

2021 Annual Report

Lisarow Public School



2407

Introduction

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

Lisarow Public School values authentic connections in a safe, nurturing environment with a commitment to high engagement, sustainable practices and visible leadership. Students are provided with explicit and individualised learning opportunities where teachers deliver on a shared commitment of high expectations, personal achievement and continual professional growth. At our school, opportunities are provided for students to develop resilience and critical thinking skills to become innovative, problem solvers in a future ready society. The school is focused on building individual and collective wellbeing through a climate of care and positivity, where every student is respected and valued.

School context

PROUD COMMUNITY, QUALITY LEARNING

Lisarow Public School is a comprehensive K-6 primary school with 212 students serving the Lisarow community on the Central Coast. Lisarow Public School prides itself on its long community connections from its beginnings in 1928. We are fortunate to have a genuine partnership with P & C and the wider community which ensures the school is well positioned in supporting quality outcomes for our students. The school offers a range of academic, cultural and sporting programs which provide differentiated opportunities for students to excel.

Enrolments have slowly decreased over the years with a change in the demographics of the area. Our Aboriginal population fluctuates significantly and we currently have 12 Aboriginal students. 12% of students require different levels of EAL/D (English as an Additional Language or Dialect) support. Attendance is high with 84% of students attending with more than a 90% attendance rate.

The school is a proud member of the Valley Schools Learning Community with strong and positive links to Cooina Local Aboriginal Education Consultative Group (AECG) and The University of Newcastle, Ourimbah Campus.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using explicit teaching strategies will ensure students achieve expected growth and attainment in their learning. This will be achieved through the provision of highly effective and evidence-based professional learning for all staff. Staff will have the opportunity for collaboration and will be able to seek instructional leadership.

We have identified a need to consistently use data driven practices to ensure all students have access to reflective and targeted teaching. Continual monitoring of student performance data will determine areas of need and success at a class and school level. Further work will need to occur around how teachers successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted.

There will be a strong focus on continuing to develop staff and community knowledge in understanding the use of effective practices and strategies to support student wellbeing to ensure every student is known, valued and cared for.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the student learning outcomes in reading and numeracy we will develop and sustain whole school processes to ensure evidence informed teaching and assessment practices are responsive to the individual learning needs of 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.

- High Impact Teaching Literacy and Numeracy
- Data Skills and Use

Resources allocated to this strategic direction

Low level adjustment for disability: \$67,271.00

School support allocation (principal support): \$14,467.00

Literacy and numeracy: \$3,660.00

6101: \$35,700.00

Summary of progress

In literacy the key areas of phonics and phonemic awareness and the big ideas in numeracy featured significantly in our work in Strategic Direction 1 this year. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-based practices across the school and used a consistent short assessment to identify the point of need of students in reading.

In reading, phonics and phonemic awareness, teachers used student data to plan and embed quality practices into their everyday teaching and as a result adapted teaching and learning programs in K-4. Teachers found this data valuable, and said the professional learning increased their knowledge and expertise. Further development in teaching and learning programs in reading and spelling will be a focus moving forward so that data will continue to improve.

In numeracy, all staff started professional learning coordinated by the Primary Maths Team, NSW Maths strategy. Staff have begun planning engaging lessons, exploring the big ideas and engaged in professional dialogue. This professional learning will continue next year and work will begin on revising lesson plans and implementing the mathematical pedagogy and the new K-2 Maths syllabus with shoulder to shoulder support by the Assistant Principal Curriculum and Instruction.

