

2021 Annual Report

Martins Creek Public School



2493

Introduction

The Annual Report for 2021 is provided to the community of Martins Creek 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

Martins Creek Public School

Cook St

Martins Creek, 2420

www.martinscrk-p.schools.nsw.edu.au

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

4938 5239

School vision

Martins Creek Public School provides a dynamic, innovative and personal education that develops the whole child. Our inclusive teaching and learning programs are underpinned by professionalism, integrity and the principle of life-long learning.

Martins Creek PS is a small school with a big heart. We have high expectations of ourselves and our community. Our mission is to grow- academically, socially and physically- and transform Martins Creek PS into a local community hub and focal point for families in our district.

Every student is known, valued and cared for.

School context

Martins Creek Public School is a picturesque small country school situated on Worimi Country in the hills of the Paterson valley midway between Maitland and Dungog. The school population comes from the village and local area. Our school motto is *Attitude Determines Altitude* and within a dynamic and varied teaching and learning program our students are given the opportunity to achieve their best in a rich educational environment.

Our school focuses on promoting student engagement through the effective use of modern pedagogy, engagement and technology to meet the needs of 21st Century learners in all aspects of the curriculum, particularly literacy and numeracy. Martins Creek PS attracts a high level of resources, both in support services and finances, that are directed to our teaching and learning programs and enable our pursuit of educational excellence.

We offer an outstanding education with highly skilled staff, including a range of specialists, support teachers and School Learning Support Officers. Our school provides a well-balanced curriculum that is engaging and motivating, with practical connections to allow children to thrive. We value educational sustainability, equity and diversity, fostering interconnections with all stakeholders, particularly our parents/carers, P&C, community groups and Youyoong AECG. All stakeholders are invested in our school and support a progressive educational approach with children invested and driving their learning pathways.

In our school, every student is known, valued and cared for. Martins Creek students develop a sense of citizenship within a rural community as a result of learning about, caring for and enhancing our beautiful natural surrounds. They experience positive interactions with community members, local service groups, the Hunter Principals Network and collaboration with other small schools in the area.

Our 2020 Situational Analysis sought information from all stakeholders and generated our three Strategic Directions of: Student Growth & Attainment; Curriculum & Pedagogy and Wellbeing. We tailor our teaching and learning programs at student point of need to maximise student achievement and consolidate individual learning, social and emotional goals. We are constantly evaluating, analysing and refining our pedagogical and assessment practices to ensure that our community's high expectations are met and that student opportunities are maximised.

We celebrate diversity, with our student population including a range of abilities and strong representation of Aboriginal students. We pride ourselves on providing opportunities for students to develop socially, emotionally, academically, physically, spiritually and creatively.

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	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	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

All stakeholders work collectively to ensure that every student accesses the curriculum to reach their potential.

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.

- Assessment & Data
- Teaching and Learning Programs

Resources allocated to this strategic direction

Professional learning: \$8,790.00

Low level adjustment for disability: \$11,211.80

Socio-economic background: \$20,407.60

Literacy and numeracy: \$1,200.00

Summary of progress

Our focus for Strategic Direction 1 has been the development and implementation of meaningful, authentic, customised educational programs that cater to the specific needs of each student. Systems and processes were put in place to ensure that students were given the opportunity to access the curriculum, demonstrate growth and achieve expected outcomes. Baseline data was collected and collated and students were tracked at regular intervals to determine the effectiveness of our programs. Targeted Professional Learning, coupled with ongoing professional dialogue, ensured that all decisions were informed and consistently implemented. As a result, authentic IEPs were developed to maximise educational outcomes. High-quality teaching and learning programs across all Stages have motivated students to engage with their learning and achieve significant growth.

The key outcomes of this initiative have been that all teachers have a sound understanding of student assessment and data concepts. They have analysed, interpreted and extrapolated data, using it collaboratively to inform planning, identify interventions and modify teaching practice. Teachers respond to trends in student achievement at individual, group and whole school levels. Individual tracking for all students in Numeracy and Reading has been conducted. Data shows a significant growth in Reading and Numeracy. Assessment records indicate growth across all KLAs. All staff have an understanding of the specific needs of students and this has been documented clearly in teaching and learning programs / individual learning plans.

Our next steps will be to deepen our focus on quality individual programming and develop an explicit structured assessment system that allows for authentic individual plotting of student growth and achievement.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
100% of students to be accessing the curriculum and actively engaged in their learning.	Internal data shows that 100% of students are accessing the curriculum and are actively engaged in their learning.
2021: Top 2 bands Reading- Improvement in the percentage of students achieving in the top two bands to be above the Network lower bound system negotiated target in Reading (NAPLAN). 2021: Top 2 bands Numeracy- Improvement in the percentage of students achieving in the top two bands	NAPLAN data is unavailable for 2021. MCPS enrolments did not include any Year 3 or Year 5 students in 2021.

to be above the Network lower bound system negotiated target in Numeracy (NAPLAN).	
Individual tracking is occurring for all students in Numeracy and Reading.	Individual tracking for all students in Reading and Numeracy occurs on a frequent basis. Data shows strong growth in both reading and numeracy.

