

# 2021 Annual Report

Morrisset Public School



2621

# Introduction

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

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

## School contact details

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Morisset Public School

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## School vision

At Morisset Public School every child is known, valued and cared for while being encouraged and supported to become self-motivated, confident and resilient learners. We maintain strong connections with our whole school community; promoting a culture of high expectations and shared responsibility for student success and well-being.

## School context

Morisset Public School is situated on the south-west side of Lake Macquarie. We are a proud member of the Western Shores Learning Alliance, which is in partnership with 4 primary schools and Morisset High School. Morisset Public School has a total of 158 enrolments for 2021. 18% of students identify as Aboriginal or Torres Strait Islander and 11% are from language backgrounds other than English.

Evidence indicates that strong parent and community involvement in student learning continues to develop through active involvement in school events and whole school student initiatives.

The attendance rate for students is a mandated target in this school plan. Strategies will be implemented to support families and students to improve their attendance rates.

Through our Situation Analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to enhance teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

Consultation processes in the development of this plan have involved conversations with Itji-Marru Aboriginal Education Consultative Group, (P&C) parents and community, Director Educational Leadership and Principal Support Leadership. Research evidence based strategies were utilised in designing and implementing this plan to successfully deliver ongoing measured improvement in student progress and achievement. This included: What works Best, School Excellence Framework, External Validation, Tell Them From Me survey, CESE LEED, and the Attendance Pilot.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is now evident. Structures will be put in place to identify students who need intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

The wellbeing and engagement of our students remains a priority. The Tell them from Me surveys will provide and ongoing data set pertaining to student voice and community perceptions, expectations around wellbeing and engagement.

## 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	Delivering
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Data Skills and Use
- Reading and Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$5,452.05

**Literacy and numeracy intervention:** \$35,105.54

**English language proficiency:** \$2,850.82

### Summary of progress

#### Data Skills and Use - CESE (LEED project)

- CESE Lead Action plan developed for numeracy assessment and was delayed to be carried over into 2022.
- Following NAPLAN and Checkin analysis - Spelling was identified as an area of weakness and will be targeted in 2022.
- PAT testing has been identified as a valuable tool for data skills and use, staff will continue to implement and analyse data to drive teaching.

#### Curriculum + Data Skills and Use (Reading)

- K-2 reading data collected and analysed, data analysis and collegial discussions revealed the enablers and barriers for students who were below benchmark targets.
- Observations revealed that Professional Learning was required to support staff in delivering best practice pedagogy in guided reading 'Engine Rooms'.
- Action Plan was implemented to remove barriers and enable student growth.
- Professional learning was delivered to Early career teachers and experienced staff.
- Reading groups were restructured grouping students according to level, in smaller group sizes with texts selected to student reading ability and interest.
- In 2022 focus for Reading will be revising 3-6 programming and practices with the implementation of Focus on Reading, Professional learning will be delivered to Early career teachers and experienced staff.

#### Curriculum + Data Skills and Use (Numeracy)

- Covid ILSP analysed data and formulated targeted groups for Numeracy intervention.
- Professional Learning for staff in use of school scope and sequence and programming tools.
- Extensive Professional Learning across K-6 in the areas 'Starting Strong' and 'Working with Big Ideas'.
- Knowledge from this Professional Learning is to be used to support new and existing staff in 2022.
- CESE Lead Action plan developed for numeracy assessment and was delayed to be carried over 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
<b>Reading</b> Maintain or exceed baseline data of 30.3% in Reading (Top 2 Bands)	Year 3 NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for Reading 44.8% and an increase in the percentage of students in the top two bands for Numeracy 28.6%  Year 5 NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for Reading 26.9% and a decrease in the percentage

