

2021 Annual Report

Medlow Public School



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Introduction

The Annual Report for 2021 is provided to the community of Medlow 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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Message from the principal

2021 was an extraordinary year in the change in delivery of education. Medlow Public School created a learning environment that reflected blended learning in and out of the classroom. Students were able to maintain a strong sense of belonging and achievement. Our staff nurtured the individual strengths of each student and our community provided the wrap around support to ensure that opportunities were afforded to all. Our school year culminated in a wonderful presentation evening that showcased our talented students and our families were able to come together to celebrate and reflect on a year of success.

Message from the school community

Medlow is a small but mighty school. The Teaching staff at Medlow are passionate not only about our children's education but also of their mental and physical health. Due to this Medlow Students have access to a wide variety of activities to help them become well rounded lifelong learners. Students and parents at Medlow regularly talk about how lucky we are to have not only access to an amazing local school, but also such wonderful staff that really goes beyond to give our small school every opportunity awarded to their larger counterparts. Vickie Cropp, P&C Treasurer 2021.

Message from the students

I started at Medlow in Term 2 of 2021. We had a mountain bike track and we got to do mountain biking. I really enjoyed and benefited from having one on one time with the teachers as there were not very many students. They helped me a lot with my reading. Medlow has a lot of different sports that we learn to play. I really enjoyed Medlow, I wish I had gone there from kindergarten. Ryan Cropp- Year 6 Co- Captain.

School vision

We believe Medlow Public School should be a fun and creative place to learn. A place where students, teachers and the community have positive and respectful relationships with each other. Our staff enable individual and personal growth by ensuring that students are succeeding in their learning. Our school has high expectations for every student, teacher and leader. Student voices are valued and celebrated, and their aspirations are nurtured.

School context

Medlow Public School is a small rural school (17 enrolments) that has provided continuous public education in the Upper Nambucca Valley for 117 years. The distinctive attributes of Medlow are team teaching, the explicit instructional peer and collaborative learning groups and experiential education. Parents and the broader school community actively participate in supporting and reinforcing student learning.

As a result of rigorous self-assessment, this school will continue our focus on reading, writing and number. Improvement in these three areas will be targeted by the collection of quality assessment data, teacher professional development and instructional leadership.

Medlow Public School has a resource allocation model that supports a full time Teaching Principal, Classroom Teacher for 4 days per week, a Student Learning Support Officer for 2 days per week and a School Chaplain for 1 day a week. The Family Operation Index (FOEI) reflects the parental level of education and employment which is drawn from student enrolment data. It currently sits at 116 which places the present cohort at around average on socio- economic indicators. Wellbeing, sustainability and learning about healthy lifestyles are integral to the culture of Medlow Public School.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes in reading and numeracy for every student, all staff will use data to understand the learning needs and inform differentiated teaching for each 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.

- High Impact Strategies for Reading Success
- High Impact Strategies for Numeracy Success
- Attendance

Resources allocated to this strategic direction

Integration funding support: \$0.00

Literacy and numeracy intervention: \$3,000.00

Literacy and numeracy: \$600.00

: \$0.00

Summary of progress

Reading and Numeracy:

The implementation of High Impact Strategies for Reading and Numeracy Success have been extremely successful from Kindergarten to Year 6. The staff participated in professional learning and with the support of the Instructional Leader, teachers were able to deliver high quality differentiated learning. This deliberate focus on student engagement and high expectations resulted in all students make significant growth. The strategies that were employed included; Small group learning; Infants - (K- 2) 8 students, Senior class (3-6) 9 students, school wide focus on silent, sustained reading twice a day, reading fluency words per minute for each year, COVID tutoring. Growth targets in NAPLAN were achieved.

In the next phase of this work we will implement regular teacher observations and reflections on teacher delivery to further improve and consolidate teacher collaboration and understanding of new curriculum expectations. In addition, a focus on the use of Aboriginal texts in all Key Learning Areas will build the capacity of teachers to implement Aboriginal Perspectives in education.

Attendance:

In our attendance initiative a range of activities were implemented. These included the strategic use of the newsletter, website, Facebook, posters, emails and clear information on student reports in relation to attendance; the support of the Home School Liaison Officer to assist in addressing attendance issues, staff completion of professional learning, five weekly analysis of student attendance data and acknowledgement and celebration of 100% student attendance were further strategies used by the school to address attendance targets.

While there has been a consistent focus on the importance of regular attendance with students and families and there has been some improvement in daily attendance. This needs to be maintained moving into 2022.

