

2021 Annual Report

Minmi Public School



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Introduction

The Annual Report for 2021 is provided to the community of Minmi 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 inspire every student to succeed and thrive.

School context

Minmi Public School is located on the outskirts of Newcastle. We would like to acknowledge the traditional owners of this land, the Awabakal people and pay our respects to the elders, past, present and future. They hold the memories, the traditions, the culture and hopes of Aboriginal Australia. We must always remember that this land was, and always will be, Aboriginal land.

The current enrolment at Minmi Public School is 130 students. School numbers have steadily increased in the last few years and this is reflective of the development in the local area. We anticipate this trend will continue, and even escalate in the near future. Our Aboriginal student population has decreased from 6.5% over the last two years to 5% of enrolments in 2021. EAL/D student numbers have also decreased from 6.5% to a current enrolment of 6%. Our FOEI is 80 which is unchanged from 2020 and our ICSEA is 964. In 2021, we have grown to six classes.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed these reflective practices based on quality data analysis.

We have also identified a need to use data driven practices that ensure all students stage appropriate learning through quality teaching practices. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction.

Our school provides a range of high quality extra-curricular opportunities including sport, debating, Star Struck and a wide range of cultural and well being activities. We are a proud member of the Callaghan Network of Schools, recognising and celebrating that 'it takes a network to raise a child' and continuing to work collaboratively to promote joint initiatives and achieve joint goals.

We work collaboratively with Muloobinbah Local Aboriginal Education Consultative Group (AECG) to ensure Aboriginal history and culture is acknowledged and celebrated. Aboriginal perspectives and programs are embedded in teaching and learning programs as well as extra curricular activities both inside and outside classrooms.

Minmi PS enjoys strong support from the P&C. We will continue to consult and collaborate with our parent body as we work together to achieve success in the three Strategic Directions of the School Improvement Plan.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will develop high quality teaching and learning programs and enhance the delivery of personalised learning.

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.

- Literacy and Numeracy
- Personalised Learning

Resources allocated to this strategic direction

Professional learning: \$10,571.00

Integration funding support: \$34,765.00

Operational Funding: \$3,364.00

COVID ILSP: \$62,933.00

Summary of progress

Literacy and Numeracy

Clear procedures and processes were introduced across the school to ensure a consistent whole school approach to teaching and learning programs, lesson delivery, assessment and data collection. Planning, programming and classroom practices are refined and consistent. High expectations are embedded across all school activities. Scaffolds were provided for meetings and reflections. Expectations were set and followed through including providing opportunities for collaboration and reflection. Interruptions to the schooling year because of the COVID pandemic impeded opportunities to further develop data analysis and reflective practices. Funding allocated to support the implementation of Collaboration Days was successfully applied. All teaching staff took part in a number of collaborative opportunities with colleagues which led to a uniform approach and collective practices in regard to curriculum planning. All staff will undertake further Professional Learning to support this initiative in 2022 while collaborative opportunities will continue to be embedded in the calendar and supported with specific scaffolds.

Personalised Learning

Classroom Practices were enhanced to include opportunities for one on one feedback. Personalised goals were set with all students in all classrooms across the school. Individual students were routinely given explicit and targeted feedback aligned to their individual needs. Identified students took part in small group intensive tuition run in close consultation with the classroom teachers to reinforce and extend elements of the classroom teaching and learning programs. Consistency across classrooms in terms of the delivery of targeted and differentiated lessons for all students. Students have a clear understanding of learning intentions and how to maximise their achievements. Allocated funding granted to the school to support the COVID Intensive Learning Program has all been expended on the delivery of this program during 2021.

All students will continue to work toward individual goals which will be set collaboratively with each classroom teacher. The COVID Intensive Learning Program will continue through 2022; students will be supported to meet specific targets.