<p><b>Numeracy</b></p> <p>Maintain or exceed baseline data of 16.9% in Numeracy (Top 2 Bands)</p>	<p>of students in the top two bands for Numeracy 4%</p>
<p><b>Expected Growth Reading</b></p> <p>Maintain or exceed expected growth in Reading 62.3%</p> <p><b>Expected Growth Numeracy</b></p> <p>Maintain or exceed expected growth in Numeracy 56.8%</p>	<p>Percentage of students achieving expected growth in Reading decreased by 20.6% indicating progress yet to be seen towards the system negotiated target.</p> <p>Percentage of students achieving expected growth in Numeracy decreased by 26.4% indicating progress yet to be seen towards the system negotiated target.</p>

## Strategic Direction 2: Well-being (incorporating Attendance)

### Purpose

To ensure that all our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school well-being processes that support high levels of well-being and engagement.

### 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
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$137,146.58

### Summary of progress

#### Wellbeing - Summary of Progress

- Successfully merged PBL and YCDit combining expectations and core features of the five Keys
- YCDit program has been implemented K-6 with explicit lessons being taught weekly
- Established wellbeing team consisting of Executive, class teacher and support staff - meeting weekly
- Designed and implemented - Responding to and Recognising behaviours flowcharts for both classroom and playground behaviour (Traffic Light System)
- Whole staff professional learning, explicit lessons for students ensuring processes are taught and understood
- Signage incorporating keys, expectations and mascot have been designed, purchased and displayed as visual cues in classrooms and around the school
- Celebrations Days recognising student success and promotion of expectations have been introduced, including the ongoing barrel draw system

#### Wellbeing - Next Steps

- Monitor the implementation of introduced processes and procedures - in particular flowcharts, celebrations days, barrel draws and consistent language
- Monitor new and returning staff PL
- Design a refined summary of "toolkit" and procedures for casual staff and the new and returning staff - Include in Wellbeing document
- Refine data entry processes on SENTRAL
- Incorporate student leadership team opportunities in processes - assemblies, communicating expectations at whole school gatherings
- Include family and community members into the Celebration aspects of wellbeing

#### Attendance - Summary of Progress

- Regular monitoring of data with continued communication with the HSLO
- Classroom teachers following school procedures regarding attendance (parent phone calls and updating of SENTRAL)
- Attendance tips are included in the fortnightly newsletter
- Celebrations days - acknowledging attendance - sausage sizzle for all students - communicated data and percentages
- PL delivered to staff re - accurate roll marking, following up on absences

#### Attendance - Next Steps

- Develop attendance flowchart of school systems and process
- Classroom conversations - promotion of attendance

