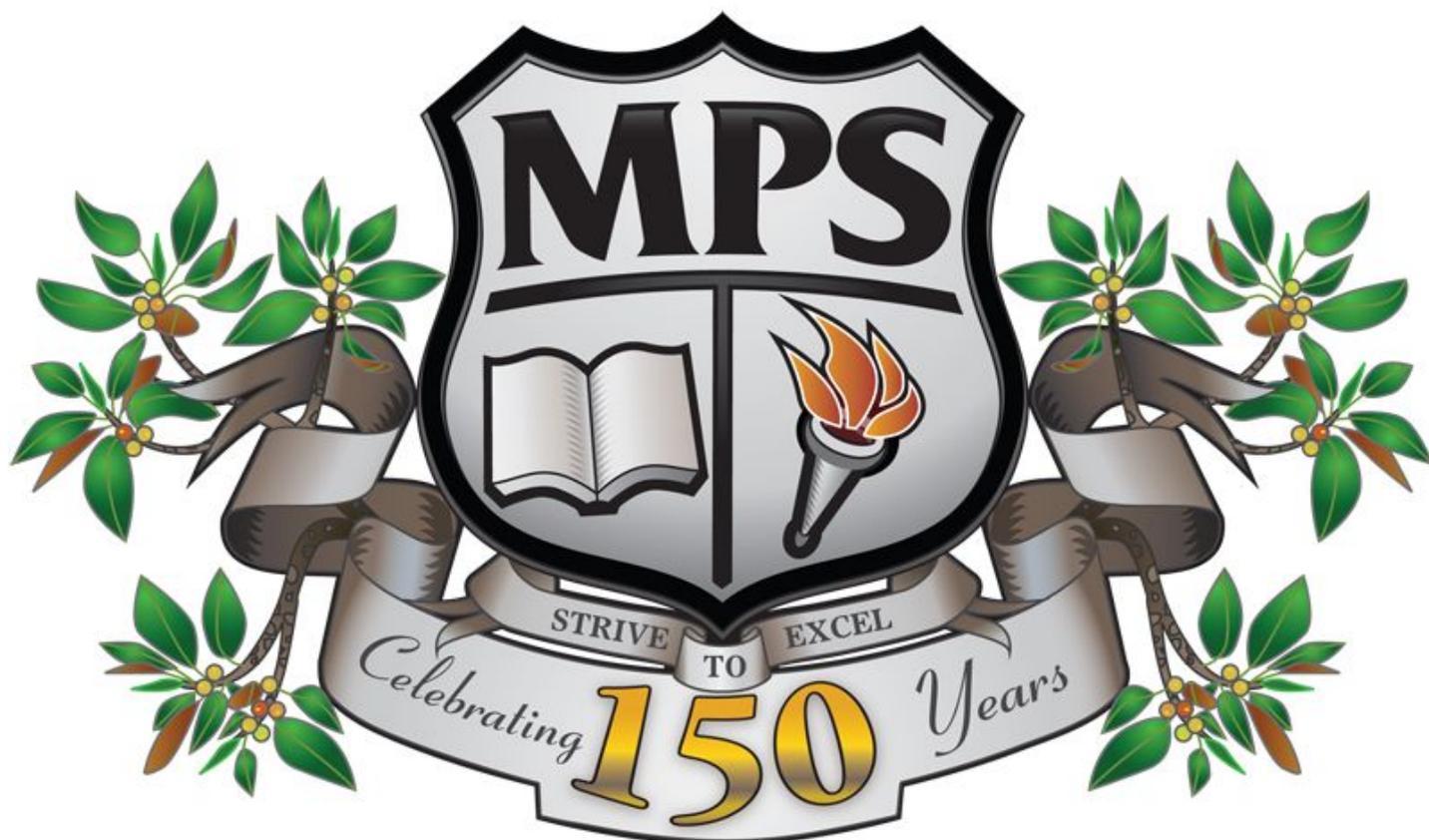


2021 Annual Report

Morpeth Public School



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Introduction

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

Morpeth Public School

High St

Morpeth, 2321

<https://morpeth-p.schools.nsw.gov.au>

morpeth-p.school@det.nsw.edu.au

4933 6726

School vision

Morpeth Public School is committed to providing inclusive, engaging and personalised learning opportunities that support and enhance achievement outcomes for all students.