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 in Year 3 and Year 5 in the top 2 bands of NAPLAN reading to 37.33% (baseline)	• NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading (20.59%).
Increase the percentage of students in	• The proportion of Year 5 students achieving expected growth in NAPLAN

Year 3 and Year 5 in achieving expected growth to 54%	reading is 84.2%.
Increase the percentage of students in Year 3 and Year 5 in the top 2 bands of NAPLAN Numeracy to 30%	• NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy (12.5%).
Increase the percentage of students in Year 3 and Year 5 expected growth in NAPLAN Numeracy to 52%	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 58.8%.
<p>Improvement as measured by the School Excellence Framework</p> <p>LEARNING</p> <p>Element: Curriculum (S&G)</p> <p>Focus - Whole Theme (S&G)</p> <p>Element: Assessment (S&G)</p> <p>Focus - Whole Theme (S&G)</p> <p>Element: Student Performance Measures (S&G)</p> <p>Focus - Whole Theme (S&G)</p>	<p>Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of Curriculum, Assessment and Student Performance Measures.</p>

Strategic Direction 2: Data Based Practices

Purpose

To promote evidence based teaching and learning processes that centre on the reflective use of data and embedded differentiation to support all stakeholders

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 Driven Practices
- High Impact Professional Learning

Resources allocated to this strategic direction

Operational Funding: \$5,461.00

English language proficiency: \$2,400.00

Literacy and numeracy: \$12,581.00

School support allocation (principal support): \$13,605.00

Principal Relief: \$48,503.00

Socio-economic background: \$18,588.00

Low level adjustment for disability: \$57,420.00

Summary of progress

Data Driven Practices

Whole school data collection was supported by the introduction of a school wide Assessment Schedule which ensured clearly understood expectations around what data was collected and when. The Assessment Schedule was embedded into the whole school schedule and carefully cross referenced with data collection, professional learning meetings and work samples provided to parents. Data analysis was embedded in meetings where all staff reflected upon data collected and the subsequent impact of this upon teaching and learning programs. Even though Interruptions to the school year because of the COVID pandemic impeded the planned professional learning around data literacy, staff collaborated on the analysis of data collected from both internal and external assessments and the implications of this in terms of academic growth. Formative assessment strategies were deliberately introduced to classrooms following further professional learning and lesson observations took place to allow teacher feedback and professional discussion. Learning from Home was utilised to enable School Learning Support

All staff will undertake Professional learning in regard to data analysis to further support this initiative in 2022. These will be further supported by Collaborative Days which will provide further opportunities to embed the practice of data analysis. In addition, the Assessment Schedule will be extended to include more opportunities for targeted data collection and analysis.

High Impact Professional Learning

Executive staff were released from class to support a number of initiatives across the school. These included Quality Teaching, Stronger Students (QTSS) sessions where classroom teachers were mentored, development of individual staff Performance Development Plans, lesson observations and the development of a whole school Professional Learning Schedule. Implementation of the Professional Learning Schedule was negatively impacted by the COVID pandemic however it did become a 'business as usual' component of the school timetable in that it provided a reference point for all staff. This schedule included direct links to the Australian professional standards for teachers and had strong links to the Professional Development Plans of all staff. Learning from Home was utilised to enable School Learning Support Officers to undertake a raft of professional learning to enable them to further support teachers and students in the classrooms.

All staff will continue to undertake planned and systematic professional learning which is closely linked to the School Improvement Plan and individual Professional Development Plans. Professional learning will be delivered utilising school and Dept of Education resources including the Teacher Quality team. Executive staff will continue to support the development, delivery and implementation of professional learning across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement as measured by the School Excellence Framework Teaching <ul style="list-style-type: none"> • Data Skills and Use - S&G • Learning and Development - S&G 	Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing across the themes of data skills and use, and learning and development.
Improvement as measured by the School Excellence Framework <ul style="list-style-type: none"> • Professional Standards - S&G 	Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Professional Standards.

Purpose

To promote a safe respectful and responsible learning environment that supports the wellbeing of all stakeholders to connect and succeed.

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.

- Engagement
- Attendance

Resources allocated to this strategic direction

QTSS release: \$22,760.00

Socio-economic background: \$18,588.00

Aboriginal background: \$5,000.00

Summary of progress

Engagement

Fortnightly meetings were held with the School Captains during which their input was sought about a number of matters around the school. Minutes were kept of these minutes and outstanding issues followed up on a regular basis. Discussion topics included fundraisers, student concerns and the purchase of the end of year gift to the school. Although interrupted by the Learning from Home period, these meetings were embedded in the school timetable and took place regularly when possible. Our Kinnections returned to Minmi PS and engaged the whole school in cultural and mindfulness sessions. The Student Representative Council (SRC) was reinstated; a roster and timetable was devised to enable every student to have a level of involvement in this body however this was also derailed by the COVID pandemic. The community was invited to consult with the school through the Family-Schools Partnership Framework as well as to provide input and suggestions in regard to changing the school's sporting house names.

