

2021 Annual Report

Martins Gully Public School



2494

Introduction

The Annual Report for 2021 is provided to the community of Martins Gully Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

Martin's Gully Public School is committed to providing **high quality systems, practice and care** that support and sustain a learning environment that is engaging, relevant, significant, challenging and meets the needs of the individual learner.

High expectations is at the centre of everything we do. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Situated on the southern outskirts of Armidale, with a school population of approximately 165 students, Martins Gully provides a well rounded education across all key learning areas, for all students.

Martins Gully is a member of the Armidale Community of Schools (ACOS), working together to provide the best possible education for all students through collaborative learning experiences.

Martins Gully is well resourced and provides students access to the latest technologies. The school supports and encourages student leadership, and promotes the values of care, concern and cooperation amongst the school community.

Through our situational analysis, we have identified a need to strengthen our use in data driven practices that ensure all students have access to stage appropriate learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality assessment practices for (formative), of (summative), and as (student self assessment) learning. A focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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	Excelling
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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine student assessment data to inform teaching that is responsive to the learning of individual students.

Initiatives

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

- Build Data Driven Practices
- Strengthen Effectiveness of Learning and Support

Resources allocated to this strategic direction

Low level adjustment for disability: \$38,420.00

COVID ILSP: \$0.00

Professional learning: \$2,000.00

Literacy and numeracy: \$3,884.00

Literacy and numeracy intervention: \$35,317.00

Refugee Student Support: \$3,390.00

Aboriginal background: \$4,274.00

English language proficiency: \$10,690.00

Socio-economic background: \$12,270.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve reading and numeracy across all subject areas. Focusing on High Impact Professional Learning. School teams were guided through the process of developing consistent evidence-informed practices across the school, using a triangulation of Check-In, NAPLAN and PLAN2 data to identify the point of need for student learning.

Professional dialogue on quality teaching strategies, drawn from the evidence-base, was a focus in stage groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the school. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

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 achieving expected growth in NAPLAN numeracy to be above the system negotiated target baseline of 51.03%.	<ul style="list-style-type: none">• The percentage of students achieving expected growth in reading increased to 52.17% indicating achievement of the lower bound target.• The percentage of students achieving expected growth in numeracy increased to 56.52% indicating achievement of the lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 55.73%.	
Increase the percentage of students	<ul style="list-style-type: none">• In numeracy, 20.83% of students are in the top two skill bands indicating

<p>achieving in the top 2 bands in NAPLAN numeracy to be above the system negotiated target baseline of 24.1%.</p> <p>Increase the percentage of students achieving top 2 bands in NAPLAN reading to be above the system negotiated target baseline of 32.14%.</p>	<p>a decrease against baseline data.</p> <ul style="list-style-type: none"> • Data indicates 33.3% of students are in the top two skill bands for reading which is an increase against baseline data.
<p>Increase the percentage of students achieving expected reading benchmark in reading to 78%.</p>	<p>83% of students in Years K-2 have achieved expected reading benchmark in reading which is above our agreed target for 2021.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing and refining their practice to meet the learning needs 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.

- Collaborative Teaching Practices
- Building High Performing Teachers

Resources allocated to this strategic direction

Professional learning: \$13,942.00

Summary of progress

All teachers have engaged with the Quality Teaching Model (QTM) and the quality of teaching has improved.. Evidence of QTM concepts and language are in teaching programs that included Quality Teaching (QT) elements in program checklists/templates. Quality Teaching Rounds (QTR) was included in the school's professional learning calendar, but the goal of combining with another school for the rounds was cancelled due to COVID restrictions. QTR has enabled all staff to refine their teaching practice and has provided regular opportunities for collaboration on the elements of quality teaching.

