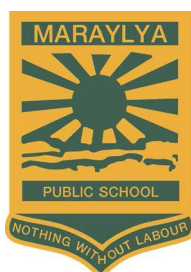


2021 Annual Report

Maraylya Public School



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Introduction

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

Maraylya Public School

Neich Rd

Maraylya, 2765

<https://maraylya-p.schools.nsw.gov.au>

maraylya-p.school@det.nsw.edu.au

4573 6243



Our 2021 school captains.

School vision

Maraylya Public School is committed to providing an inclusive, supportive and engaging learning environment for all, affording each student access to varied educational opportunities aimed at building positive and sustainable approaches towards independent learning.

School context

Maraylya Public School has been providing quality education since 1868. Our school is situated on Darug Country in a what is a semi-rural setting in the Hawkesbury district, adjacent to Sydney's north-west growth corridor and Scheyville National Park. The current enrolment remains steady at 113 students. We have 6% of our students identifying as Aboriginal, 0% EALD students (as identified in SCOUT) and a FOEI of 67.

The students enjoy the support of an interested and aspirational community, who value high academic achievement, student wellbeing and personal integrity. Many students reside on large acreage, which allows them to be involved in various active outdoor pursuits outside of school, including horse riding, motorbike riding and waterskiing. Maraylya students are active, inquisitive, polite and responsible, showing great pride in their school and local area.

We have the benefit of an experienced and committed teaching staff who maintain high academic and behavioural expectations of students, whilst fully understanding and adhering to the collegial support structures that small schools rely upon. The school acknowledges the traditional custodians of the land our school is situated upon and recognises the future changes to this local area, on the cusp of changing demographics and school growth.

Our staff are fully committed to continually improving their capacity through ongoing professional learning to heighten student outcomes. We embrace innovative practices and initiatives that improve student engagement and learning outcomes through the employment of relevant research findings, resources and technology.

Our school enjoys strong and authentic partnerships with our actively involved community, who work in partnership with staff to ensure the best learning opportunities and resourcing and are available for our students. The school uses the services of Maraylya Early Learning Centre to provide families with before and after school care. The school aims to foster stronger partnerships with our Aboriginal families and community members, as well as the AECG, to support teachers in delivering culturally relevant curriculum that reflects Aboriginal students' heritage, cultures and languages and support our Aboriginal students in being able to express confidently their knowledge of their culture and educational achievement.

Through our situational analysis, we have identified the need to **embed high impact teaching strategies and practice** based on the 'What Works Best' document in order to ensure students **achieve expected growth and attainment** in their learning. This will be achieved through continued and further commitment to the **highly effective practices of Visible Learning**, involving self-directed and collaborative learning opportunities, promoting **deep reflection on teaching and learning**. Responding to feedback in the TTFM surveys, there will be a stronger focus on whole school community knowledge, understanding and use of **effective practices and strategies to support student wellbeing and parents supporting learning outside of school**.

There exists the need to develop deeper reflective practices based on **quality data analysis**. We will look to further **embed reflective practices in all teaching and learning** applications through both individual teacher and **systems approaches**.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| 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 | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

Strategic Direction 1: Student growth and attainment

Purpose

To **embed high impact teaching strategies** in order to **maximise student progress** towards identified, **negotiated goals**, ensuring learners achieve **expected 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.

- Data informed practice - Literacy and Numeracy
- Evidence informed quality teaching - Literacy and Numeracy

Resources allocated to this strategic direction

QTSS release: \$19,915.00

Professional learning: \$10,986.00

Literacy and numeracy intervention: \$1,683.00

Aboriginal background: \$7,376.00

Literacy and numeracy: \$3,037.00

COVID ILSP: \$51,000.00

Summary of progress

In 2021 the school engaged in the external validation process to undergo an intensive self reflection process. The school prioritised the use of professional learning opportunities that improved the reflection on teaching practice and the use of data to inform instruction in literacy and numeracy, allowing executive staff further time and opportunity to work alongside teachers to differentiate programming and lesson delivery.

The school's intention to allocate substantial time towards staff support was interrupted throughout the year. The school then brought forward an intended focus in explicit teacher instruction. Professional learning opportunities have been established and accessed via remote means, with individual professional learning pathways established for staff.