Our school will continue to focus on measurable whole school improvement that is underpinned by quality practices, analysis of authentic data, productive partnerships and a shared vision.

Morpeth Public School is committed to providing growth in student learning, continuous improvement in teacher quality and the implementation of quality systems to drive school operation.

School context

Morpeth Public School is situated in the picturesque and historic township of Morpeth, a suburb of the city of Maitland.

The area has rich historical links with the early settlement of Newcastle and Hunter area.

Student enrolment, at the time of 2021 census, was 233.

This figure represents a slight (7%) decrease on 2020 numbers.

21 students (9%) identified as being of Aboriginal or Torres Strait Islander (ATSI) background, while 4 students (2%) were born in a country other than Australia.

In 2021, Morpeth Public School will offer ten classes, from Kindergarten to Year 6..

The school's Family Occupation and Education Index (FOEI) is 85, which indicates a lower than average (100) level of disadvantage.

Our school performed outstandingly in 2021 NAPLAN and Check In assessments, with results for students above State and statistically similar school groups in Literacy and Numeracy

The school's Situational Analysis (SI), completed in Term 4, 2020 and reviewed in 2021, provided a thorough overview of school performance.

Findings from the SI have been used to inform the development of our 2021-2024 Strategic Improvement Plan (SIP).

As a result of the Situational Analysis, our school has identified three areas of focus to drive the 2021-2024 Strategic Improvement Plan:

- 1 - Student growth and attainment
- 2 - Continuous and targeted improvement in teacher quality
- 3 - Effective systems and processes to drive continuous school improvement.

To support the effective implementation of our strategic directions, our school will effectively use data to monitor student achievement and to inform planning.

Personalised and point of need learning, summative and formative feedback and effective intervention will further support student learning.

Professional learning will be research based and will be used strategically to enhance teacher quality and support student growth and attainment.

School operation will be underpinned by effective systems and rigorous evaluation of performance..

Self-assessment and school achievement

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

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	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	Excelling
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

Student growth and attainment will be driven by a school culture, focused on learning, the building of educational aspiration and ongoing performance improvement.

This will be underpinned by flexible, point of need learning for all students.

Programs to enhance engagement and wellbeing will further support student growth and attainment.

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 to enhance student learning
- Personalised learning for all students
- Student wellbeing and high performance learning culture

Resources allocated to this strategic direction

Professional learning: \$1,435.00

Low level adjustment for disability: \$91,419.29

Aboriginal background: \$20,682.15

Socio-economic background: \$22,924.69

Out of School Care: \$2,000.00

Integration funding support: \$63,343.80

QTSS release: \$44,847.20

Literacy and numeracy: \$24,899.89

Summary of progress

Teachers introduced a range of assessments during 2021 to provide authentic and triangulated data to track and monitor student learning. Teachers also undertook targeted professional learning, in the effective use of data, to support student learning and to inform teaching.

School used 'Check In' , On Demand, and PAT assessments to complement NAPLAN and internal class assessments.

COVID ILSP teacher also completed fluency assessments for all students.

Check in, NAPLAN and Pat performance data indicated that student achievement was commensurate with or superior to statistically similar school groups and State performance.

Phonological Awareness, Phonics Diagnostic and Phonics screening assessments were also administered to selected students, with results tracked on Plan 2.

Assessment data was analysed to reflect individual student, cohort and whole school performance. Based on performance and diagnostic data, teachers created Personalised Learning Support Plans (PLSPs) and class based differentiated learning groups, with selected students referred to Learning Support Team for additional intervention.

Point of need and differentiated learning was a significant focus during the year.

The employment of a COVID Intensive Learning Support Teacher (ILST) provided a means to support identified students. ILST developed PLSP programs for students and tracked progress using On Demand assessments and PLAN 2 progressions.

