

2021 Annual Report

Manifold Public School



2464

Introduction

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

At Manifold Public School, we strive for high levels of student engagement and success in an inclusive school environment. Students maximise their potential through high expectations and future focused learning experiences. Our vision is to be partners in learning and collaboratively empower all students to grow in confidence and resilience and become self-directed and successful learners.

School context

Manifold Public School is a rural and remote school located in the Richmond Valley area, 20 kilometres from Lismore, Casino and Kyogle. School numbers have fluctuated over the past ten years, with student numbers ranging from 14 to 42. The strong theme outlined in the previous two school plans involved a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement. Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school. As part of the writing of this plan we consulted with students, staff and the school community.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student outcomes all staff will use formative and summative assessment data to identify the student learning needs of and inform differentiated teaching. High expectations with student learning in Literacy and Numeracy experiences will lead to student growth and attainment.

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.

- Effective K-6 multistage programs
- Using data for quality teaching and learning

Resources allocated to this strategic direction

Socio-economic background: \$10,338.00

Integration funding support: \$56,512.58

Low level adjustment for disability: \$11,212.00

QTSS release: \$5,382.00

Teacher Entitlement: \$56,508.00

Summary of progress

What is the impact of the planned activities on ALL student performance?

The development and implementation of effective English multistage programs.

Implementation of InitialLit programs resulted in the majority of students achieving expected outcomes of increased word and sound knowledge.

The development and implementation of an effective Year 2-6 English program continued with the use of a synthetic phonics program, regular reading workshops and targeted writing programs to explicitly teach those aspects identified as student need from a collection of data sources. Further explicit modelling and the teaching of comprehension using a variety of real texts to maximise independent skills across a wider range of everyday tasks.

Assessing/Evaluating/Planning Maths Online

During Semester 1 , teachers engaged with professional learning and discussion with the organisation and use of the online tool, Essential Assessment, to develop maths programs.. High student effort and the management of newly enrolled students is critical to the effectiveness of the tool. Utilising PLAN2 to track student progress with selected low performing concepts was effective in maximising Maths achievement.

What activities need to continue/change?

Development of a K-6 Multistage Classroom Program

The school will need to restructure the delivery of multistage programs to accommodate declining student enrolments. 2022 planning for a K-6 Multistage Program will include the identification of the professional learning needs of the K-6 Classroom Teacher , utilising the person appointed in the Assistant Principal Curriculum & Instruction position. The school will continue to be strategic with the expenditure of funds to employ staff to best meet the needs of all students enrolled at Manifold Public School. The school will continue to use the Casino small schools Maths Multistage Units, the archived One School Integrated Units and InitialLit programs in the development and delivery of most KLA areas.

Assessing/Evaluating/Planning Maths Online

All teachers have found the Essential Assessment online platform useful in the provision of maths learning and teaching at Manifold Public School. The school plans to continue with the Essential Assessment practices established during 2021 and expand on the use of other tools to assist students with practice of low performing concepts. Furthermore, the use of Essential Assessment as a resource to regularly communicate to parents the maths achievement of their child will be

explored further. The school will continue the use of PLAN as an online tool to assist with the ongoing summative assessment of selected maths concepts with selected groups of students. Check In Assessment and NAPLAN data will continue to be used to compare the quality of data produced by Essential Assessment.

Do targets need to be reviewed? Will the new targets reflect the "new" school information ?

Targets will remain the same.

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
Maintain student results in the Top 2 bands in NAPLAN for Literacy in Numeracy from the baseline data.	Greater than 50% of students scoring in the top 2 bands for Reading. Greater than 35% of students scoring in the top 2 bands for Numeracy.
	The school's progress measures are based on student performance with NAPLAN over a 5 year period. Due to a small cohort, the school is unable to report on progress towards achievement.
NAPLAN Value-Add • Value Add is Sustaining & Growing for K-3, 3-5 and Delivering for 5-7.	Value added for literacy and numeracy achievement in Year 3-5 is Sustaining & Growing . Value added for literacy and numeracy achievement in Year 5-7 is Delivering .
SEF *SEF element 'Data skills and use'- is Working Towards Delivering.	The school judgement of the School Excellence Framework element " Data skills and use" is Working Towards Delivering .

Strategic Direction 2: Engagement and Success

Purpose

To ensure there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Student Engagement
- Self Regulation

Resources allocated to this strategic direction

Socio-economic background: \$26,360.00

Low level adjustment for disability: \$3,868.00

Aboriginal background: \$6,390.00

Integration funding support: \$5,383.00

School support allocation (principal support): \$6,459.50

Literacy and numeracy: \$4,293.00

: \$0.00

Professional learning: \$2,370.30

Summary of progress

What is the impact of the planned activities on ALL student performance?

The development, implementation and evaluation of high interest, hands on, outdoor activities as part of teacher release programs.