The school focused on explicit teacher instruction, improved data literacy and further establish systems of data collection and analysis which has had a significant impact on professional dialogue, knowledge and program implementation.

The school has therefore planned to make the substantial investment in training teaching staff in the evidence based science of learning and reading, becoming part of a school collective to more effectively achieve literacy and numeracy goals. The school is positioned to further embed evaluative and explicit practice into school systems, in collaboration with a close network of schools.

Next steps in the process are:

- Further professional learning around evidence collection, evaluation against the SEF and use of Scout
- Modifying existing plans to suit effective, achievable and measurable evaluation of impact
- All staff more closely engage with the predetermined collection of data and consequent analysis of data in collaboration with colleagues .
- Develop systems and timeframes to conduct analysis, identify artefacts and upload relevant evidence to SPaRO

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 |
|-----------------------------|---|
| NAPLAN top two bands | Although the school has demonstrated an uplift 3% less than planned in reading, this represents a 14% uplift from 2019. |

| | |
|---|---|
| <p>Meet or exceed the lower bound target for Year 3 and 5 students achieving the top two bands in NAPLAN Reading.</p> <p>Meet or exceed lower bound targets for Year 3 and 5 students achieving the top two bands in NAPLAN Numeracy.</p> | <p>The school also achieved 6% below the desired target for those students in the top two bands, this represents a 22% uplift from 2019.</p> <p>On balance, the school is validated at delivering for Data Skills and Use, however, pleasingly, in the theme of Data use in Teaching the school is sustaining and growing. The school is on an appropriate trajectory to meet the annual progress measure in 2022.</p> <p>On balance, the school is validated at sustaining and growing for Effective Classroom Practice, and pleasingly, in the theme of Classroom Management the school is excelling. The school is on an appropriate trajectory to exceed the annual progress measure in 2022/3.</p> |
| <p>NAPLAN Expected Growth</p> <p>Increase % of students achieving expected growth in reading by 2.5%</p> <p>Increase % of students achieving expected growth in numeracy by maintaining results above the agreed upper bound target of 66.9 %</p> | <p>Growth in reading was 2% above the school's baseline target.</p> <p>Growth in numeracy was 18% above the school's baseline target.</p> |
| <ul style="list-style-type: none"> • Positive trending towards system negotiated targets of Year 3 and 5 students achieving the top two bands in NAPLAN Reading. • Positive trending towards system negotiated targets of Year 3 and 5 students achieving the top two bands in NAPLAN Numeracy. • Aboriginal students will demonstrate levels of achievement in line with every other student group for both Literacy and Numeracy, with the expectation they will exceed state average. • Value added Years 3-5 from sustaining and growing to Excelling / K-3 Delivering to Sustaining and Growing. | <p>Positive trending in Year 3 students achieving the top two bands (21.5% in 2019 to 52.6% in 2021).</p> <p>Positive trending of Year 3 to 5 growth in students achieving top two bands in numeracy (5.6% in 2019 to 16.79% in 2021).</p> <p>The allocation of this funding has resulted in: 100% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>Aboriginal students in Year 5 were successful in maintaining either top-middle or top two bands across all areas of literacy and numeracy, significantly exceeding state average by 95 base points..</p> <p>Value added K-3 was not available due to changes in the Kindergarten Best Start assessment. Years 3-5 value added was above state average and continued to trend positively.</p> |



Peer tutoring program - building skills, support networks and friendships.

Strategic Direction 2: Enhanced teaching and learning

Purpose

To embed **self directed, reflective and differentiated** teaching and learning practices across the school fostering opportunities that are **goal focused**, informed by **quality data analysis** and **visible** to all.

To underpin our pedagogy with whole school understanding and use of effective practices and strategies to **support student wellbeing**.

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.