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
At least three students in Years 3 and 5 will achieve in the top two bands in Reading and numeracy.	Medlow Public School is part of the Mid Coast Valley's Small Schools Target. To maintain the confidentiality requirements of our small student cohort and to enable greater reliability of NAPLAN data, our school has a combined target with the six small schools in the Mid Coast Valley's Principal Network. Our combined results in 2021 see:-

<p>At least three students in Years 3 and 5 will achieve in the top two bands in Reading and numeracy.</p>	<p>the proportion of Year 3 & Year 5 students achieving in the top two bands in NAPLAN Reading increase from 34% to 64%</p> <p>the proportion of Year 3 & Year 5 students achieving in the top two bands in NAPLAN Numeracy increase from 22% to 67%.</p>
<p>Reading - 100% of students will achieve expected growth - this equates to 1 student.</p> <p>Numeracy - 100% of students will achieve expected growth - this equates to 1 student.</p>	<p>To maintain the confidentiality requirements of our small student cohort and to enable greater reliability of NAPLAN data, our school has a combined target with the six small schools in the Mid Coast Valley's Principal Network.</p> <p>The school has made a positive contribution to the Mid Coast Valley's Small Schools growth target in reading and numeracy. Overall, the growth achieved between the small schools is pleasing and is on track for the achievement of the 2023 target.</p>
<ul style="list-style-type: none"> • 80% of students are at expected grade level in reading fluency and comprehension as measured by internal and external data sources. • 85% of students achieve expected growth in reading fluency and comprehension as measured by internal and external data sources. 	<p>In reading fluency and comprehension;</p> <p>90% of students are at expected grade level.</p> <p>85% of students have achieved expected growth.</p> <p>These results indicate that targets have been achieved and exceeded.</p>
<p>Attendance - at least 85% of students attending at least 90% of the time (Baseline 81%)</p>	<p>The number of students attending greater than 90% has exceeded the upper bound target by 6%.</p>

Strategic Direction 2: SD 2 Excellence in Teaching

Purpose

To enhance specific systems for collaboration and feedback to sustain and grow quality teaching practice.

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.

- Teacher Goal Setting
- Small School Collaboration

Resources allocated to this strategic direction

: \$900.00

QTSS release: \$1,000.00

Summary of progress

Teacher goal setting:

Our focus for 2021 was to develop a coordinated approach to developing professional practice.

This involved strengthening the Performance and Development processes in the school and supporting staff to identify their professional strengths and highlighted areas for development. Processes were put in place to enable staff to reflect on their practice and give feedback to each other. This feedback will inform evidenced based professional learning as applicable to a small school context.

As a result staff were engaged in professional dialogue and their professional learning needs were able to be effectively supported.

In the next phase we will establish processes for peer observation and feedback.

Small School collaboration:

The small school collaboration initiative was delayed in 2021. The focus of this initiative has now changed to building connections with larger primary schools in the area supported by the recently appointed Assistant Principal Curriculum and Instruction.

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
Teachers meet together to review curriculum delivery, revise teaching practice and to develop teaching programs.	The Instructional Leader supported teachers to reflect on practice, analyse curriculum and to improve teaching programs.
All teachers complete the AITSL Teacher Self Assessment Tool.	The AITSL Teacher Self Assessment Tool generated a baseline data analysis for all staff.

Strategic Direction 3: SD 3 A community of Collaborative, Critical and Creative Learners.

Purpose

To build the capacity in learners in collaboration, creativity, critical thinking and communication.

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.

- Critical and Creative Thinking Skills
- Effective Student Collaboration and Communication

Resources allocated to this strategic direction

School support allocation (principal support): \$8,000.00

Summary of progress

Critical and Creative thinking. Collaboration and Communication:

Staff participated in intensive professional learning in Critical and Creative Thinking that allowed teachers to experiment with pedagogy that encouraged higher order thinking skills. Teachers enjoyed creating a classroom culture that promoted inclusiveness and collaboration using questioning and thinking scaffolds. Students improved in oral language, writing and visual representation and interpretation skills. In 2022 teachers will continue to develop their skills in this area to further enhance students' capacity as collaborative, critical and creative learners.

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
50% of students will be able to demonstrate collaborative learning and participation skills across all KLAs.	Internal measures indicate an increased percentage of students regularly demonstrating collaborative learning and participation skills across all KLA's.
50% of students will be able to articulate their understanding of critical thinking processes.	Internal measures indicate 70% of students regularly articulate their understanding of critical thinking processes across all KLA's.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$23,282.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Medlow 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"> • High Impact Strategies for Reading Success • 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 learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: successful access to the curriculum and to transition programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: use Learning and Support team processes to ensure funding is used to support student needs.</p>
<p>Socio-economic background</p> <p>\$21,143.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Medlow Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement STEM to support all students <p>The allocation of this funding has resulted in: The STEM teacher developed and delivered a stage-based STEM program to all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue in 2022, supported by the inclusion of STEM kits and engagement in Google Classroom.</p>
<p>Aboriginal background</p> <p>\$1,071.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Medlow 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency