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 achieves an 3% uplift in the top two reading bands in NAPLAN from the baseline data. | Data indicates 54.41% of students are in the top two skill bands for reading which is an increase against baseline data of more than 3% |
| The school achieves a 3% uplift in the top two numeracy bands in NAPLAN. from the baseline data | In numeracy, 35.21% of students are in the top two skill bands indicating an increase against baseline data by 2.5% |
| The school achieves an uplift of 2% of students achieving expected growth in reading in NAPLAN. from the baseline data. | The proportion of Year 5 students achieving expected growth in NAPLAN reading is 67.74%, an uplift of 2.74%. |
| The school achieves an uplift of 2% of students achieving expected growth in numeracy in NAPLAN. from the | The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 51.72%, a decrease of 4%. |

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| baseline data. | |
| The school will work towards Delivering in Data Skills and Use in the Learning Domain. | Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use. |
| The school achieves a 2% uplift in the number of questions correct in reading check in assessment from a 2020 baseline of 55% in year 3. | The students in year 4 this year had an uplift of 3% in reading, from 55% in year 3 numeracy 2020 to 58.8% in year 4 reading 2021. |
| The school achieves a 2% uplift in the number of questions correct in numeracy check in assessment from a 2020 baseline of 63.3% in year 3. | The students in year 4 this year had an uplift of 4% in numeracy, from 63.3% in year 3 numeracy 2020 to 67.6% in year 4 numeracy 2021. |

Strategic Direction 2: High Expectations

Purpose

To build staff capacity to collaboratively plan, implement and reflect on teaching practices that are targeted, differentiated and enhanced with high quality, innovative and engaging teaching and learning practices.

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.

- Engaging Teaching and Learning
- Collaboration

Resources allocated to this strategic direction

Literacy and numeracy: \$4,424.00

Professional learning: \$15,698.00

Summary of progress

Our focus for 2021 was on ensuring all teaching and learning programs were responsive to the needs of all learners, showing evidence of differentiation, quality feedback and challenging and engaging lessons, which ensured students were actively engaged in their education. Teacher collaboration was also a major focus with staff working in KLA committees and regularly in stage meetings and planning days.

This involved executive staff continuing on the LEED journey with professional development focused on high expectations and collaboration, assessment and using data to inform practice. Professional learning took place on integrating units to involve the writing process, STEAM, digital technologies and in K-2 age appropriate pedagogies.

As a result of executive staff being involved in high impact professional learning, executive were able to lead professional dialogue on high expectations for students, showing evidence of differentiation and using data to inform practice. This involved all staff being involved in regular stage meetings and planning days once per term, with the focus on increasing student engagement through differentiated teaching and learning programs.

Next year our focus will be continual coaching and mentoring either individualized or in small groups, based on teacher observation by the executive staff and the performance and development framework, to ensure high impact professional learning continues to occur. This will further support ensuring teaching and learning programs cater for all students and collaboration between staff at school and staff within the network increases.

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 will work towards maintaining delivering in Curriculum in the Learning Domain and maintaining delivering in the Teaching Domain: Effective Classroom Practice | Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice. |
| In the TTFM survey students who are interested and motivated will increase from 57% to above 65% | Tell Them From Me data indicates 53% of students report they are interested and motivated (Expectations for success, advocacy, and sense of belonging at school). |
| The school maintains 20% of students in the top 2 bands in year 5 writing NAPLAN. | NAPLAN writing year 5 results increased to 36.1% in the top two bands. |
| LEED project teacher survey- Collaboration data increase from 3.71 | LEED project Collaboration data has increased from 3.71 to 4.1. |

Strategic Direction 3: Positive and Inclusive Wellbeing

Purpose

To strengthen a school culture that strongly focuses on wellbeing and inclusivity across the whole school community, celebrating success and achievement and a sense of belonging for all.

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 classrooms
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$13,620.00

Low level adjustment for disability: \$25,372.00

Beginning teacher support: \$1,650.00

Summary of progress

Our focus for 2021 was on strengthening of systems and practices and increasing engagements with families to ensure every child was known, valued and cared for and that teaching and learning supported and celebrated differences and diversity.

This involved strengthening communication systems between families and school by streamlining the use of Class Dojo and using both information evenings and parent/ teacher goal setting meetings to ensure the whole child was known and valued. Due to home learning, all families were connected to staff through the Class Dojo app, and members of the wider school community had a shared understanding of the behaviours, attitudes and expectations that enhance the well-being for all, especially during term 3 and 4. The learning and support team used data and observations to collaboratively design and deliver lessons for identified students in literacy and numeracy. These students learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board.

