

2021 Annual Report

Millthorpe Public School



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Introduction

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

At Millthorpe Public School students are confident, respectful and resilient learners who achieve to their full potential. Our vision is to partner with our community to create a safe environment, where high expectations foster integrity, creativity and excellence for individuals. We strive to deliver inclusive and engaging experiences that promote a love of learning.

School context

Millthorpe Public School is the only school in the picturesque village of Millthorpe, which is a regional locality in the NSW Central Tablelands. Millthorpe Public School is situated on Wiradjuri land.

Students come from a wide range of socioeconomic backgrounds with 7% of students identifying as Aboriginal and >1% from an English as an Additional Language or Dialect (EAL/D) background.

Millthorpe Public School has a combination of experienced and early career teachers. The school values its community; engagement between staff, parents and the wider community is regarded as a vital component for our success and is highly valued by all. The school has strong relationships with an energetic P&C consisting of parents and caregivers. There is a continuing focus to deliver quality teaching programs with an emphasis on improvement in literacy and numeracy outcomes.

The school is a part of a successful learning network with schools in our community including the SPARKE network and the Heritage Country Schools alliance.

A balance of academic, cultural and sporting opportunities are provided to students through our rich co-curricular initiatives. Millthorpe Public School provides opportunity for a range of enrichment activities such as music education, chess, debating, band, ballet and sport advancement. Our school provides Special Religious and Ethics Educations weekly and private music tuition is available on violin, piano, guitar and percussion during and after school hours. After School Care, provided by Cabonne Shire Council, is available five afternoons per week.

The school community was consulted during the development of the situational analysis, and the findings have been used in this Strategic Improvement Plan. The analysis identified that:

- consistent assessment practices and data literacy are areas of focus to ensure every teacher has a deep understanding of how to move students along in their learning for maximum growth. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.
- staff will embed collaborative practices to improve teaching and learning by participating in professional learning opportunities that foster quality teaching excellence. The use of feedback will support learners to identify goals and strategies, ensuring every leader, teacher and student improves every year.
- a culture of high expectations will support a new wellbeing framework and learning support processes to ensure students thrive and flourish in a supportive environment.

The Strategic Improvement Plan will be supported by external personnel and the expertise that already exists within our school and across our network. The initiatives in the plan will be lead by the executive team and the collaborative work of staff. Structures will be put in place to continually monitor the impact the initiatives have on teaching and learning and evaluative practices will drive refinement in activities annually.

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 improve student learning outcomes in reading and numeracy we will develop, refine and embed whole school processes for collecting and analysing data. Data and assessment will inform planning and evidence-based effective teaching practices.

Initiatives

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

- Data Use in Teaching
- Assessment of Learning

Resources allocated to this strategic direction

QTSS release: \$30,000.00

Per capita: \$25,144.70

Socio-economic background: \$12,375.00

Aboriginal background: \$11,986.00

Low level adjustment for disability: \$92,740.60

Summary of progress

Our focus for 2021 was on maximising student growth and attainment using effective assessment practices and the use of data in teaching. Stage Assistant Principals, in consultation with the Principal, developed a schedule of professional learning to develop teachers' skills, knowledge and understanding in assessment in reading. Staff implemented regular check-in assessments and used phonemic and phonological awareness screening assessments to ensuring valid data was collected. Executive staff guided their school teams to develop consistent practices across classrooms to identify gaps in student learning, and the use of short formative assessments to identify the point of need with student learning. A schedule for the regular collection of assessment data was collaboratively reviewed and implemented.

Our 2022 focus in the area of data use and assessment will be determined after external validation.

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
Improvement in the percentage of students achieving in the top 2 bands to be trending towards the school's lower bound system-negotiated target in reading of 68.1%	59.78% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress yet to be seen toward the annual progress measure.
Improvement in the percentage of students achieving in the top 2 bands to be trending towards the school's lower bound system-negotiated target in numeracy of 63%	52.69% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating a small amount of growth from 2019, but progress is yet to be seen toward the annual progress measure.
Improvement in the percentage of students achieving in the top 2 bands in Year 5 to be above 25% and trending towards the school's target in writing of 30%	20.8% of students are now in the top two skill bands (NAPLAN) for writing in Year 5, indicating progress yet to be seen toward the annual progress measure.
Improvement in the percentage of students achieving expected growth to be trending towards the school's lower	The percentage of students achieving expected growth in numeracy decreased to 57.14% indicating progress yet to be seen toward the lower bound target.

bound system-negotiated target in numeracy of 72.2%	
Improvement in the percentage of students achieving expected growth to be trending towards the school's lower bound system-negotiated target in reading of 70.0%	63.27% of students achieved expected growth in reading, indicating progress yet to be seen toward the lower bound target.