<p>Aboriginal background</p> <p>\$1,071.00</p>	<p>The allocation of this funding has resulted in: Staff improvement in Professional Learning Plans and professional development in understanding how Aboriginal culture can be implemented into the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Develop signage to compliment the vision statement, erect a new flag pole so that the Aboriginal Flag can be flown, create a culturally safe school that reflects local indigenous knowledge.</p>
<p>Low level adjustment for disability</p> <p>\$3,671.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Medlow Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Improved engagement by all students as support is targeted and curriculum is adjusted.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to strengthen our practice in supporting students with additional learning needs.</p>
<p>Location</p> <p>\$7,865.25</p>	<p>The location funding allocation is provided to Medlow 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 • technology resources to increase student engagement • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: Increased student engagement with all students participating in excursions, the purchase of laptops to enable the ratio of 1 device to 2 students and release time allowing the Teaching Principal to collaborate with the Instructional Leader.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide support to enable engagement of all students in excursions, further investment in technology resources and provision of time for instructional leadership.</p>
<p>Professional learning</p> <p>\$4,840.46</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 Medlow Public School.</p>

<p>Professional learning</p> <p>\$4,840.46</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 initiative funding include:</p> <ul style="list-style-type: none"> • release for the principal and classroom teacher to participate in Critical and Creative Thinking on-line learning <p>The allocation of this funding has resulted in: improved teacher understanding of critical and creative thinking pedagogy.</p> <p>After evaluation, the next steps to support our students with this funding will be: for teachers to include critical and creative thinking strategies learning in lesson programming.</p>
<p>School support allocation (principal support)</p> <p>\$8,000.00</p>	<p>School support allocation funding is provided to support the principal at Medlow 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"> • Effective Student Collaboration and Communication <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchase of laptops and employment of an ICT Teacher to support students in the use of the G Suite Program. <p>The allocation of this funding has resulted in: 100 % Students were able to confidently and independently access G Suite at school and Home.</p> <p>After evaluation, the next steps to support our students with this funding will be: To deepen their understanding and use of technology to access the curriculum as digital learners.</p>
<p>Literacy and numeracy</p> <p>\$600.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Medlow 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"> • High Impact Strategies for Reading Success <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 • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in Critical and Creative Thinking. <p>The allocation of this funding has resulted in: Improved understanding of pedagogy and the implementation of evidenced based strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy</p> <p>\$600.00</p>	<p>Working with the Assistant Principal Curriculum Instruction to support teachers to implement the new K-2 syllabus.</p>
<p>QTSS release</p> <p>\$1,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Medlow 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"> • Teacher Goal Setting <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 <p>The allocation of this funding has resulted in: the planning and implementation of short, focused teaching. Teachers worked collaboratively to decide on goals and teaching strategies..</p> <p>After evaluation, the next steps to support our students with this funding will be: to maintain teaching sprints in 2022 in Literacy and Numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$3,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Medlow 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"> • High Impact Strategies for Reading Success <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: the ability of teachers to implement best practice in the teaching of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage with colleagues to ensure that we deliver effective teaching and learning strategies.</p>
<p>COVID ILSP</p> <p>\$7,866.65</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing staff to provide online tuition to student groups in

<p>COVID ILSP</p> <p>\$7,866.65</p>	<p>literacy/numeracy - [focus area]</p> <ul style="list-style-type: none">• development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Targeted intervention, individual improvement in literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assess student progress and determine if further intervention is required.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	4	7	6	9
Girls	6	10	3	6

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.8		88.4	95.3
1	88.7	86.2		90.2
2	98.4	89.1	91.5	
3	92.3	87.5	96.8	94
4	100	83.8	92.6	94.3
5	94.5	93.8	90.9	95.5
6		86.8		98
All Years	93	86.8	91.3	94.1
State DoE				
Year	2018	2019	2020	2021
K	93.8		92.4	92.8
1	93.4	92.7		92.7
2	93.5	93	92	
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6		92.1		91.5
All Years	93.5	92.8	92.1	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.52
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	136,986
Revenue	490,259
Appropriation	483,455
Sale of Goods and Services	409
Grants and contributions	5,530
Investment income	65
Other revenue	800
Expenses	-463,826
Employee related	-387,722
Operating expenses	-76,104
Surplus / deficit for the year	26,433
Closing Balance	163,420

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	23,282
Equity Total	22,214
Equity - Aboriginal	1,071
Equity - Socio-economic	6,259
Equity - Language	0
Equity - Disability	14,884
Base Total	358,963
Base - Per Capita	2,219
Base - Location	7,865
Base - Other	348,879
Other Total	21,893
Grand Total	426,352

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

Parents were surveyed as part of the 3 way interview process in June. All parents indicated their strong support for the teaching, learning and administrative processes that were in place.

Individual learning goals allowed students to focus on achievable outcomes and this provided motivation for further improvement. School Parliament sessions were used to develop a vision statement and a new Welcome to Country.

Teachers were deeply invested in the success of each child and improving their own professional journey.

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.