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
All staff to complete the QTR Teacher Survey*and set individual goals for improvement.	Delayed initiatives in term 2 have required this work to be postponed to 2022. Staff were unable to fulfil this progress measure.
Use 2021 to collect baseline data from the TTFM staff survey in the 'Collaboration' and 'Learning Culture' drivers of student learning.	Data gathered through the Leading Evidence Evaluation and Data project indicated that staff rated Collaboration (Lesson observations, sharing teaching resources and strategies, planning) at 4.3 out of a score of 5.
25% of teachers collaboratively develop teaching and learning programs incorporating QTM.	Delayed initiatives in term 3 have required this work to be postponed to 2022. Staff were unable to fulfil this progress measure.

Strategic Direction 3: Wellbeing and Attendance

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support wellbeing of all students so they can connect, succeed and thrive to 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.

- Implementing Evidence Based Wellbeing Programs
- Strengthen Community Partnerships

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.00

QTSS release: \$10,000.00

Summary of progress

Evidence shows school culture is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community through the implementation of PAX to improve student wellbeing and engagement.

There has been a strategic and planned approach to whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn using the following;

1. TTFM student, staff and parent survey data.
2. Staff rating of student engagement beginning, middle and end of year.
3. Behaviour incident notifications.
4. Student voice.

As a result of implementing evidence based wellbeing programs and strengthening community partnerships, all teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved 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
The percentage of students that indicate that they are interested and motivated in their learning will increase from a base of 60% in 2020 to 65%.	65% of students indicated that they are interested and motivated in their learning. This was an increase from a base of 60% in 2020.
The school mean for Parents are Informed from the TTFM survey will increase from a score of 6.6 in 2020 to 7.2.	Data from the Tell Them From Me parent survey in the focus area of "Parents are Informed" indicated an increase from a score of 6.6 in 2020, to 7.1 in 2021.
The attendance rate of students attending 90% of the time will increase from 81.7% in 2020 to 86%	The attendance rate of students attending 90% of the time has increased from 81.7% in 2020 to 83.6% in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,042.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Martins Gully 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 to assist students with additional learning needs. <p>The allocation of this funding has resulted in: The student gaining the independent learning skills required for next year at high school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding for this program won't be available in 2022.</p>
<p>Literacy and numeracy</p> <p>\$3,884.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Martins Gully 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"> • Strengthen Effectiveness of Learning and Support <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. <p>The allocation of this funding has resulted in: Funds were used to purchased updated readers to be used both in the classroom and for home reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds will continue to be set aside to support the purchase and replacement of readers in 2022.</p>
<p>Professional learning</p> <p>\$15,942.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Martins Gully 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"> • Build Data Driven Practices • Collaborative Teaching Practices • Building High Performing Teachers <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Participation in Quality Teaching Rounds in Term 1 and 4. • Participation in High Impact Professional Learning opportunities including Focus on Reading, Focus on Understanding Texts and Multiplicative Strategies. <p>The allocation of this funding has resulted in: All staff participated in the Quality Teaching Rounds in Term 1 and 4.</p>

<p>Professional learning</p> <p>\$15,942.00</p>	<p>Unfortunately, due to COVID the planned teaching rounds with Sandon P.S did not occur. QTR has provided an avenue for teachers to observe quality lessons by their colleagues, provide feedback on these lessons, and take strategies back to their own classroom to use in their teaching. All staff participated in high impact professional learning provided by the Department on a number of literacy and numeracy programs. These courses have provided with staff the latest resources and strategies to improve literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: QTR will continue in 2022 with the plan to work with Sandon P.S. The programs Seven Steps to Writing, and Broadening Literacy and Language in Mathematics by Dr Ryan Dunn will form the basis of professional learning in 2022.</p>
<p>Refugee Student Support</p> <p>\$3,390.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Strengthen Effectiveness of Learning and Support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support. <p>The allocation of this funding has resulted in: Funding was used to provide additional SLSO time to support the students with literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assistance will continue in 2022.</p>
<p>Socio-economic background</p> <p>\$12,270.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Martins Gully 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"> • Strengthen Effectiveness of Learning and Support <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 Kindergarten. <p>The allocation of this funding has resulted in: Students in Kindergarten being provided with additional support in literacy and numeracy each day through the employment of an SLSO.</p> <p>After evaluation, the next steps to support our students with this funding will be: The program will continue in 2022.</p>
<p>Aboriginal background</p> <p>\$4,274.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Martins Gully 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</p>