Assistant Principals worked across all school settings providing extension learning for high achieving students. The creation of extension stage groups allowed classroom teachers to effectively differentiate learning in smaller group settings during class activities.

PAT and Check In assessment data facilitated a triangulation of assessment and provided further evidence of student performance.

Student performance was monitored and analysed during weekly stage meetings.

School Excellence Framework

- External Validation, completed in August, provided evidence of outstanding school performance during 2021.
- Panel determined that our school was 'Excelling' in key elements of Learning Culture, Curriculum and Teaching and Learning.
- Panel agreed with school self assessment that our school is 'Sustaining and Growing' in all other elements.
- External Validation provided evidence that our school attained our identified improvement targets.

Future Directions - Focus areas:

- Explicit teaching strategies to drive student growth and attainment
- Analysis of longitudinal assessment data.

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
48.22%, or more, of students (system-negotiated baseline) will be placed in the top two bands for NAPLAN Reading.	Data indicates 50% of students were placed in the top two achievement bands for Reading, which represents an increase of 1.78% against 2021 baseline data and the attainment of 2021 annual progress measure target.
34.61%, or more, of students (system-negotiated baseline) will be placed in the top two bands for NAPLAN Numeracy.	Data indicates 34% of students were placed in the top two achievement bands for Numeracy, which is a figure commensurate with 2021 baseline data and 2021 annual progress measure target.
Percentage of students attending school = or > 90% of the time will be commensurate with or superior to SSSG school figure.	Overall attendance rate for students at Morpeth Public School in 2021 was 92.3%, which was higher than the DoE State figure of 89.9%. The percentage of students attending >90% of the time was 71.4%, which was identical to DoE State figure.
The average student response score for Expectations for Success, Advocacy and Sense of Belonging will be 91% in Tell Them From Me student surveys.	Tell Them From Me Semester 1 cumulative (Years 4, 5 and 6) student surveys responses are listed below: <ul style="list-style-type: none"> • Expectations for Success - School 94% (SSSG - 96% and State 87%) • Advocacy - School 88% (SSSG - 88% and State 71%) • Sense of Belonging - School 66% (SSSG - 71% and State 66%). School performance target was met for 'Expectations for Success'.
The percentage of students achieving expected growth in NAPLAN Reading will be >63.6 %, (system-negotiated target baseline).	The percentage of students achieving expected growth in reading was 65%, which represents an increase of 1.4% against 2021 system negotiated target baseline and the attainment of 2021 progress target.
The percentage of students achieving expected growth in NAPLAN Numeracy will be > 51.5% (system-negotiated target baseline).	The percentage of students achieving expected growth in Numeracy was 52%, which represents an increase of 0.5% against 2021 system negotiated target baseline and the attainment of 2021 improvement target.
The percentage of Aboriginal students achieving Top 3 Bands in NAPLAN Reading will be superior to figures for Aboriginal students in State and SSSG schools.	Percentage of Aboriginal and Torres Strait Islander students placed in the top three NAPLAN performance bands for Reading was 67%. This figure is superior to SSSG (61%) and State (43%) and represents the attainment of our school's 2021 performance target.
In the Learning Domain of School Excellence Framework, 2021 External Validation panel assessment will	Semester 2 External Validation panel assessment determined that Morpeth Public School is: <ul style="list-style-type: none"> • 'Sustaining and Growing' in the Learning Domain of 'A Planned Approach

