level adjustment for disability equity loading provides support for students at Larnook 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>• Effective Classroom Practice</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>• targeted students are provided with an evidence-based intervention Mini Lit to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students<br/>providing a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. Mini Lit data of targeted students reflected a strong translation of phonics acquisition and reading growth into daily practice. 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. Targeted intervention strategies support identified student needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Review, refine and implement increasingly efficient processes to ensure each students' learning needs are being supported and extended.</p> |
| <p>Location</p> <p>\$2,335.40</p>                             | <p>The location funding allocation is provided to Larnook Public School to address school needs associated with remoteness and/or isolation.</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>• Well-being</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul>   |

|  |   |
|--|---|
| <p>Location</p> <p>\$2,335.40</p>              | <p><b>The allocation of this funding has resulted in:</b><br/>Increased curricular and extra-curricular experiences for students which has enhanced their curricular outcomes and student wellbeing data which supports their engagement with school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Supporting the school to increase collaboration beyond the school gates with other small schools and to support students academic, social, physical and emotional well-being.</p>   |
| <p>Literacy and numeracy</p> <p>\$3,453.14</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Larnook 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>• Effective Classroom Practice</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 an additional Learning and Support intervention teacher</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Increased differentiated reading instruction targeting each child's area of need. This has led to an increase in the benchmark level for all students involved in the MiniLit program and 60% of all student achieving their personal annual reading goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Professional learning to support staff to conduct evidenced based guided reading instruction. Translation of effective reading support strategies to our community to enhance our home reading program.</p> |
| <p>QTSS release</p> <p>\$3,699.89</p>          | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Larnook 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>• Effective Classroom Practice</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>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Improved staff skill, knowledge and confidence implementing explicit teaching practices in Reading. Teachers have now implemented evidence-based, high impact teaching strategies in guided reading within their classroom practice leading to increased Semester 2 student reading growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Implement framework for collaborative practice for all staff around Reading and Numeracy. Ensure each teacher has the opportunity to refine their teaching practice through mentoring and coaching support.</p>             |
| <p>COVID ILSP</p> <p>\$19,666.63</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>   |

|                                      |  |
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| <p>COVID ILSP</p> <p>\$19,666.63</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>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>60% of students K-6 achieved their personal learning goal in reading<br/>90% of students in the program achieving at least 1.0+ years worth of growth in Reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Align reading goals with PLAN2 and the learning progressions.</p> |
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## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 14         | 17   | 12   | 9    |
| Girls    | 16         | 12   | 8    | 11   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 79   | 75.4 | 93.9 | 76.9 |
| 1         | 81.7 | 67.8 | 80.6 | 88.2 |
| 2         | 86.6 | 85   | 90.9 | 69.9 |
| 3         | 92.2 | 89.6 | 76.7 | 84.2 |
| 4         | 89.3 | 96.1 | 92.7 | 79.7 |
| 5         | 93.8 | 67.1 | 98.9 | 82.8 |
| 6         | 93.5 | 91.7 | 88.6 | 89.2 |
| All Years | 86.4 | 80   | 87.2 | 81   |
| 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    |
| Classroom Teacher(s)                    | 0.45 |
| Learning and Support Teacher(s)         | 0.2  |
| Teacher Librarian                       | 0.08 |
| School Administration and Support Staff | 1.2  |

\*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>                | 77,356                  |
| <b>Revenue</b>                        | 532,258                 |
| Appropriation                         | 521,937                 |
| Sale of Goods and Services            | 400                     |
| Grants and contributions              | 9,798                   |
| Investment income                     | 73                      |
| Other revenue                         | 50                      |
| <b>Expenses</b>                       | -574,550                |
| Employee related                      | -496,123                |
| Operating expenses                    | -78,427                 |
| <b>Surplus / deficit for the year</b> | -42,292                 |
| <b>Closing Balance</b>                | 35,064                  |

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>   | 14,987                            |
| <b>Equity Total</b>     | 55,030                            |
| Equity - Aboriginal     | 3,615                             |
| Equity - Socio-economic | 23,195                            |
| Equity - Language       | 0                                 |
| Equity - Disability     | 28,220                            |
| <b>Base Total</b>       | 374,347                           |
| Base - Per Capita       | 4,930                             |
| Base - Location         | 2,335                             |
| Base - Other            | 367,081                           |
| <b>Other Total</b>      | 49,628                            |
| <b>Grand Total</b>      | 493,991                           |

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

There was a small number of families that completed the annual survey but from the 10% that did they indicated they were happy with the learning and well-being provided at the school but they were disappointed with being unable to attend school events due to COVID. Evidence reflected that students were still learning to take control of their own learning achievements and their learning goals. All staff agreed the goal for 2022 was to enhance our guided reading and phonics and phonemic awareness to support our students with their academic success.

# 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.