Strategic Direction 2: High impact practice

Purpose

In order for teachers to continue to improve their practice and promote collaboration we will engage with high impact professional learning. Whole school processes to embed leader-teacher-student feedback will lead to continuous improvement for impact.

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.

- Collaboration
- Feedback

Resources allocated to this strategic direction

Professional learning: \$22,455.32

Per capita: \$25,144.70

Summary of progress

In 2021 a focus was placed on collaboration, where teachers worked together to share evidence-informed practices underpinned by self and peer assessment against the Quality Teaching Framework (QTF). Using the Quality Teaching Rounds model, staff participated in high impact professional learning to analyse each other's strengths and areas of improvement. The intended impact was for teachers to gain a deep understanding of the QTF so that reflective practice becomes embedded. Additionally, the feedback allowed teachers to refine teaching and learning strategies to improve student outcomes.

In the identified area of effective feedback, teachers were asked to consider different ways of delivering feedback to students about their learning.

Next year, staff will be supported with professional learning about collaborative practices and moderation of assessment. Staff will also be provided with additional time to collaborate with executive members and stage teams.

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 engage in negotiated observations of classroom teaching, with feedback, to improve professional practice. Teachers engage in high impact professional learning associated with the school strategic directions.	100% of teachers participated in high impact professional learning for all 3 domains in the Quality Teaching Framework. 70% of teachers participated in observations based on the Quality Teaching Model.
Teachers review content to ensure that teaching is explicit, reflecting the current evidence. Teachers plan for and implement evidence based explicit, specific and timely formative feedback.	All teachers included a goal in their Professional Learning Plans to research and implement systems of providing explicit feedback to students. All teachers participated in high impact professional learning with a literacy expert to learn more about effective and explicit feedback.

Strategic Direction 3: High expectations culture

Purpose

In order to improve the systems and support for all students we will develop, refine and embed whole school processes for wellbeing, attendance and learning support. Effective communication with our community promotes a culture of high expectations for all 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.

- Wellbeing Framework
- Learning Support Framework

Resources allocated to this strategic direction

QTSS release: \$20,000.00

Per capita: \$25,144.71

Summary of progress

During 2021 there has been a focus on enhancing a culture of high expectations within the school. The Learning and Support Team (LST) successfully completed a review process in Term 1, outlining 5 main areas of focus: Roles and responsibilities, communication, whole school needs, professional learning and school planning. In 2021, the focus areas were addressed by reviewing, strengthening and evaluating new and current processes.

Communication was strengthened across the school regarding student learning support and behaviour. An internal weekly system was developed to ensure all staff were aware of wellbeing issues and proactively supported all our students within the classroom and the playground.

The LST collaborated with classroom teachers to view and analyse a variety of data collected. Student placement onto programs were discussed and a waiting list developed for future programs. Twice a term, meetings were scheduled to share information between LST teachers and classroom teachers to discuss progress and future focus areas of growth.

All staff participated in NCCD Professional Learning, to collaboratively place students onto data collection and discuss justification of placement and types of evidence to support placement.

In 2022, the next focus will be on implementing a school wide approach to wellbeing, using The Resilience Project.

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 attending 90% of the time to be trending towards the base line system-negotiated target of 89.67%.	The number of students attending greater than 90% of the time or more is 74.8%, indicating progress yet to be seen toward the annual progress measure.
The school plans for and monitors a whole school approach to student wellbeing and behaviour. Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.	Tell Them From Me data Term 4 2021 indicates 86% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$244,797.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Millthorpe 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All plans were collaboratively updated and responsive to student learning needs ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of integration funding will be adjusted throughout the year in response to student needs to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$24,673.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Millthorpe 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"> • Data Use in Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional SLSO staffing to support identified students with additional learning needs • supplementation of extra-curricular activities such as excursions, incursions and arts programs • providing students without economic support for educational materials including uniform and equipment <p>The allocation of this funding has resulted in: Year 3 NAPLAN Numeracy above both state and SSSG with a 6.9% improvement from 2019 to 2021. Year 5 NAPLAN Spelling above both state and SSSG with a 7.2% improvement from 2019 to 2021. All children having access to co-curricular activities, resources and uniforms. Establishment of a Wellbeing Team seeing a 3% increase in students reporting positive relationships at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage additional staff to support our trajectory towards achieving literacy and numeracy targets. Continue to providing students and families without economic support for educational materials including uniform and equipment. Next year, the school will provide access to the Resilience Project for all students.</p>