- Independent Learning
- Wellbeing for Learning

Resources allocated to this strategic direction

QTSS release: \$12,415.00

Professional learning: \$4,880.00

Location: \$1,150.00

Summary of progress

In 2021, the school's commitment towards fostering independence in learning has been enhanced through professional learning in visible learning practice. The school's research and implementation of our learning dispositions has seen a positive shift in student work habits, particularly once back in the classroom after a time of interrupted learning. These same dispositions of learning, have linked logically with our approach towards wellbeing across the school. The school has seen from student survey data a slight increase in positivity on coming back to school and further again once back at school for some weeks. Attendance has fluctuated due to the period of interrupted learning.

Next steps include the continued monitoring of student wellbeing, increasing student voice through SRC and school leadership program, and heightened expectations and language use around student wellbeing and mindfulness K-6.

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 |
|---|---|
| <ul style="list-style-type: none">• Students who are 'interested and motivated' in their learning to trend towards NSW Govt Norm, requiring a >5% uplift.• TTFM Wellbeing data (advocacy, belonging) to be at the system-negotiated target. | <ul style="list-style-type: none">• 92% of student 4-6 are motivated in their learning, displaying a positive growth orientation.• 88% of girls and 67% of boys indicate a positive sense of wellbeing (Expectations for Success, Advocacy and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.• Tell Them From Me data indicates 74% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). |
| Attendance <ul style="list-style-type: none">• Increase the percentage of all students attending > 90% of the time to meet the lower bound system negotiated target of 83%• reduction in partial unjustified absences (lateness). | <ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more is 80.9% which indicates an increase of 5.3% on the previous year.• Partial absences have decreased from by over 20% between 2020 and 2021. |
| <ul style="list-style-type: none">• TTFM Wellbeing data (advocacy, belonging, expectations) increases to improve from 2020 | <ul style="list-style-type: none">• 74% of students reporting positive wellbeing outcomes has increased by 2% across the positive wellbeing measures from the previous year.• The school wellbeing framework is being adopted to guide the school's |

• SEF data to evidence improvement in wellbeing for every student.

progress towards excellence for our students., informed by Tell Them From Me data and formative wellbeing assessments throughout the year.

| Funding sources | Impact achieved this year |
|---|--|
| <p>Socio-economic background</p> <p>\$11,231.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Maraylya 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 LaST program implementation • additional staffing to implement identified students with additional needs <p>The allocation of this funding has resulted in: improved regularity and sustainability in delivering focused student support to improve student outcomes aligned to the school's strategic direction.</p> <p>After evaluation, the next steps to support our students with this funding will be: refining the focus of the support to these and other students.</p> |
| <p>Aboriginal background</p> <p>\$7,376.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Maraylya Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed quality teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Students requiring intervention, including Aboriginal students are identified and grouped for support with LaST, Covid ILS and in class SLSO support. • employment of additional staff to deliver personalised support for Aboriginal students through LaST program • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Implementation of PLP to support Aboriginal students maintain top three bands in NAPLAN across literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued SLSO support to assist with the implementation of PLPs for Aboriginal students.</p> |
| <p>Low level adjustment for disability</p> <p>\$32,790.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Maraylya 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of the schools LaST allocation to afford greater student |

| | |
|---|--|
| <p>Low level adjustment for disability</p> <p>\$32,790.00</p> | <p>support over several days each week.</p> <p>The allocation of this funding has resulted in: regular and sustainable models of students' support for three days each week.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further refine and focus the funding based on ongoing assessment data and analysis.</p> |
| <p>Location</p> <p>\$1,150.00</p> | <p>The location funding allocation is provided to Maraylya 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"> • Independent Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • digital newsletters • digital and static signage • Konnective App' - messaging application. • development and distribution of awards to specifically recognise dispositions. <p>The allocation of this funding has resulted in: clear and timely communication with the school community in regards to learning dispositions, the associated language and their learning application.</p> <p>After evaluation, the next steps to support our students with this funding will be: provide further onsite opportunities for community to develop understanding and provide and seek feedback.</p> |
| <p>Literacy and numeracy</p> <p>\$3,037.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Maraylya 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"> • Evidence informed quality teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: targeted learning support for students requiring additional differentiated learning, to support student need due to learning difficulties or interruptions to learning through the pandemic.</p> <p>After evaluation, the next steps to support our students with this funding will be: additional use of assessment data and analysis to inform continued use of Covid ILSP funding, to be coordinated and delivered by APC&I. Intended more widespread use of DoE suite of online assessment opportunities to track and analyse student data.</p> |
| <p>QTSS release</p> <p>\$42,830.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Maraylya Public School.</p> |