The uptake in regard to the Family-Schools Partnership was low with face to face sessions unattended and matrices not returned. This activity has been ceased at this point in time. The Aboriginal Education Team is moving forward with the sporting house names and has consulted with our Aboriginal families. We will continue to work with our families and the AECG in regard to the final decision and implementation of new sporting house names. Our students will be given the opportunity to have their voice heard through the continuation of the SRC in 2022. The 2022 school captains will also continue to meet with the principal on a regular basis.

Attendance

Staff awareness around procedures was markedly increased through targeted sessions in weekly Communication Meetings. In addition, individual students were tracked on a daily basis through Sentral as well as weekly as part of the Executive Meetings. Community awareness was increased through posts on social media, class Seesaw apps, through the fortnightly Bulletin and as a component of the Principal's Report at P&C meetings. Playground duties were changed with exec staff on the playground and greeting students at the gate on a daily basis. At the end of Term 2, individual notes were sent home with every student outlining their attendance rate; this was accompanied with a graphic which explained impact upon education.

Once again, this was an area that felt a major impact from the global COVID pandemic. During periods of Learning from Home, however, students and families were systematically contacted and offered support in regard to engaging with learning. Staff were rostered on in classrooms and students who were unable to be taught from home were assisted in completing Learning Schedules at school. All of our students returned to school once the Learning from Home period ceased.

In 2022, we will continue all of the above activities along with any individual interventions highlighted by data analysis and individual situations.

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
Over 85% of students attend >90% with Aboriginal and Torres Strait Islander students achieving the same marker	Attendance data indicates that 64.2% of students recorded an attendance rate of >90% while 33% of Aboriginal and Torres Strait Islander students achieved the same marker.
The Tell Them From Me - Student Survey 'Students who are interested and motivated' element will exceed 65%	Tell Them From Me data indicates 62% of students indicate they are interested and motivated at school.
<p>Progress as measured by the School Excellence Framework:</p> <p>LEARNING</p> <ul style="list-style-type: none"> • Element: Learning Culture Focus: Whole Theme - S&G • Element: Wellbeing Focus: Caring for Students - S&G • Element: Reporting Focus: Parent Engagement - S&G <p>LEADING</p> <ul style="list-style-type: none"> • Element: Educational Leadership Focus: Community Engagement - S&G 	Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing across the themes of Learning Culture, Wellbeing, Reporting and Educational Leadership.
The Tell Them From Me - Aboriginal Student Survey 'I feel good about my culture' element exceeds 75%	Incomplete data due to small enrolment numbers means that this progress measure has not been captured.
The Tell Them From Me - Student Survey 'Students' sense of belonging' element will exceed 87%	Tell Them From Me data indicates 72% of students indicate a positive sense of belonging at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$34,765.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Minmi 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs <p>The allocation of this funding has resulted in: All funded students, and the classes in which they are enrolled, have been supported in the delivery of their teaching and learning programs which have also been supplemented by individual and targeted programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to employ School Learning Support Officers to support student learning in our classrooms</p>
<p>Socio-economic background</p> <p>\$37,176.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Minmi 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"> • High Impact Professional Learning • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Quality Teaching Successful Students initiatives to support identified students. • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Teaching staff being supported to develop skills in relation to designing, delivering and assessing differentiated lessons, regular classroom observations taking place followed by meaningful reflections and adjustments as necessary.</p> <p>After evaluation, the next steps to support our students with this funding will be: To embed classroom observations and professional reflection as part of the teaching and learning culture with particular emphasis on individualised support for targeted students in conjunction with differentiated teaching across all areas.</p>
<p>Aboriginal background</p> <p>\$5,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Minmi 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"> • Engagement