<p>Aboriginal background</p> <p>\$20,593.75</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Millthorpe 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"> • Data Use in Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: An increase (>80%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage additional staff to support student needs and strengthen the connection between our local AECG, elders and school culture.</p>
<p>English language proficiency</p> <p>\$2,672.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Millthorpe 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (SLSO) to provide support in the classroom <p>The allocation of this funding has resulted in: EAL/D student is more confident to ask clarifying questions about learning tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support identified learners with targeted support from an SLSO in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$92,740.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Millthorpe 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"> • Data Use in Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$92,740.60</p>	<ul style="list-style-type: none"> • employment of LaST and intervention teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive and expressive language programs <p>The allocation of this funding has resulted in: Students on Tier 2 and 3 interventions making gains in their learning to bring them up to the average achievement of the cohort. The Learning Support Teachers worked with more students than ever before in a streamlined approach to Tier 2 and 3 interventions. Due to staff availability, a speech pathologist could not be employed. The funds were used to support more intervention across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide targeted support for individuals and small groups. The development of a small group referral process in literacy and numeracy will be the next step.</p>
<p>Location</p> <p>\$9,999.37</p>	<p>The location funding allocation is provided to Millthorpe 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"> • additional staffing to reduce administration for teachers <p>The allocation of this funding has resulted in: Development of streamlined administration systems and better teacher response rates to parent inquiries.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use funds for staffing to reduce administrative tasks for teachers.</p>
<p>Literacy and numeracy</p> <p>\$7,194.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Millthorpe 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: All staff are trained in whole-school literacy and numeracy programs, for example THRASS.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to up skill more staff in school-wide literacy and numeracy intervention programs as they move between roles within the school.</p>
<p>QTSS release</p> <p>\$56,619.59</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Millthorpe Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>QTSS release</p> <p>\$56,619.59</p>	<ul style="list-style-type: none"> • Data Use in Teaching • Wellbeing Framework • Learning Support Framework • 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 teachers in literacy and numeracy assessments and data analysis • staffing release to deliver professional learning aligned to the Strategic Improvement Plan to develop the capacity of staff • assistant principals provided with additional release time to review learning support and wellbeing frameworks <p>The allocation of this funding has resulted in: A full review of the Learning and Support Framework and referral system was conducted. Improved staff knowledge in the learning progressions of phonemic awareness and phonics. Teachers collect and analyse data in PLAN2 resulting in targeted teaching to improve early literacy skill development. Improved assessment processes are in place for Year 3-6 students through the use of check in assessments. Teachers use the data to form small groups for interventions and to determine any gaps in teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide all staff with additional time for professional collaboration. Assessment, moderation and data analysis will be the focus of this collaborative time.</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 Millthorpe 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in: Identified students that were performing below the expected level for their stage made gains comparable to the average achievement within a cohort. The percentage of students attaining the lower bands in NAPLAN has decreased between 2019 and 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to deliver intensive learning support for students in the bottom 10% - 20% of their cohort, focusing on literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$71,783.19</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

COVID ILSP

\$71,783.19

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers to deliver small group tuition in literacy, with a specific focus on phonics, phonemic awareness and writing
- providing intensive small group tuition for identified students who were behind in numeracy, specifically whole number, measurement and working mathematically

The allocation of this funding has resulted in:

The majority of the students in the program achieving significant progress towards their personal learning goals.

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

Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	152	160	164	146
Girls	133	139	142	140

The introduction of enrolment areas and caps has impacted student numbers at Millthorpe Public School. The provision of a new building in 2022 may bring growth back to our school population.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	94.5	95.1	93.6
1	95.6	92	92.9	92.2
2	96.5	95.1	92.5	92.2
3	95.9	94.9	94.2	90.1
4	95.2	94.4	95.6	91.9
5	94.5	94.2	95.1	92.8
6	93.5	91.4	93.5	92.4
All Years	95.3	93.9	94.2	92.1
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 rates were significantly impacted by COVID and student illness in 2021.

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)	10.51
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.57

*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	347,139
Revenue	3,126,522
Appropriation	2,950,187
Sale of Goods and Services	64,104
Grants and contributions	101,848
Investment income	383
Other revenue	10,000
Expenses	-3,009,402
Employee related	-2,659,020
Operating expenses	-350,382
Surplus / deficit for the year	117,120
Closing Balance	464,259

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	244,797
Equity Total	140,680
Equity - Aboriginal	20,594
Equity - Socio-economic	24,673
Equity - Language	2,673
Equity - Disability	92,741
Base Total	2,239,567
Base - Per Capita	75,434
Base - Location	9,999
Base - Other	2,154,133
Other Total	178,250
Grand Total	2,803,294

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

Consultation with focus groups about key school issues is also regularly undertaken. The P&C Association is the key consultative group for our parents. The SRC (Student Representative Council) is the key consultative group for our students.

Parents regularly expressed satisfaction with how the school cares for their children and how staff enable students to achieve their best within the classroom. Unfortunately due to low participation rates in the parent Tell Them from Me survey, a broader range of feedback was not elicited in 2021.

In the Tell Them From Me survey students reported an 72% positive response for sense of belonging, 98% for expectations for success and 89% for advocacy at school. Parent engagement in the Tell Them From Me survey was extremely low with insufficient data from which to glean judgement or rich feedback.



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.