| | |
|--|---|
| <p>QTSS release</p> <p>\$42,830.00</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"> • Data informed practice - Literacy and Numeracy • Independent Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: the consistent collecting and plotting of student achievement data across the school. Staff are developing a shared understanding and language around assessment data. Teachers have been supported by executive staff or each other through the use of QTSS funding to release key members of staff for collaboration and support.</p> <p>After evaluation, the next steps to support our students with this funding will be: a structured approach towards support that more closely aligns to the school's intended work in explicit teaching practice.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$23,544.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Maraylya 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"> • Evidence informed quality teaching - Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: further employment of two SLSOs to have a direct impact on support of student learning. Increased engagement and accountability of particular students to improve outcomes and independence in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further upskilling of SLSO through targeted PL in the teaching of phonics K-2 to ensure teaching programs and practice is known and delivered appropriately.</p> |
| <p>COVID ILSP</p> <p>\$60,000.00</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"> • Evidence informed quality teaching - Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement support initiatives to assist identified students with additional needs. |

COVID ILSP

\$60,000.00

The allocation of this funding has resulted in:

An evident and measurable improvement in several middle performing student groups in the areas of writing and mathematics.

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

Further targeting of these middle performing student groups in the areas of vocabulary and inferential comprehension. Further PL in explicit teaching and learning practice to be continued and related data closely tracked, analysed and evaluated.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 46 | 51 | 66 | 62 |
| Girls | 57 | 56 | 52 | 51 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 97.5 | 96.8 | 91.5 | 96.3 |
| 1 | 96 | 96.3 | 92.9 | 95.1 |
| 2 | 93.6 | 94.8 | 91.7 | 93.4 |
| 3 | 95.1 | 94.2 | 93.2 | 93.8 |
| 4 | 94.1 | 93.8 | 90.6 | 91.2 |
| 5 | 93 | 93.7 | 89.8 | 92.8 |
| 6 | 94.3 | 91.4 | 89.4 | 90.9 |
| All Years | 94.8 | 94.6 | 91.2 | 93.6 |
| 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.



The school's learning dispositions.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 1 |
| Classroom Teacher(s) | 3.6 |
| Literacy and Numeracy Intervention | 0.21 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.2 |
| School Administration and Support Staff | 1.71 |

*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 | 140,823 |
| Revenue | 1,226,454 |
| Appropriation | 1,184,588 |
| Sale of Goods and Services | 135 |
| Grants and contributions | 41,498 |
| Investment income | 233 |
| Expenses | -1,221,092 |
| Employee related | -1,091,937 |
| Operating expenses | -129,156 |
| Surplus / deficit for the year | 5,361 |
| Closing Balance | 146,184 |

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 | 0 |
| Equity Total | 51,822 |
| Equity - Aboriginal | 7,376 |
| Equity - Socio-economic | 11,231 |
| Equity - Language | 0 |
| Equity - Disability | 33,214 |
| Base Total | 1,018,172 |
| Base - Per Capita | 29,089 |
| Base - Location | 3,502 |
| Base - Other | 985,581 |
| Other Total | 69,490 |
| Grand Total | 1,139,483 |

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.



Buddies helping our Kindergarten students develop technology skills for learning.

Parent/caregiver, student, teacher satisfaction

Parental satisfaction with the school has exceeded all but one of NSW Govt Norm levels of satisfaction. This has been a further increase from the previous years. The area within which the school scored lower was around parental support of learning at home. 95% of parents who responded reported that their child attends their first choice of primary school.

Student satisfaction is overall either slightly above or below the NSW Govt Norm. Students have reported a maintained sense of advocacy 74%, with a particular cohort showing great improvement from a previous year, however, there was a slight drop in perceived positive learning climate and explicit teaching practices and feedback. Student positive behaviour is at 95%, well beyond NSW Govt Norm.

Staff satisfaction data was suppressed by TTFM due to the small size of cohort.



The Vegelantes' harvest.

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.

