

2021 Annual Report

Mayfield West Public School



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Introduction

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

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

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School vision

We are learning for life.

We are a high-performing school where students value their learning.

We are *accountable, respectful, and engaged*.

We set high expectations for how we can all improve.

We work in partnership with families, the AECG, and community to develop collective wellbeing, a strong sense of self and flexibly support students to expand their potential.

School context

Mayfield West Demonstration School sits on the lands of the Awabakal People near the south arm of the Hunter River in Newcastle, NSW. We are a proud public school that caters for students from Preschool to Year 6 and offers a balance between academic, performing arts and sporting opportunities. The school's motto is Learning For Life and promotes an environment for all students to connect, succeed and thrive.

We are one of only four demonstration schools in New South Wales, with a dynamic partnership with the University of Newcastle to support and develop programs for teacher education students. Staff demonstrate quality teaching practice and are involved in research and other pedagogy initiatives with the University.

Our school is one of 101 department schools that offer universal access to high-quality early childhood education in the year prior to school. Our preschool provides a secure, positive and stimulating learning environment to ensure 'all children make a strong start in life and learning and make a successful transition to school'.

The school has approximately 350 students with 11% identifying as Aboriginal or Torres Strait Islander and 15% having a language background other than English. We embrace our diversity and encourage students, parents, staff and the wider community to work together to implement quality teaching and learning. We are well supported by our school parents and citizens association.

The school is a member of Callaghan Education Pathways, who work together as a community of schools to provide a range of opportunities and partnerships that increase outcomes for students. We are a proud partner with Muloobinbah, our local Aboriginal Education Consultative Group.

During 2020 we have conducted a comprehensive situational analysis where we have identified three areas of school improvement focus.

1. Student Growth and attainment
2. Wellbeing and belonging
3. Engagement and partnerships

Self-assessment and school achievement

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

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning for every student, we will use data and research to create a cohesive curriculum and tailored pedagogy that enable students as self-directed learners.

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.

- What we teach
- How we teach

Resources allocated to this strategic direction

Literacy and numeracy: \$11,002.74

Professional learning: \$24,773.45

QTSS release: \$63,346.67

Socio-economic background: \$78,584.70

School support allocation (principal support): \$12,000.00

Summary of progress

What we teach

This year there was a focus on understanding the requirements of the curriculum monitoring requirements and building self evaluation teams that could identify and regulate required changes and targeted resourcing to implement a data driven and rigorous curriculum. Teachers engaged in collaborative planning and evaluation days to share practice and evaluate programs. Teachers also developed targeted warm ups across Stages to embed required knowledge in literacy and numeracy. There was some disruption to our progress due to Covid lockdown and the associated health responses in schools. These practices will continue in 2022.

How we teach

Professional learning exploring pedagogy in mathematics continued in 3-6 with the 'Big Ideas' supported by State consultants. Our teacher leaders worked with colleagues to develop their personal action plans and engage in peer observation when embedding formative assessment. There was also release provided for additional observations associated with Stage sprint focuses and the implementation of consistent targeted teaching practices such as 'warm ups'. There was some disruption to our progress due to Covid lockdown and the associated health responses in schools. These practices will continue in 2022.

Executive also worked with the LEED team to explore 'What Works Best' and to identify and analyse school data and directions for improving the response to the research and evidence in our context.

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 number of students achieving in the top 2 bands in reading by 2%.	Students achieving in the top 2 bands in reading improved by 16.4% since the previous measure. This was 6.4% better than statistically similar schools and was 1% short of our target.
Increase the number of students achieving in the top 2 bands in numeracy by 2%.	Students achieving in the top 2 bands in numeracy improved by 2% since the previous measure. This is 2% better than statistically similar schools and met our yearly target.
Increase the number of Aboriginal students achieving in the top 3 bands in reading and numeracy to equal peers.	Aboriginal students achieving in reading and numeracy was 15% (reading) and 40% (numeracy) better than the previous measures. This was over 20% better than statistically similar schools and State results. Student