<p>Aboriginal background</p> <p>\$4,274.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Strengthen Effectiveness of Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. <p>The allocation of this funding has resulted in: Additional support given to students for literacy and numeracy by the Learning and Support Teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: The program will continue in 2022.</p>
<p>English language proficiency</p> <p>\$10,690.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Martins Gully 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"> • Strengthen Effectiveness of Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase. <p>The allocation of this funding has resulted in: Employment of a School Learning and Support Officer to provide intensive literacy support, including speech therapy for students in ES1 and Stage 1.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$95,690.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Martins Gully 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"> • Build Data Driven Practices • Strengthen Effectiveness of Learning and Support • 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. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • 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: The employment of a fulltime Learning and Support Teacher to implement intensive support programs in literacy and numeracy to support students in Stage 2 and 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue in 2022.</p>

<p>Location</p> <p>\$1,501.00</p>	<p>The location funding allocation is provided to Martins Gully 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"> • subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in: Students being able to participate in extra curricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the program in 2022.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.00</p>	<p>School support allocation funding is provided to support the principal at Martins Gully 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"> • Strengthen Community Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of wellbeing program to improve student engagement <p>The allocation of this funding has resulted in: The implementation of PAX Good Behaviour Game across the whole school. This wellbeing program is designed to improve student engagement, focussing on self regulation to achieve whole class goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: PAX Good Behaviour Game will continue in 2022.</p>
<p>QTSS release</p> <p>\$29,823.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Martins Gully 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"> • Strengthen Community Partnerships • 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. <p>The allocation of this funding has resulted in: Assistance principals being provided with additional time to design, develop and implement whole school professional learning to meet targets set in the School Improvement Plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional release team will be provided to the Assistant Principals in 2022 to support the whole school professional learning program.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at</p>

<p>\$35,317.00</p>	<p>Martins Gully 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"> • Strengthen Effectiveness of Learning and Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Minilit being effectively implemented and supported in Stage 1. Twenty-three students have been provided with intensive small group support to improve their literacy skills. All students showed significant growth, with 95% of students finishing the program with 100% score in the exit assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue in 2022, supporting again students in Stage 1.</p>
<p>COVID ILSP</p> <p>\$68,440.00</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"> • Build Data Driven Practices • 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. • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy. • releasing staff to participate in professional learning. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in: Individual and group tuition being provided to students in Years 3 to 6 to improve outcomes in both literacy and numeracy. The focus for these sessions has been on reading comprehension and problem solving in mathematics. Staff were also given support to classroom teachers to develop an understanding of PLAN2 and enter data for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: the COVID ILSP funding will continue in 2022. The funding will again support students in Years 3-6.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	89	89	82	80
Girls	77	76	79	87

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	95	95.5	93.6
1	93.4	94	94.6	94.2
2	95	95.2	94.4	93.5
3	94.4	93.8	94.8	95.4
4	91.3	95	94.8	94.7
5	93	94.1	95	92.8
6	94.5	91.8	93.4	94.4
All Years	93.7	94.1	94.7	94.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.86
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.04

*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	135,867
Revenue	2,125,917
Appropriation	2,107,186
Sale of Goods and Services	2,605
Grants and contributions	15,499
Investment income	227
Other revenue	400
Expenses	-2,025,872
Employee related	-1,853,710
Operating expenses	-172,162
Surplus / deficit for the year	100,044
Closing Balance	235,912

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	20,859
Equity Total	122,919
Equity - Aboriginal	4,275
Equity - Socio-economic	12,270
Equity - Language	10,691
Equity - Disability	95,684
Base Total	1,446,327
Base - Per Capita	39,689
Base - Location	1,501
Base - Other	1,405,137
Other Total	227,609
Grand Total	1,817,714

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

In 2021 staff, parents and students completed the Tell Them From Me Survey.