The decision to include highly engaging release programs was influenced by student and parent feedback in the 2020 Tell Them From Me Surveys. Ongoing discussion with students regarding "risk" and their responsibility to manage these identified risks was introduced as a constant feature of these activities. Students were highly engaged in most planned activities and informal feedback indicates a need to continue the teacher delivery of planned outdoor activities.

Establishment of a school managed canteen.

In planning for the establishment of a school managed canteen, consideration was given to the resources available and enabling student involvement with the operation. A simple ,healthy meal was provided on approximately 30 Fridays during the year with Year 2-6 students assisting with:

- the selection of ingredients, required for cooking, from an online store catalogue.
- cooking (with a buddy and adult)and serving of the meal to staff and students.
- the counting of cash takings for school financial records.

Supporting the inclusion of all students.

50% of students were identified in the 2021 Nationally Consistent Collection of Data and 20% of students identify as aboriginal. Participation with professional learning delivered by Department of Education personnel has had a positive impact on the school's awareness of the importance of effective management of students with complex needs and staff understanding of existing behaviour management plan formats. Structured play programs and targeted reflective practices with identified students have reduced parent and school reports of negative student behaviour in the playground.

Moving the school towards mindfulness education.

Moving the school towards Mindfulness Education involved the successful delivery of planned activities to students during Semester One, 2021. These activities included teacher use of the Smiling Minds(free app) and basic yoga techniques. Although staff had engaged with limited professional learning during this stage of the project, high student engagement with these teacher led sessions was evident through informal class observations. Informal discussions with staff and students confirmed a high satisfaction of the activities.

What activities need to continue/change?

Development/implementation/evaluation of high interest , hands on teaching and learning programs.

Informal discussions with students and parents have highlighted the need for the further development of future units of learning that feature high student engagement in environments other than the classroom with activities that involve hands on, real experiences. In addition, professional learning to assist teachers with the ongoing development of student management of "risk" in environments other than the classroom needs to be explored.

Greater student involvement with the management of the school canteen.

The canteen service will continued to be managed by the school. Furthermore,greater student involvement with the planning and production process needs to be a future feature of the program along with the integration of KLA concepts into weekly lessons. The canteen refurbishment was completed during the year and this learning space moving forwards will be known as the "Cooking Room'.

Supporting the inclusion of all students.

This activity continues to define our school in the community. The school looks forward to continuing with the resourcing of strategies and identifying further practices to enhance the genuine inclusion of all students in all environments. Communicating growth to the community with this area is critical in lifting the number of future student enrolments.

Moving the school towards Mindfulness Education.

Mindfulness Education has been successfully introduced as planned activities during 2021. Involving parents through higher levels of communication has been identified as essential in the future planning of this activity. In addition, teachers have identified a future need with their involvement in planned professional learning to assist with genuine student independent use of mindfulness awareness and strategies to improve their wellbeing. Developing mindfulness as a genuine process for all students continues to be a long term goal at Manifold Public School.

Do targets need to be reviewed? Will the new targets reflect the "new" school information ?

Targets will remain the same.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be above the system-negotiated target baseline of 86.76%.	Percentage of students attending >90% of the time = 70% (December 2021).
TTFM Wellbeing data (advocacy, belonging, expectations) increases to be above the system-negotiated baseline of 85.1%.	The Term One Tell Them From Me Student Survey results indicate that students scored the school below the negotiated baseline of 85.1% in all three areas.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$61,895.58</p>	<p>Integration funding support (IFS) allocations support eligible students at Manifold 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"> • Effective K-6 multistage programs • Student Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of an SLSO to support the complex literacy and numeracy needs of identified students. • Employment of an SLSO to implement a digital sharing platform with the school community. Once a week an SLSO uses the Platform SEE SAW to send selected pieces to parents of all students. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the completion of the Best Start Assessment. * the school providing support to staff to develop, implement and evaluate effective learning and support programs. * the school completing all required 2021 administration tasks. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> *the effective organisation and delivery of all mandatory assessments . i.e. Best Start , NAPLAN, Check In Assessments, Year 1 Phonics Screener etc. * the school providing support to staff to implement and evaluate effective learning and support programs.
<p>Socio-economic background</p> <p>\$36,698.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Manifold 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"> • Effective K-6 multistage programs • Student Engagement • Self Regulation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the delivery of the Term 1 MPS Swimming and Water Safety Program. * the successful delivery of a high interest, hands on outdoor learning program. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * the delivery of the Term 1 MPS Swimming and Water Safety Program.
<p>Aboriginal background</p> <p>\$6,390.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Manifold 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>Aboriginal background</p> <p>\$6,390.00</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"> • Student Engagement <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 programs <p>The allocation of this funding has resulted in: Student engagement with aboriginal perspectives in the local environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Use of aboriginal perspectives to extend knowledge of the local environment.</p>
<p>Low level adjustment for disability</p> <p>\$15,080.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Manifold 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"> • Effective K-6 multistage programs • Student Engagement <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:</p> <ul style="list-style-type: none"> * the establishment of the MPS Bush Tucker Garden (Stage 1). * student engagement with the decision making process in a real context. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * the establishment of the MPS Bush Tucker Garden (Stage 2). * developing student leadership with the decision making process in a real context.
<p>Location</p> <p>\$1,218.67</p>	<p>The location funding allocation is provided to Manifold Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • subsidising student excursions to enable all students to participate • additional staffing for teaching principal release <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * greater release of the Teaching Principal to complete administration duties. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * subsidise costs to maximise student participation in out of school activities. i.e. excursions.
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$4,272.30</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Manifold 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"> • Student Engagement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engage support staff to present strategies for all staff with the management of students with aggressive behaviour. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Training of all staff with The Management of Actual or Potential Aggression (MAPA). This training has resulted in a greater understanding of current Behaviour Management Plans used in the school. In addition, increasing staff knowledge of strategies to enhance personal safety when working with students with potential aggressive behaviour. * Purchase and training with the use of the York Assessment of Reading for Comprehension, as recommended by the School Psychologist. This resource enables the school to screen for student early literacy abilities using a standardised assessment. This has resulted in the completion of data for the school psychologist, assisting with more thorough communication with other out of school professionals i.e. pediatrician. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * identifying the professional learning needs of new staff, with particular emphasis on the understanding of the behaviour management of students with complex needs. Greater consistency and understanding of identified students with complex needs and their related behaviour management plans.
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Manifold 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 including:</p> <ul style="list-style-type: none"> • Student Engagement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchase of resources for the establishment of an outdoor learning environment - MPS Bush Tucker Garden. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * landscaping costs and the purchase of equipment for the Bush Tucker Garden(Stage 1). <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * further identification of costs for the establishment of the next stage in the MPS Bush Tucker Garden.
<p>Literacy and numeracy</p> <p>\$4,293.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Manifold 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"> • Student Engagement