<p>Increase the number of students achieving in the top 2 bands in reading by 2%.</p> <p>Increase the number of students achieving in the top 2 bands in numeracy by 2%.</p> <p>Increase the number of Aboriginal students achieving in the top 3 bands in reading and numeracy to equal peers.</p>	<p>achievement was equal to or better than their peers.</p>
<p>Raise the percentage of student achieving expected growth in reading by 3%.</p> <p>Raise the percentage of students achieving expected growth in numeracy by 4%.</p>	<p>Students achieving expected growth in reading improved by 4% since the previous measure. This is, however, lower than statistically similar schools and is short of our baseline target.</p> <p>Students achieving expected growth in numeracy improved by over 30% since the previous measure. This is 10% better than statistically similar schools and exceeded our upper bound target set for 2023.</p>
<p>Increase the proportion of students reporting high skill, high challenge on the TTFM survey by 1%.</p> <p>Increase the average VALID score by 1%</p>	<p>TTFM snapshot 1 indicated 44% of students reported high skill and high challenge. Following Covid lockdowns the TTFM snapshot 2 indicated 40% of students reported high skill and high challenge.</p> <p>VALID was conducted as a school based assessment due to Covid disruptions.</p>

Strategic Direction 2: Wellbeing and belonging

Purpose

In order to maximise collective wellbeing, we will use data and research to create a cohesive approach with tailored support that enable students to be *known, valued and cared for*.

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.

- Looking after ourselves and others
- Help when it is needed

Resources allocated to this strategic direction

Aboriginal background: \$44,957.30

Integration funding support: \$225,919.00

Refugee Student Support: \$3,729.09

English language proficiency: \$23,906.68

Low level adjustment for disability: \$119,626.32

Literacy and numeracy intervention: \$47,089.56

Summary of progress

Looking after ourselves and others

The school has continued to build upon improving the physical environment as an enabler for the cognitive, emotional, social, physical and spiritual wellbeing. Introducing the smiling minds program has assisted in providing practical tools for teachers and students in the classroom that address a number of these wellbeing areas. The school also engaged in a number of attendance sprints which were designed to improve whole school attendance and help students and families understand the importance of regular attendance. These will be continuing focus for 2022.

Help when it is needed

The school has developed strong learning and support processes. This has seen significant work in the development and monitoring of personalised learning and support plans. This has assisted with compliance in National Consistent Collection of Disability Data and reducing teacher workload in this collection. In addition we have supported the work of the Aboriginal community liaison officer, learning support teacher, school learning support officer, school chaplain and counsellor service to provide point of need wrap around support to students and their families. We also achieved some success with our high potential program with outstanding results in debating and the tournament of minds.

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 proportion of students attending greater than 90% of the time by 2%. Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school by 1% on the TTFM survey.	Students attending greater than 90% was 2% lower than our previous measure. This was, however, 1% above our baseline data. Students reporting a positive sense of wellbeing was 7% higher than the previous measure. This was 1% higher than our lower bound target.
Increase the proportion of students reporting high skill, high challenge on the TTFM survey by 1% each year. Increase the proportion of Aboriginal	TTFM snapshot 1 indicated 44% of students reported high skill and high challenge. Following Covid lockdowns the TTFM snapshot 2 indicated 40% of students reported high skill and high challenge. 82% of Aboriginal students felt good about their culture and 75% of

students reporting that they feel good about their culture and teachers understanding their culture as reflected by the TTFM survey and focus groups..

Aboriginal students reported that teachers understood their culture.

Strategic Direction 3: Engagement and partnerships

Purpose

In order to maximise student engagement and opportunities, we will use data and research to create cohesive communication and tailored partnerships that enable family and community support of learners.

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.

- Clear expectations and understanding
- Help to support our students

Resources allocated to this strategic direction

School support allocation (principal support): \$8,501.31

Summary of progress

Clear expectations and understanding

Staff worked through a series of workshops to assist in defining and analysing current supports and resources for parents in understanding how to support children's learning at home and what has changed in the way children are taught since they were at school. This was a challenging process that has raised important issues in terms of levels of accessibility and detail that will require long term work and consultation. Based from parent feedback Seesaw has become the defined communication platform and the school newsletter is still the preferred delivery of a whole school update.

Help to support our students

We have continued to develop our partnerships across the school and community over 2021. The Covid lockdown and health response has hampered some of our work in connecting with our partners. The school was inducted into the University of Newcastle Hall of Fame as an industry and employment partner. We also worked on improving our transition to school practices and information exchange.