### 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

<p><b>Wellbeing</b></p> <p>Maintain or increase the percentage of students reporting positive wellbeing (expectations for success, advocacy and sense of belonging at school) at or above 83.8% (system-negotiated baseline data)</p>	<p>Data indicates that 86% of students report positive outcomes in the domain of 'expectations for success' which exceeds our system negotiated target.</p> <p>Data indicates that 71% of students report positive outcomes in the domain of 'advocacy at school' which is below our system negotiated target.</p> <p>Data indicates that 46% of students report positive outcomes in the domain of 'sense of belonging' which is below our system negotiated target.</p>
<p><b>Attendance</b></p> <p>Maintain or increase the proportion of students attending greater than 90% from baseline of 65.9% (system-negotiated target)</p>	<p>Data indicates that 67.9% of students attend school 'at or above 90%' which exceeds our system negotiated target.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$15,108.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Morisset Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Goals are achieved in student PLSPs Reduction in SENTRAL entries for students supported by SLSO</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Encourage independent strategies to be utilised by students when they are not supported by the SLSO</p>
<p>Socio-economic background</p> <p>\$137,146.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Morisset Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Wellbeing initiative to support identified students with additional needs</li> <li>• professional development of staff through [program] to support student learning</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Establishment of a Well-being team - CT volunteer, AP Well-being and Principal Research revamped 'You Can Do It' program - aligned with 4 term year, themed lessons, engaging Investigate the merging of PBL and YCDit - combining expectations and core teaching of the 5 keys Need for Extra-curricular activities</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use Socio-economic background funds to release Assistant Principal from face to face teaching</p>
<p>Aboriginal background</p> <p>\$50,284.44</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Morisset 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>Aboriginal background</p> <p>\$50,284.44</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Stronger Smarter processes have been facilitated at student, staff and parent levels</p> <p>Students successfully completed the Indigenous Reading program PLPs completed in consultation with AECG representative and family PL delivered to staff through Speaking in Colour strengthening staff understanding of culture</p> <p>Speaking in Colour Resurgence program (10 week program) delivered to Aboriginal and Torres Strait Islander Students strengthening cultural connection and awareness</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Target staff (4) to attend Stronger Smarter Leadership courses in 2022</p> <p>Support ongoing facilitation of Stronger Smarter programs by trained Executive staff</p> <p>Participate in Connecting to Country in 2022</p>
<p>English language proficiency</p> <p>\$2,850.82</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Morisset Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff with EAL/D students are confident using the Progressions when differentiating lesson plans</p> <p>Progressions used to complete reporting requirements when required</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to support staff with Professional Learning in EAL/D Progression leveling as required</p>
<p>Low level adjustment for disability</p> <p>\$100,906.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Morisset Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Release AP to work in LAST role with individual students and in a case management role within the classroom/whole school setting</li> <li>• Release AP to work in LAST role to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• Additional classroom teacher (interventionist) employed to target students</li> </ul>

<p>Low level adjustment for disability</p> <p>\$100,906.20</p>	<p>with an evidence-based intervention program to increase learning outcomes</p> <p><b>The allocation of this funding has resulted in:</b>  LAST facilitated weekly Learning Support Team meetings  Successful Access requests compiled gaining funding and support class placement for high needs students  LAST facilitated team teaching opportunities and demonstration lessons  Interventionist worked with identified students in small group withdrawal and in class settings</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  In 2022, LAST to target students in years 3 and 5 in preparation for NAPLAN  LAST to facilitate Check-in and subsequent identification of students needing intervention</p>
<p>Literacy and numeracy</p> <p>\$5,452.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Morisset Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Delivery and analysis of Check-in Assessment (Years 3,5) and ifSR Number and Place Value Assessment(Years 1, 2,4, 6) to create small groups for Tier 2 students.  Small group intervention observations recorded on PLAN2 to monitor areas of need and measure growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue literacy and numeracy funding to support students K-6 in small group intervention.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.78</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Morisset Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• support literacy and numeracy programs</li> <li>• train staff and assist with data analysis in Literacy and Numeracy</li> <li>• facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Systematic collection and analysis of Reading data K-2  Support staff in Numeracy Initiatives "Starting Strong' and "Working with Big Ideas'  Professional Learning delivered in 'The writing Process' implemented in programming and classroom practice  Team teaching and modelling in classrooms to build capacity of classroom teachers</p>

<p>Early Action for Success (EAfS)</p> <p>\$102,907.78</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued team teaching, modelled support, professional learning, data talks, programming support and implementation by Assistant Principal Curriculum and Instruction</p>
<p>QTSS release</p> <p>\$35,765.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Morisset Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• PDP development, supervision and observation of teachers</li> <li>• assistant principal provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> PDP's developed for staff and supervised by AP off class Development, delivery and supervision of Scope and Sequence and programming documents in English, Maths and PDHPE</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use QTSS funds in the future to support the release of Assistant Principal from face to face teaching load</p>
<p>Literacy and numeracy intervention</p> <p>\$35,105.54</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Morisset Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Year 1 Phonics Screening Check and ifSR Number and Place Value Assessment delivered and analysed to create small intervention groups. Literacy-Running records, reading data analysed, Kindergarten HARS and Vocab Assessment, Mini Lit program, Decodables implemented in guided reading sessions and Home Reading program. Numeracy- small group and in class support, hands on resources, Number Talk activities. Student observations recorded on PLAN2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the literacy and numeracy intervention funding to support students K-2. Literacy and Numeracy assessments carried over to 2022 to reflect on student improvement and analyse data and observations recorded on PLAN 2 to target students who may be at risk.</p>
<p>COVID ILSP</p> <p>\$134,716.40</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>