<p>indicate that our school is Sustaining and Growing in the Wellbeing themes of 'A Planned Approach to Wellbeing', 'Individual Learning Needs' and 'Behaviour'.</p>	<p>to Wellbeing'</p> <ul style="list-style-type: none"> • 'Sustaining and Growing' in the Learning Domain of 'Individual Learning Needs' • 'Sustaining and Growing' in the Learning Domain of 'Behaviour'.
<p>80% of students in Years K-2 will achieve expected Running Records exit levels.</p>	<p>Expected PM Benchmarking student exit reading levels:</p> <ul style="list-style-type: none"> • Kindergarten (Level 6 or above) 68% • Year 1 (Level 16 or above) - 76% • Year 2 (Level 24 or above) - 70%
<p>In the Learning Domain of School Excellence Framework, 2021 External Validation panel assessment will indicate that our school is Sustaining and Growing in the Learning Culture theme of 'Transitions' and 'Continuity of Learning'.</p>	<p>2021 Semester 2 External Validation panel assessment determined that Morpeth Public School is:</p> <ul style="list-style-type: none"> • 'Excelling' in the Learning Domain of Learning Culture - 'Transitions' and 'Continuity of Learning'.

Strategic Direction 2: Continuous and targeted improvement in teacher quality

Purpose

All teachers will demonstrate a commitment to identifying, understanding and implementing the most effective and explicit teaching methods, with the highest priority given to research based strategies.

In line with current research, enhanced teacher quality will underpin improvements in lesson delivery and drive student growth and attainment.

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.

- Effective Performance Management and professional development for all staff
- Teachers and leadership team use research based professional learning and pedagogies to drive improvement in practice
- Collaborative practices

Resources allocated to this strategic direction

Professional learning: \$13,582.14

Socio-economic background: \$18,881.00

Summary of progress

The continuous and targeted improvement in teacher quality was underpinned by productive and effective collaboration, effective processes to identify and access strategic and research-based professional learning and the development of quality Professional Development Plans (PDPs) for all staff, that reflect career stage of teacher and school improvement priorities.

School leadership team identified the completion of What Works Best (WWB) self reflection, WWB professional readings and specific WWB professional learning modules, including Collaboration, Effective Feedback and Data Informed Practice, to drive improvement in teacher practice.

Strategic timetabling and the use of staffing allocations and equity funding released Assistant Principals from class to deliver lesson demonstrations and team teaching with colleagues. Assistant Principals also provided feedback on performance, lesson observations and peer mentoring to support the continuous development of teacher capacity.

Stage teams, led by Assistant Principals, worked collaboratively to discuss professional learning plans, provide advocacy, review professional learning and to develop effective Performance and Development Plans (PDPs).

Internal surveys indicated that:

- 62% (strongly agreed) and 38% (agreed) of teachers believed that PDPs effectively drive their professional development.
- 69% (strongly agreed) and 31% (agreed) that our school effectively manages staff performance and development.
- 54% (strongly agreed) and 38% (agreed) that our school has effective processes to support continuous development of staff capacity.
- 69% (strongly agreed) and 31% (agreed) that our school has effective systems to support collaborative practices.

In total, teaching staff at Morpeth Public School completed 452 hours of professional learning during 2021.

All staff completed professional learning during the course of the year, including admin staff (92 hours).

Professional Learning aligned to SIP Priorities - Staff Completion Rates

- What Works Best - Collaboration (62%)
- What Works Best - Effective Feedback (54%)
- What Works Best - Data Informed Practice (62%)

Future Directions - Focus Areas:

- Professional learning to support explicit teaching strategies

- Collaborative practices to enhance teacher quality.