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 proportion of parents reporting feelings of being informed by the school by 1% on the TTFM survey.	The TTFM survey had less participants than in previous years. This may in part be due to the Covid lockdown. Our results were .5 lower than the State average.
Increase the proportion of parents reporting supporting students learning at home by 1% on the TTFM survey.	The TTFM survey had less participants than in previous years. Our results were .9 higher than the State average and this was a significant improvement. This may in part be due to the Covid lockdown and the nature of learning from home.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,729.09</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"> • Help when it is needed <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist in meeting the learning, wellbeing and settlement needs of students and their families. <p>The allocation of this funding has resulted in: Successful support coordinated through the Learning and Support Team in meeting the needs of students differentiated at point of need</p> <p>After evaluation, the next steps to support our students with this funding will be: This model is highly successful and will continue to be embedded and evaluated to address the diverse needs of our students.</p>
<p>Integration funding support</p> <p>\$225,919.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mayfield West 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"> • Help when it is needed <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support students with additional needs. • Coordination of support to address the social, emotional, behavioural and learning needs of students identified as requiring specialised support <p>The allocation of this funding has resulted in: Students have been supported to achieve outcomes and milestones identified in their personalised learning and support plans. This has been highly successful and supported by parents.</p> <p>After evaluation, the next steps to support our students with this funding will be: The data collected demonstrates that this is a highly regarded service that is valued by students, staff and parents. This needs to continue as we see increasing need and will continue to require a highly specialised workforce.</p>
<p>Socio-economic background</p> <p>\$78,584.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mayfield West 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"> • What we teach • How we teach <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • professional development of staff through release for observations and collaborative planning to support student learning

<p>Socio-economic background</p> <p>\$78,584.70</p>	<ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: This funding has resulted in supporting staff in developing a cohesive curriculum and tailored and explicit approach in their teaching. The time for staff to work together in planning and teaching is highly valued and is demonstrating strong shifts in practice and culture. This funding has also assisted in providing the physical resources that allow teachers to enrich the learning opportunities for all students in an equitable manner. This funding also allowed all students equitable access to all school experiences.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will continue to be used in this model as it is demonstrating a strong impact in ensuring equitable access and improved results for students.</p>
<p>Aboriginal background</p> <p>\$44,957.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mayfield West 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"> • Looking after ourselves and others • Help when it is needed <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • professional learning for staff in understanding Aboriginal Culture • Support for Aboriginal cultural celebrations <p>The allocation of this funding has resulted in: Improved cultural practices at the school. The AEO was able to build relationships with staff and the community and support students at their point of need. They successfully built the cultural knowledge of students and assisted in instilling cultural pride in our students. All students had authentic personalised learning plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: Unfortunately we will need to recruit a new AEO and work to ensure the sustainability of this program.</p>
<p>English language proficiency</p> <p>\$23,906.68</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mayfield West 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"> • Help when it is needed <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Intensive support in literacy and numeracy resulted in sustained growth for</p>

<p>English language proficiency</p> <p>\$23,906.68</p>	<p>most students. This also assisted in improving assessment practices that allowed for a greater understanding in the interplay between disability and English language acquisition.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue to supplement a targeted intervention program that can address students need.</p>
<p>Low level adjustment for disability</p> <p>\$119,626.32</p>	<p>Low level adjustment for disability equity loading provides support for students at Mayfield West 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"> • Help when it is needed <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 <p>The allocation of this funding has resulted in: A highly functioning learning and support team that coordinates support for students in the school. Individualised small group and one-to-one intervention has demonstrated sustainable academic improvements and consolidated wellbeing gains.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program has had ongoing success tracked over time and needs to continue.</p>
<p>Literacy and numeracy</p> <p>\$11,002.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mayfield West 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"> • What we teach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: The school has continued building a bank of resources to support students and teachers in literacy and numeracy acquisition across the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued resourcing for teaching literacy and numeracy will be required to ensure that students continue to demonstrate academic gains.</p>
<p>QTSS release</p> <p>\$63,346.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mayfield West 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"> • What we teach