COVID ILSP

\$134,716.40

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

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

- Data analysis - phonemic awareness assessment

Phonemic Awareness Program implemented

- IfSR Assessment implemented and analysed - Years 1, 2, 4, 6

Place Value, Additive strategies, Quantifying Number Program implemented

- Intensive 1:1 reading support - after lock down K and 1 due to cohorts, initially implemented Years 1 to six

**The allocation of this funding has resulted in:**

100% of Year One student in the first intake intensive program met their reading benchmark goals.

63% of K-6 intake though out the year met or exceeded benchmark.

Phonemic Awareness Program currently still running, as commenced after lock down in week 4

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

Phonemic Awareness Program to be continued with Kinder and Year One 2021 students.

Due to cohort arrangements and staffing after lock down - Year 2 maths program has only recently recommenced.

Year One currently still running - early data shows that 50% of the group have already their goals.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	111	99	78	77
Girls	113	100	97	88

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	91.2	81	90.3
1	88.1	90	78.9	90.5
2	93.6	89	80.2	88
3	89.5	91.2	79.3	91.3
4	91.9	88.8	78.3	87.7
5	88.2	87.7	81.3	88.9
6	89.7	88.4	79	89.3
All Years	90.5	89.3	79.6	89.5
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.91
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.01

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	489,279
<b>Revenue</b>	2,287,897
Appropriation	2,256,800
Sale of Goods and Services	606
Grants and contributions	30,261
Investment income	231
<b>Expenses</b>	-2,208,421
Employee related	-1,901,037
Operating expenses	-307,384
<b>Surplus / deficit for the year</b>	79,476
<b>Closing Balance</b>	568,755

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	15,608
<b>Equity Total</b>	326,294
Equity - Aboriginal	50,284
Equity - Socio-economic	137,147
Equity - Language	2,851
Equity - Disability	136,012
<b>Base Total</b>	1,444,391
Base - Per Capita	43,140
Base - Location	0
Base - Other	1,401,250
<b>Other Total</b>	224,282
<b>Grand Total</b>	2,010,575

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Tell Them from me Survey results

### Student survey - *Trending Upwards*

- Sense of Belonging however, still well below NSW Govt Norm
- Positive Behaviour at School - above NSW Govt Norm
- Explicit Teaching Practices and Feedback

### Student survey - *Trending down*

- Student Interest and Motivation
- Student participation in extra-curricular Activities
  
- 80% of students indicate they know where to seek help if bullied
- 83% of Aboriginal students feel good about their culture with 75% indicating that their teachers have a good understanding of Aboriginal culture
- 64% of students indicated that they feel proud of their school

### Teacher survey - *Above NSW Govt Norm*

- Staff work with school leaders to create a safe and orderly school environment
- Staff set high expectations for student learning and help students set challenging learning goals
- When staff present new concepts, they try to link it to previously mastered skills and knowledge
- Staff establish clear expectations for classroom behaviour

### Teacher survey - *Below NSW Govt Norm*

- Staff provide written feedback for students at least once a week
- Teachers have given me helpful feedback about my teaching
- Teachers shared their learning goals for students with other teachers

### Parent survey - *Above NSW Govt Norm*

- Parents support for *Learning at Home* - taking an interest in their child's school assignments, encouraging their child to do well and praising their child for doing well at school
- Teachers help students develop strong friendships
- School staff take an active role in making sure all students are included in school activities

### Parent survey - *Below NSW Govt Norm*

- Parent activities are scheduled at times when I can attend
- Teachers devote their time to extra-curricular activities

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.