Next year our focus will be high impact professional learning from outside agencies, to support the cognitive, emotional, social, physical, and spiritual well-being of students and staff. Early identification and intervention strategies will further support the systems and practices in place by the Learning and Support Team to ensure informed decisions continue to occur to identify, track and support all students.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|--|
| In the TTFM survey students will believe they have a positive -teacher relations will increase from 7.7 to 7.9. | Tell Them From Me data indicates 7.4 of students report they have positive-teacher relations (Expectations for success, advocacy, and sense of belonging at school). |
| The school achieves an uplift of 2% of students attending school 90% of time or more. | The number of students attending greater than 90% of the time or more has increased by 2.77% to 84.11%. |
| The school will work towards maintaining delivering in Wellbeing in the Learning Domain. | Self-assessment against the School Excellence framework shows the element of Wellbeing to be sustaining and growing. |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$150,634.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Lisarow 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$14,422.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lisarow 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"> • Other funded activities <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 literacy and numeracy development by reducing class sizes <p>The allocation of this funding has resulted in: Increase of more than 3% of students in the top 2 bands in reading in NAPLAN. Increase of more than 2.5% of students in the top 2 bands in numeracy in NAPLAN Expected growth in reading in year 5 students was 67.74%, an increase of 2.74%</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to have smaller class sizes in 2022 to support our trajectory towards achieving targets. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging the Assistant Principal Curriculum Instruction from 0.8 to a full time position to ensure all students needs are being met in teaching and learning programs.</p> |
| <p>Aboriginal background</p> <p>\$13,620.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lisarow Public School. Funds under this equity loading have been targeted to ensure that the performance of</p> |

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| <p>Aboriginal background</p> <p>\$13,620.00</p> | <p>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"> • Inclusive classrooms <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: An increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, and parents felt they had someone to support them at school. Tell Them From Me data indicated most Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ an SLSO next year and for the SLSO to work with families and teachers to deliver differentiated and personalised support to Aboriginal students in literacy and numeracy.</p> |
| <p>English language proficiency</p> <p>\$10,128.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lisarow 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"> • Other funded activities <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: student progress showing high growth on the EAL/D learning progressions, with 80% of EAL/D students achieving expected or above expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: To engage COVID ILSP tutor extra day per fortnight to work with EAL/D students in 2022. Ongoing professional learning will identify language and cultural demands across the curriculum and ensure staff understand the EAL/D progressions.</p> |
| <p>Low level adjustment for disability</p> <p>\$92,643.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Lisarow 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"> • High Impact Teaching Literacy and Numeracy • Inclusive classrooms <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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN</p> |

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| <p>Low level adjustment for disability</p> <p>\$92,643.00</p> | <p>results. 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.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p> |
| <p>Professional learning</p> <p>\$15,698.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lisarow 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Executive staff have delivered high impact professional learning to unpack evidence based approaches to reading, phonics and numeracy • buying time for staff to collaborate in planning days and maths professional learning <p>The allocation of this funding has resulted in: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, guided reading and numeracy resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p> |
| <p>Beginning teacher support</p> <p>\$29,690.00</p> | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Lisarow Public School during their induction period.</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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • support engaged for beginning teachers through support networks of colleagues and assistant principals. <p>The allocation of this funding has resulted in: Increased capacity of beginning teachers to embed effective practices in the explicit teaching of writing and numeracy resulting in improved internal student results and to use data to inform practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of mentoring and co-teaching with the assistant principal curriculum and instruction.</p> |
| <p>School support allocation (principal support)</p> <p>\$14,467.00</p> | <p>School support allocation funding is provided to support the principal at Lisarow Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p> |