<p>Aboriginal background</p> <p>\$5,000.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Our Kinnections Program (which supports Aboriginal Children, Young People and Families, by delivering quality programs and workshops that empower and create positive change. This program was delivered weekly, included a variety of indoor and outdoor activities and involved all students. • <p>The allocation of this funding has resulted in: All students being able to access workshops specifically targeting positive change and raising cultural awareness.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will be researching and utilising a variety of resources to build positively upon these experiences and knowledge for all of our students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Minmi 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of casual staff to release classroom teachers. <p>The allocation of this funding has resulted in: analysis of data specifically collected for EAL/D students to inform teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing data analysis in order to further individualise support for the identified needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$57,420.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Minmi 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the implementation of a school wide timetable to support the Principal and AP to conduct lesson observations across the whole school and Quality Teaching Successful Students sessions with all teaching staff. • the development and implementation of a whole school Professional Learning schedule which is reflective of PDPs and identified areas of need in addition to system and school priorities. <p>The allocation of this funding has resulted in: All staff being individually supported to collaboratively and individually reflect upon and improve their teaching practice. It has increased the presence of school executive in all classrooms across the school, strengthening collegial relationships and positively contributing to growth in the consistency of teacher judgement. In addition, individual staff have been supported to achieve their PDP goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: An increase in the targeted support to teachers with a direct flow on effect to</p>

<p>Low level adjustment for disability</p> <p>\$57,420.00</p>	<p>students who have been identified as required extra, or individual support. This support will be enhanced by the specific application of resources (or the acquisition of these if required).</p>
<p>Professional learning</p> <p>\$10,571.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Minmi 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support classroom teacher participation in Collaboration Days. <p>The allocation of this funding has resulted in: the joint planning and coordination of the Term Overviews for each class as well as a consistency of expectations in terms of student work samples. It has also resulted in the sharing of resources and a great deal of professional discussion. Collaboration outside of these days has also increased as a result of strong professional relationships. Classroom teaching and learning programs are consistent in terms of presentation and recording.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure the continuation of this initiative in order that each classroom teacher has the opportunity to collaborate and plan with colleagues to ensure quality teaching and learning programs and enhance consistency of teacher judgement.</p>
<p>Literacy and numeracy</p> <p>\$12,581.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Minmi 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 Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff through the development of a whole school timetable where the Assistant Principal is released to support student learning and staff development. <p>The allocation of this funding has resulted in: all staff being supported through Quality Teaching Sessions, lesson observations, programming support and the development of a whole school schedule and overview.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to ensure the classroom teachers are supported in terms of professional development, programming and consistency of planning.</p>
<p>QTSS release</p> <p>\$22,760.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Minmi 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"> • Engagement

<p>QTSS release</p> <p>\$22,760.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning <p>The allocation of this funding has resulted in: Quality Teaching Successful Students has been embedded in the whole school timetable with teachers on a rotating roster. Content has been differentiated according to individual, identified needs and in line with Professional Development Plans. These have been accompanied, as appropriate, by the provision of resources and demonstration lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further develop staff professional development through individualised support based on Professional Development Plan goals in order that student learning is enhanced.</p>
<p>COVID ILSP</p> <p>\$132,167.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • 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 implement the COVID Individualised Learning Support Program to support identified students with additional needs <p>The allocation of this funding has resulted in: targeted students demonstrating measurable improvements across both literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support targeted students and to track student success utilising the Literacy and Numeracy progressions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	64	60	74	77
Girls	47	53	49	53

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.8	94.1	95.7	95.7
1	93.8	91.8	93.2	94.4
2	94.7	91.1	86.9	94.4
3	96.5	92.9	84.1	93
4	93.1	96.5	91.6	89
5	92.2	88.8	92.8	91
6	93	95.7	90	93.4
All Years	94.2	92.9	91	93.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.76
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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	100,764
Revenue	1,512,409
Appropriation	1,457,382
Sale of Goods and Services	7,124
Grants and contributions	47,412
Investment income	92
Other revenue	400
Expenses	-1,523,263
Employee related	-1,355,517
Operating expenses	-167,746
Surplus / deficit for the year	-10,854
Closing Balance	89,910

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	76,377
Equity Total	68,209
Equity - Aboriginal	7,300
Equity - Socio-economic	18,588
Equity - Language	2,400
Equity - Disability	39,922
Base Total	1,146,863
Base - Per Capita	30,322
Base - Location	0
Base - Other	1,116,541
Other Total	68,502
Grand Total	1,359,951

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

The Tell Them From Me student survey reported the following:

- 78% feel proud of their school.
- 65% have a positive sense of belonging
- 91% have positive relationships at school
- 93% value schooling outcomes
- 93% try hard to succeed in their learning.

The percentage of parents who responded to the 2021 Satisfaction Survey which was carried out via Google Forms and distributed to all families was too low to ensure that the answers are statistically valid.

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.