Staff Survey

The staff survey looks at the eight drivers of student learning and rates the school results against NSW Government Mean results.

- 1. Leadership** - School 8.6, NSW Gov Mean 7.1 - Indicating a score of **1.5 above** the NSW Gov mean.
- 2. Collaboration** - School 8.7, NSW Gov Mean 7.8 - Indicating a score of **0.9 above** the NSW Gov mean.
- 3. Learning Culture** - School 8.2, NSW Gov Mean 8.0 - Indicating a score of **0.2 above** the NSW Gov mean.
- 4. Data Informs Practice** - School 8.1, NSW Gov Mean 7.8 - Indicating a score of **0.3 above** the NSW Gov mean.
- 5. Teaching Strategies** - School 8.2, NSW Gov Mean 7.9 - Indicating a score of **0.3 above** the NSW Gov mean.
- 6. Technology** - School 6.4, NSW Gov Mean 6.7 - Indicating a score of **0.3 below** the NSW Gov mean.
- 7. Inclusive School** - School 8.5, NSW Gov Mean 8.2 - Indicating a score of **0.3 above** the NSW Gov mean.
- 8. Parent Involvement** - School 7.3, NSW Gov Mean 6.8 - Indicating a score of **0.5 above** the NSW Gov mean.

Parent Survey

The parent survey looked at seven aspects on fostering positive relations between the school and community. The school results were measured against the NSW Government Mean.

- 1. Parents Feel Welcome** - School 8.5, NSW Gov Mean 7.4 - Indicating a score of **1.1 above** the NSW Gov mean.
- 2. Parents Are Informed** - School 7.1, NSW Gov Mean 6.6 - Indicating a score of **0.5 above** the NSW Gov mean.
- 3. Parents Support Learning at Home** - School 5.9, NSW Gov Mean 6.3 - Indicating a score of **0.4 below** the NSW Gov mean.
- 4. School Supports Learning** - School 7.1, NSW Gov Mean 7.3 - Indicating a score of **0.2 below** the NSW Gov mean.
- 5. School Supports Positive Behaviour** - School 7.8, NSW Gov Mean 7.7 - Indicating a score of **0.1 above** the NSW Gov mean.
- 6. Safety at School** - School 8.2, NSW Gov Mean 7.4 - Indicating a score of **0.8 above** the NSW Gov mean.
- 7. Inclusive School** - School 7.1, NSW Gov Mean 6.7 - Indicating a score of **0.4 above** the NSW Gov mean.

Student Survey

The student survey are based on the most recent research on school and classroom effectiveness. Results were measured against the NSW Government Mean.

- 1. Students With a Positive Sense of Belonging** - School 65%, NSW Gov 81% - Indicating **16% below** the NSW Gov Norm.
- 2. Students With Positive Behaviour at School** - School 87%, NSW Gov 83% - Indicating **4% above** the NSW Gov Norm.
- 3. Teachers Set Clear Goals for Learning** - School 7.7, NSW Gov Mean 7.5 - Indicating a score of **0.2 above** the NSW Gov mean.
- 4. Students Are Victims of Bullying** - School 37%, NSW Gov 36% - Indicating **1% below** the NSW Gov Norm.
- 5. Advocacy at School** - School 7.9, NSW Gov 7.7 - Indicating a score of **0.2 above** the NSW Gov mean.
- 6. Positive Learning Culture** - School 6.8, NSW Gov 7.2 - Indicating a score of **0.4 below** the NSW Gov mean.

7. Expectations for Success - School 8.5, NSW Gov 8.7 - Indicating a score of **0.2 below** the NSW Gov mean.

Further explanation of the surveys can be obtained by contacting the principal.

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.