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| <p>School support allocation (principal support)</p> <p>\$14,467.00</p> | <p>including:</p> <ul style="list-style-type: none"> • High Impact Teaching Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of off class AP to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for all students <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN results. 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. Staff were working alongside instructional leaders to improve teaching and learning programs in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementing co-planning, co-teaching, co-evaluating model to identify future professional learning and actions alongside the Assistant Principal Curriculum and Instruction and AP's.</p> |
| <p>Literacy and numeracy</p> <p>\$8,084.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lisarow 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"> • High Impact Teaching Literacy and Numeracy • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy. • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Staff training in MSLE and collaborative planning days to ensure the evidence-based systematic teaching of phonics was occurring in classes K-4.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementing a parent resource pack and information session to increase their knowledge on the importance of phonics and phonemic awareness and how to help students at home.</p> |
| <p>QTSS release</p> <p>\$41,932.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lisarow 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • off class AP to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN results. 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. Staff were</p> |

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| <p>QTSS release</p> <p>\$41,932.00</p> | <p>working alongside instructional leaders to improve teaching and learning programs in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To increase time for executive staff to be off class to support, mentor and coach staff on literacy and numeracy programs.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$47,090.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lisarow 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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to reduce class sizes to support all students focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Increase of more than 3% of students in the top 2 bands in reading in NAPLAN. Increase of more than 2.5% of students in the top 2 bands in numeracy in NAPLAN Expected growth in reading in year 5 students was 67.74%, an increase of 2.74%</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to have smaller class sizes in 2022 to support our trajectory towards achieving targets. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging the Assistant Principal Curriculum Instruction from 0.8 to a full time position to ensure all students needs are being met in teaching and learning programs.</p> |
| <p>COVID ILSP</p> <p>\$67,849.87</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"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students in stage 1, to continue to meet their personal learning goals will also be a priority.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 144 | 134 | 125 | 106 |
| Girls | 125 | 122 | 103 | 102 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 96.4 | 95.6 | 96.3 | 93.1 |
| 1 | 93.4 | 94.1 | 95.1 | 94 |
| 2 | 94.3 | 92.1 | 94.2 | 94.9 |
| 3 | 94.7 | 94.1 | 93.7 | 94.8 |
| 4 | 93.5 | 92.8 | 95.1 | 91.8 |
| 5 | 95.3 | 92 | 91.8 | 92.7 |
| 6 | 93.2 | 94 | 92.9 | 92.2 |
| All Years | 94.4 | 93.6 | 94.1 | 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) | 3 |
| Classroom Teacher(s) | 6.01 |
| Literacy and Numeracy Intervention | 0.42 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 2.52 |

*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 | 299,063 |
| Revenue | 2,350,997 |
| Appropriation | 2,225,887 |
| Sale of Goods and Services | 24,056 |
| Grants and contributions | 100,420 |
| Investment income | 233 |
| Other revenue | 400 |
| Expenses | -2,401,829 |
| Employee related | -2,135,499 |
| Operating expenses | -266,330 |
| Surplus / deficit for the year | -50,832 |
| Closing Balance | 248,231 |

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 | 150,634 |
| Equity Total | 130,919 |
| Equity - Aboriginal | 13,726 |
| Equity - Socio-economic | 14,422 |
| Equity - Language | 10,128 |
| Equity - Disability | 92,643 |
| Base Total | 1,657,132 |
| Base - Per Capita | 56,206 |
| Base - Location | 0 |
| Base - Other | 1,600,926 |
| Other Total | 142,434 |
| Grand Total | 2,081,119 |

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Parent satisfaction is formally gauged through the Tell Them From Me survey and informally through feedback, letters and notes. The school enjoys a very positive relationship within the local and wider community.

During the COVID-19 learning at home period the school received very positive feedback through comments on our Class Dojo channels as all families felt connected to the school during this difficult time.

In the TTFM survey parents rated the school at 8.0 for 'Parents Feel Welcome' which is above state mean. In particular they valued strong communication with their child's class teacher. and felt welcome when they came to the school. Parents also indicated that they are well informed, rating our school above state mean.

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.