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
Tell Them From Me surveys will reflect that teachers respond with an average score of 8.4 (baseline) for Collaboration / Collaborative practices.	<ul style="list-style-type: none"> • Tell Them From Me teacher surveys indicated that staff responded with an average score of 9 in the criteria area of 'Collaboration and Collaborative Practice'. • This figure represents an increase of 0.6 as measured against 2021 school baseline figure of 8.4. • The 2021 figure is superior to NSW Govt Norm response score of 7.8.
School Excellence Framework self assessment and External Validation panel assessment will determine that our school is 'Sustaining and Growing' in Data Informed Practice	<ul style="list-style-type: none"> • External Validation panel determination was that the school is 'Sustaining and Growing' in the Teaching Domain of Data Informed Practice. • The reflects the school's self assessment.
Tell Them From Me surveys will reflect that teachers respond with an average score of at least 8.3 for Date Informs Practice.	<ul style="list-style-type: none"> • Tell Them From Me teacher surveys indicated that staff responded with an average score of 8.6 in the criteria area of 'Data Informs Practice'. • This figure represents an increase of 0.3 as measured against 2021 school baseline figure of 8.3. • The 2021 figure is superior to NSW Govt Norm response score of 7.8.
Tell Them From Me surveys will reflect that teachers respond with an average score of at least 8.2 for Provision of Quality Feedback to Students.	<ul style="list-style-type: none"> • Tell Them From Me Teacher surveys indicated that staff responded with an average score of 8.3 in the criteria area of 'Provision of Quality Feedback to Students'. • This figure represents an increase of 0.1% as measured against 2021 school baseline figure of 8.2. • The 2021 figure is superior to NSW Govt Norm score of 7.3
100% of staff complete What Works Best professional learning module 'Collaboration'.	<ul style="list-style-type: none"> • 62% of teachers completed What Works Best module 'Collaboration'. • Teacher professional learning was compromised during 2021 because of COVID disruptions. During significant periods of the year, teachers worked from home, with professional learning directed to ensuring high quality online learning was available to all students.
High Impact Professional Learning (HIPL) self assessment tool will determine that our school is 'Delivering' in theme of 'Professional Learning is underpinned by strong evidence based research'.	<p>High Impact Professional Learning staff self assessment (92.3%) determined that our school is delivering in the theme of 'Professional Learning is Underpinned by Strong Evidence Based Research'.</p> <ul style="list-style-type: none"> • Strongly disagree - 0% • Disagree - 7.69% • Agree - 38.46% • Strongly agree - 53.85%
High Impact Professional Learning (HIPL) self assessment tool will determine that our school is 'Delivering' in theme of 'Collaborate to address identified areas for improvement'.	<p>High Impact Professional Learning staff self assessment (100%) determined that our school is delivering in the theme of 'Teachers Collaborate to Address Identified Areas for Improvement'.</p> <ul style="list-style-type: none"> • Strongly disagree - 0% • Disagree - 0% • Agree - 31% • Strongly agree - 69%
High Impact Professional Learning (HIPL) self assessment tool will determine that our school is 'Delivering' in 'Establish link between professional learning and continuous growth'.	<p>High Impact Professional Learning staff assessment (100%) determined that our school is delivering in the theme of 'Teachers Establish a Link Between Professional Learning and Continuous Growth.'</p> <ul style="list-style-type: none"> • Strongly disagree - 0% • Disagree - 0% • Agree - 38.46% • Strongly agree - 61.54%

Purpose

School leadership will support a culture of high expectations, high quality service delivery and community engagement.

Effective systems and processes will inform, drive and monitor practices, leading to improved whole school operational effectiveness.

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.

- Effective monitoring and reflection of school operation
- Strategic procurement and resource allocation to support school programs
- The embedding of effective Educational Leadership
- Establishment of focus group teams to enhance operations
- Embedding of high level collaboration and community engagement

Resources allocated to this strategic direction

School support allocation (principal support): \$15,113.00

Per capita: \$60,000.00

Professional learning: \$534.00

Summary of progress

The deployment of effective systems and processes to drive continuous school improvement was underpinned by rigorous reviews of current practice, targeted professional learning and collection and analysis of performance data.

Executive team undertook extensive professional learning in readiness for Term 3's External Validation. Professional learning provided practical strategies to gather and analyse school improvement data, measured against the School Excellence Framework (SEF).

Future Directions - Focus Areas

- Effective evaluative strategies to reflect on school performance
- Refinement of practices and processes to drive continuous school improvement.