<p>QTSS release</p> <p>\$63,346.67</p>	<ul style="list-style-type: none"> • How we teach <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in:</p> <p>Increased time and flexibility for teachers and executive to develop responsive teaching and increase their collective capacity to differentiate and embed quality explicit teaching practice and an enhanced curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The release of teachers and executive to observe and plan collaboratively will need to continue as a key driver in improved teacher practice and student results.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mayfield West 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"> • Help when it is needed <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in:</p> <p>Improvements in numeracy improvement as measured by NAPLAN have been demonstrated through intensive intervention driving improvements in the middle bands of achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The focus will be on enhancing the work of teachers in the classroom as we transition from this funding and support the work of the Assistant Principal Curriculum and Instruction in 2023.</p>
<p>COVID ILSP</p> <p>\$125,866.42</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 to deliver small group tuition in literacy and numeracy from Preschool to Year 6. <p>The allocation of this funding has resulted in:</p> <p>Identification of students who were identified as missing key skills in their development due to the pandemic impact and that would respond strongly to intervention that addressed these skills. Implementation of small group withdrawal program that provided explicit literacy and numeracy instruction for identified students. 90% of students responded to the intensive program</p>

COVID ILSP \$125,866.42	and were able to demonstrate appropriate skill progression. After evaluation, the next steps to support our students with this funding will be: Continuation of funds would assist in continuing to address learning loss found as a direct result of the pandemic.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	194	177	162	158
Girls	174	185	162	154

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	93.8	93.8	91.5
1	94.2	94.3	94.1	92.8
2	92.6	94.4	94.9	94
3	93.5	92.6	96	92.8
4	90.6	93.6	93.6	94.8
5	91.7	91.8	94.8	91.3
6	92.3	91.3	92.2	91.2
All Years	92.7	93.1	94.3	92.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.7
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	4.12

*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	653,060
Revenue	3,839,573
Appropriation	3,721,127
Sale of Goods and Services	7,490
Grants and contributions	109,977
Investment income	579
Other revenue	400
Expenses	-3,957,947
Employee related	-3,362,051
Operating expenses	-595,896
Surplus / deficit for the year	-118,375
Closing Balance	534,685

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	196,778
Equity Total	267,075
Equity - Aboriginal	44,957
Equity - Socio-economic	78,585
Equity - Language	23,907
Equity - Disability	119,626
Base Total	2,551,873
Base - Per Capita	81,227
Base - Location	0
Base - Other	2,470,646
Other Total	407,780
Grand Total	3,423,506

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

Through discussions, interviews and the TTFM Parent survey we were able to identify an increased engagement with parents despite the lockdown and directed health response. There continued to be a feeling of disconnection from the school and an impression that the school did not want parents on site. Parents strongly supported learning from home and actively engaged with teachers during this time. Another identified area of strength was the schools support of positive behaviour. We have seen an increase in the parent perception of the maintenance of the school and it being a welcoming environment, however, accessibility remains our lowest rating with only 54% of respondents reporting favourably to this aspect.

There was a significant difference in student results from TTFM snapshot 1 to 2. In Snapshot 1 the school had strong results above the State average across most areas. In Snapshot 2 following the lockdown there was a significant decrease in students; expectations for success, their sense of belonging and interest and motivation. A consistent strength was positive behaviour and their rating of teachers explicit teaching practices and feedback.

Teachers participated in a range of focus groups, meetings, surveys and informal feedback loops. This shows that despite the disruption of the pandemic there have been considerable improvements that reflect scores above the state average for all areas (leadership, parental involvement, inclusive school, teaching strategies, data informing practice, learning culture and collaboration) except technology. An area of strength was leaders supporting teachers during stressful times and high levels of collaborative practice. The areas that were lowest was students using technology to track their learning goals and setting goals relevant to the use of interactive technology. Teachers identified that students used technology appropriately in their learning, however, it was contentious in terms of the way the questions around technology were asked and the relevance to the primary school setting.

Conclusion

As identified in the previous situational analysis. Many parents would like increased involvement in the school community and a greater understanding of how to help their children succeed. Students wish to have a greater connection with their peers and to feel positive about the future which is understandable given the pandemic response. Teachers ultimately wish to have the opportunity to connect with their students and peers and have greater opportunities to collaborate.

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.