Strategic Direction 2: Curriculum and Pedagogy

Purpose

Implementation of consistent, inclusive K-6 teaching and learning programs, as well as appropriate Teacher Professional Learning to support student growth.

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.

- School Planning

Resources allocated to this strategic direction

Professional learning: \$7,250.00

Per capita: \$1,725.62

Location: \$1,100.00

Summary of progress

Our focus for Strategic Direction 2 has been ensuring consistency in the implementation of inclusive programs K-6, supported by research-based practice. All teaching and learning programs included evidence of adjustments made to address individual student needs, ensure that all students were challenged and that all adjustments led to improved learning. Document analysis of learning programs indicated that 100% of learning programs included evidence of adjustments made to accommodate individual student needs. Self-assessment against the School Excellence framework showed that in the theme of Differentiation the school's practice was sustaining and growing. While staff have undertaken some high-impact professional learning aligned to this Strategic Direction, disruptions to the PL schedule will require its resumption in 2022.

The key outcomes in this initiative have been staff collaboration in professional learning and discussion to develop teaching programs that reflected student needs. Evidence-based practice was used to improve robust assessment as a means of collecting valid data on pedagogy and student achievement. Teaching and learning programs have been developed to align with school priorities and individual teacher development. Formative assessment strategies and explicit instruction have been embedded and observed in lessons and teaching programs. Program analysis and teacher observations have demonstrated evidence of successful implementation. Student and teacher consultation has indicated an improvement in assessment practices, knowledge of success criteria and the use of learning intentions. The majority of data collected has been anecdotal, including professional discussion, teacher/executive reflection, student work samples, photographs and community feedback.

Our next steps will be to strengthen the integrity of teaching programs and the need to deepen our use of evidence-based practices. We will continue to work with staff to implement high impact professional learning to support teaching and learning.

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
Consistently and effectively use Inclusive Programs for all KLAs K-6.	Internal data shows all programs in all KLAs K-6 consistently and effectively implement inclusivity.
Consistent staff implementation of <i>What Works Best</i> strategies, emphasising inclusion, differentiation and implementation of formative assessment strategies and explicit teaching.	Data supports that consistent staff implementation of <i>What Works Best</i> strategies, emphasising inclusion, differentiation and implementation of formative assessment strategies and explicit teaching is occurring.

Strategic Direction 3: Wellbeing

Purpose

Ensuring high expectations of student engagement is generated and maintained to support the wellbeing and growth of every student.

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.

- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$6,492.12

Operational Funds: \$66,000.00

Summary of progress

Our focus for Strategic Direction 3 has been to ensure Wellbeing outcomes are explicitly improved. The school has had a significant focus on improved attendance as well as positive, respectful relationships.

The key outcomes of this initiative show that formal and informal consultation with stakeholders has occurred and that total support in our school's direction and investment in improving school culture is apparent. Inclusive and productive learning environments have been developed, implemented and refined with a culture of high expectations and pursuit of excellence embedded in all programs. Positive, respectful relationships are evident between students and staff across the school, with minimal (negligible) negative incidents being recorded. Our school has attracted positive community feedback to effectively cater to the range of equity issues in the school.

Martins Creek's Attendance figures have been consistently high despite COVID-19 restrictions, indicating the level of support, trust and goodwill present in the school community. A productive, supportive and mutually beneficial school/community partnership has been established and has solid foundations to continue to grow and strengthen moving forward.

Our next steps will be to strengthen MCPS' position as a community hub and as a first choice for educational, community, sporting and cultural events. This will be provide a strong platform for Martins Creek to be the natural choice for students in the local area.