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
<ul style="list-style-type: none"> • 2021 Semester 2 External Validation will determine that our school is 'Sustaining and Growing' in the Leading Domain themes of 'Administrative Systems and 'Service Delivery'. 	External Validation panel assessment determined that our school is: <ul style="list-style-type: none"> • 'Sustaining and Growing' in the Leading Domain of Administrative Systems • 'Sustaining and Growing' in the Leading Domain of Service Delivery
<ul style="list-style-type: none"> • 2021 Semester 2 External Validation will determine that our school is 'Sustaining and Growing' in the Leading Domain theme of 'Continuous Improvement'. 	External Validation panel assessment determined that our school is: <ul style="list-style-type: none"> • 'Sustaining and Growing' in the Leading Domain of Continuous Improvement.
Internal school staff surveys will reflect an average response score > 80 to 'School resources effectively support student learning'.	Internal staff surveys indicated (100%) that our school effectively provides resources to support student learning. <ul style="list-style-type: none"> • 0% Strongly agree • 0% Agree • 38% Disagree

Internal school staff surveys will reflect an average response score > 80 to 'School resources effectively support student learning'.	<ul style="list-style-type: none"> • 62% Strongly Disagree
100% of equity and initiative funding is effectively aligned to school planning and is spent in the school year.	<ul style="list-style-type: none"> • 100% of Equity Funding (Socio-Economic Background, Aboriginal Background, Low Level Adjustment for Disability Staffing and Flexible - \$153 907) was allocated during the course of the year. The funding was aligned to school planning initiatives. <p>Morpeth PS did not receive funding for English language Proficiency in 2021.</p> <ul style="list-style-type: none"> • 89% of Initiative Funding (Professional Learning, Literacy and Numeracy and School Support / Principal Allocation - \$48 991 of \$55 167) was allocated and expended during the year. The funding was aligned to school planning initiatives. <p>Morpeth PS did not receive funding for Beginning Teacher Support, Flexible Funding for Wellbeing or Early Action for Success in 2021.</p>
Tell Them From Me 'Partners in Learning' survey will reflect an average score >7.5 in 'Parents are Informed' and 'School Supports Learning' criteria areas	<p>The average response score for 'Parents are Informed' was 6.3 (NSW Govt Norm score 6.6)</p> <p>The average response score for School Supports learning was 6.9 (NSW Govt Norm score 7.3)</p>
35% of families will respond to school surveys.	21% of families responded to 2021 Tell Them From Me partners in learning survey.
2021 Semester 2 External Validation will determine that our school is 'Sustaining and Growing' in the Leadership Domain themes of 'School Plan' and Annual Report'.	<p>School self assessment and 2021 External Validation panel assessment determined that our school is:</p> <ul style="list-style-type: none"> • 'Sustaining and Growing' in the Leading Domain of School Plan • 'Sustaining and Growing' in the Leading Domain of Annual Report
2021 Semester 2 External Validation will determine that our school is 'Sustaining and Growing' in the Leading Domain theme of Instructional Leadership', 'High Expectations' and 'Performance Management and Development'.	<p>School self assessment and 2021 External Validation panel assessment determined that our school is:</p> <ul style="list-style-type: none"> • 'Sustaining and Growing' in the Leading Domain of Instructional Leadership • 'Sustaining and Growing' in the Leading Domain of Performance Management and Development
High Impact Professional Learning (HIPL) self assessment tool will reflect that school is 'Delivering' in 'Establish systems to support continuous and coherent professional learning'.	<p>High Impact Professional Learning (HIPL) staff self- assessment determined that our school is:</p> <ul style="list-style-type: none"> • 'Sustaining and Growing' in 'The Establishment of Systems to Support Continuous and Coherent Professional Learning'.
<ul style="list-style-type: none"> • 2021 Semester 2 External Validation will determine that our school is 'Sustaining and Growing' in the Leading Domain theme of 'Community Engagement'. 	<p>Staff internal surveys indicated that 85% of staff believed that our school is:</p> <ul style="list-style-type: none"> • 'Sustaining and Growing' in the Leading Domain of Community Engagement. <p>15% of staff indicated that our school is:</p> <ul style="list-style-type: none"> • 'Excelling' in the leading Domain of Community Engagement