<p>Literacy and numeracy</p> <p>\$4,293.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> resources to support the quality teaching of literacy and numeracy online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in: Student engagement with the management of the school canteen.</p> <p>After evaluation, the next steps to support our students with this funding will be: Integration of real life experiences to enhance literacy and numeracy learning through student engagement with the Garden to Plate Program.</p>
<p>QTSS release</p> <p>\$5,382.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Manifold 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"> Effective K-6 multistage programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: The identification of literacy needs of Kindergarten and Year 1 students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Release of staff to work with the Assistant Principal Curriculum and Instruction on supporting teachers with effective literacy and numeracy teaching..</p>
<p>COVID ILSP</p> <p>\$20,838.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: 3 out of 7 students achieved above expectations with their engagement with the intervention sessions and classroom lessons by the end of Semester One. 75% of students achieved expected outcomes following the implementation of this intervention by the end of Semester Two. Attendance continues to impact on student literacy progress with this intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * identify the literacy needs of Year 1 students in 2022. * employment of staff to implement a program to address the literacy needs of Year 1 students in 2022. * employment of staff to monitor and evaluate the effectiveness of the Year 1 literacy program in 2022.
<p>Teacher Entitlement</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Manifold Public School</p>

\$56,508.00

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

- Effective K-6 multistage programs

Overview of activities partially or fully funded with this allocation include:

- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in:

The successful design, delivery and evaluation of K-Year 1 multistage program.

After evaluation, the next steps to support our students with this funding will be:

The successful design, delivery and evaluation of K-Year 6 multistage program in 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	24	17	17	16
Girls	15	9	8	9

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.6	83	88.1	89.9
1	88.1	87.7		81.5
2	96.6	81.3	81.8	
3	91.8	93.8	83.9	78.5
4	92.8	90.8	94.2	83.7
5	94.8	89.2	92.3	95.8
6	93.3	82.6	88.9	92.7
All Years	92.4	88.1	88.5	87.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7		92.7
2	93.5	93	92	
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
Classroom Teacher(s)	0.47
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	54,178
Revenue	578,347
Appropriation	575,248
Sale of Goods and Services	531
Grants and contributions	2,550
Investment income	18
Expenses	-584,638
Employee related	-525,384
Operating expenses	-59,254
Surplus / deficit for the year	-6,291
Closing Balance	47,886

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	52,031
Equity Total	58,151
Equity - Aboriginal	6,886
Equity - Socio-economic	35,898
Equity - Language	0
Equity - Disability	15,368
Base Total	375,616
Base - Per Capita	6,163
Base - Location	1,118
Base - Other	368,335
Other Total	13,679
Grand Total	499,478

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

14 students completed the Tell Them From Me shortened survey in Term One 2021.

Summary of results

Students scored the school above the NSW Govt. norm in the following areas:

- *Students with positive behaviour at school*
- *Explicit Teaching Practices and Feedback*
- *Students with a positive growth orientation.*

Students scored the school below the NSW Govt. norm in the following areas:

- *Students with a positive sense of belonging*
- *Advocacy at school*
- *Positive learning climate*
- *Expectations for success.*

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.