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
100% of students engaged in learning and positive about their school environment.	Teacher records (programs/daybook records/assessment/anecdotal records) report 100% student engagement in teaching and learning activities. Student positivity about school environment is evident through intrinsic motivation, demonstrated academic growth, positive wellbeing outcomes and high rates of attendance.
New enrolments secured Increased percentage of students attending school more than 90% of the time	New students were enrolled in 2021 (K x1; Y1 x1; Y4 x1; Y6 x1) representing a significant overall proportion of total enrolments. Attendance figures have been consistently high in Semester 1 with 100% of students attending at a rate >90%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$133,370.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Martins Creek 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"> • additional staffing resources to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: 100% of students with additional needs able to access the curriculum and demonstrate academic achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Development and refinement of teaching practices and programs to further support students with additional needs.</p>
<p>Socio-economic background</p> <p>\$20,407.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Martins Creek 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"> • Assessment & Data <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement curriculum delivery to support identified students with additional needs • professional development of staff through to support student learning <p>The allocation of this funding has resulted in: All student supported in accessing curriculum and meeting growth targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continues allocation of human resources (staffing) to maintain growth and achieve targets.</p>
<p>Aboriginal background</p> <p>\$6,492.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Martins Creek 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$6,492.12</p>	<p>Personalised Learning Plans</p> <p>The allocation of this funding has resulted in: 100% of Aboriginal students and their families engaging in the PLP process, resulting in the creation of authentic, meaningful and culturally significant documents.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation and refinement of authentic PLPs. Engagement with Aboriginal families to support learners while building meaningful relationships</p>
<p>Low level adjustment for disability</p> <p>\$13,902.08</p>	<p>Low level adjustment for disability equity loading provides support for students at Martins Creek 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"> • Assessment & Data • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Development of equitable programs that have catered for diverse student needs Extra support for students requiring additional specialist assistance in literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: Further expansion of the impact of the learning support team. The school will provide additional support for identified students through the continuation of strategic staffing and human resources.</p>
<p>Location</p> <p>\$1,100.00</p>	<p>The location funding allocation is provided to Martins Creek 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"> • School Planning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • professional observations/team teaching Special Education best practice • relationships developed with other schools in local area <p>The allocation of this funding has resulted in: increased opportunities for students and increased staff capacity capacity and awareness of supporting students with special needs. Unfortunately, COVID-19 restrictions inhibited opportunities to liaise with external expert practitioners. Funds were not distributed as planned.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

Location \$1,100.00	supporting the school to increase collaboration with other local schools in the area.
Professional learning \$16,040.00	<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 Martins Creek 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"> • Assessment & Data • Teaching and Learning Programs • School Planning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning to build capacity of executive, teaching and support staff in the development of authentic, practical and meaningful teaching programs. Staff have engaged in learning for development of authentic whole-school processes for program collection/monitoring each semester. • all staff have been involved in the development and implementation of whole-school Scope & Sequences for all KLAs that reflect our school context and student need. <p>The allocation of this funding has resulted in: all students being supported in accessing the curriculum at their point of need and achieving to their potential. Students have demonstrated progress and achievement across all Key Learning Areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: identifying and accessing relevant professional learning and support to best meet the learning, social and wellbeing needs of our students.</p>
Literacy and numeracy \$1,200.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Martins Creek 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"> • Teaching and Learning Programs <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 • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: an increase in the average Early Stage 1 (Special Ed. equivalent) benchmark level from 0 to 3 an increase in the average Year 1 benchmark level from 4 to 15</p> <p>After evaluation, the next steps to support our students with this funding will be: continued allocation of human resources (teaching and non-teaching) to support successful teaching and learning programs.</p>
QTSS release \$1,345.42	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Martins Creek 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>

<p>QTSS release</p> <p>\$1,345.42</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"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 100% of teachers reported lessons differentiated according to students' needs</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist Assistant Principal Curriculum & Instruction to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$6,883.32</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 • providing intensive small group tuition for identified students who were at risk of falling behind in literacy/numeracy <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. Providing additional in-class support for some students 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	3	4	5	2
Girls	5	5	2	0

Student attendance profile

School				
Year	2018	2019	2020	2021
K		74.7	95.7	
1	90.1			97.8
2	98.9	92.2		
3		91.6	96.8	
4	97.5	91		100
5	84.1	91.8	96.8	
6	90	92.3	92	94.6
All Years	92.9	90	94.4	97.5
State DoE				
Year	2018	2019	2020	2021
K		93.1	92.4	
1	93.4			92.7
2	93.5	93		
3		93	92.1	
4	93.4	92.9		92.5
5	93.2	92.8	92	
6	92.5	92.1	91.8	91.5
All Years	93.2	92.8	92.1	92.2

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)	0.14
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	157,144
Revenue	610,960
Appropriation	611,067
Sale of Goods and Services	-200
Investment income	94
Expenses	-769,594
Employee related	-611,129
Operating expenses	-158,465
Surplus / deficit for the year	-158,634
Closing Balance	-1,490

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	133,370
Equity Total	40,802
Equity - Aboriginal	6,492
Equity - Socio-economic	20,408
Equity - Language	0
Equity - Disability	13,902
Base Total	305,810
Base - Per Capita	1,726
Base - Location	1,020
Base - Other	303,064
Other Total	4,933
Grand Total	484,915

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/caregiver: Formal meetings and informal discussions indicate a high level of satisfaction with school programs and student achievement. Families feel supported and have trust in the high quality of school teaching and learning programs. Our community report feeling supported by school executive and teaching staff. Parents have expressed satisfaction with the level of communication with the school and support its direction.

Student: Students report pride in their academic achievements and confidence in the value of their educational programs. Students report being supported to achieve to their potential and feel empowered through strong, productive, rewarding relationships with staff.

Teacher: Teaching and non-teaching staff report satisfaction with their work and feel supported in their professional development. Communication and collaboration have had a significant impact on maintaining a high quality school culture where all stakeholders are heard and contribute to shaping school direction.

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.