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$63,343.80</p>	<p>Integration funding support (IFS) allocations support eligible students at Morpeth 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"> • Personalised learning for all students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Funding has supported the following Strategic Directions and Initiatives: Strategic Direction 1 <ul style="list-style-type: none"> - Personalised learning for all students - Student well being and high performance culture Strategic Direction 3 <ul style="list-style-type: none"> - Strategic procurement and resource allocation to support school programs. <p>Integration Funding Support (IFS) was used to employ School Learning and Support Officers (SLSOs) to work exclusively with identified students. In 2021, four student received IFS. SLSOs were provided with professional learning to ensure high levels of support and knowledge were available to effectively meet the needs of students.</p> <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. The strategic employment of SLSOs to support students requiring additional and specific assistance has enabled students to participate in all on site and off site activities. Funding was used to release SLSOs to attend planning meetings to discuss the specific needs of students and to develop Personalised Learning Support Plans. SLSOs worked in collaboration with LST, families and specific health support providers to ensure that the needs of the student were understood, communicated and met.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>SLSOs will continue to undertake targeted professional learning to support students with specific needs. The implementation of the Inclusive, Engaging and Respectful (IER) policy will drive school practices and inform refinements of how we effectively support students. SLSOs will be involved in all staff professional learning regarding the understanding and implementation of the policy. The focus on explicit teaching strategies in 2022 will also inform inform PL for SLSOs. In order to develop a deeper and authentic understanding of student needs, teachers will develop surveys and conduct interviews with students. The impact and effectiveness of support for students will be evaluated by student and family surveys. Professional learning, for specific health conditions, will continue in 2022. Staff turnover necessitates the need for training refreshers and to ensure effective and personalised support is delivered for students. All SLSOs have completed training in the management of school / student specific health conditions, including the management of Type 1 Diabetes (pump and injection) and seizure management. SLSOs will continue to work closely with LaW team in the development and implementation of support plans and to develop a deep understanding of the individual needs of students. School is continuing to refine intervention practices to enhance personalised learning for students. Consultation with families and allied health</p>

<p>Integration funding support</p> <p>\$63,343.80</p>	<p>professionals, particularly with the increasing impact of NDIS support, will continue to be a focus for school planning.</p> <p>Our school will continue to enlist the support of the 'Team around the school', including APLaS, LaW officer and HSLO to inform the provision of support for students.</p>
<p>Literacy and numeracy</p> <p>\$24,899.89</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Morpeth 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"> • Personalised learning for all students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funding has been used to support the following Strategic Directions and Initiatives: <p>Strategic Direction 2</p> <ul style="list-style-type: none"> - Effective performance management and professional development for all staff - Teachers and leadership team use research based professional learning to drive improvement in practice - Collaborative practices <p>Strategic Direction 3</p> <ul style="list-style-type: none"> - Strategic procurement and resource allocation to support school programs - The embedding of effective educational leadership <p>Funds were used to release Assistant Principal to deliver differentiated Literacy and Numeracy learning for capable students. AP also worked with all teachers to develop professional capacity in the delivery of explicit Literacy and Numeracy activities. AP provided mentoring, lesson demonstrations, lesson observations and team teaching to develop enhance teacher capacity in the delivery of effective Literacy and Numeracy activities. AP also sourced resources to support teaching and learning.</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in:</p> <p>The establishment of extension groups, for capable students, enabled teachers to deliver point of need learning to accelerate achievement.</p> <p>Evidence of Impact:</p> <p>Outstanding student performance in Year 3 and 5 NAPLAN. High percentages of students in NAPLAN proficiency bands. All students attaining NAPLAN minimum achievement standards. Student performance in NAPLAN and Check In Assessment superior to State and SSSG performance.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Assistant Principals will continue to work in collaboration with teachers to ensure high quality teaching is delivered in all classes. APs will support teachers to ensure that explicit teaching is evident in all rooms and teachers are familiar and confident users of key strategies. APs will explore collegial networks and utilise the expertise of specialist staff to further develop whole school knowledge and understanding of explicit and high impact teaching strategies. School planning will focus on strategies to facilitate opportunities for students to evaluate their learning, through a whole school focus on visible learning. Further collation and analysis of assessment data, in particular longitudinal data, to inform point of need teaching and to support student learning.</p>
<p>Professional learning</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</p>

<p>\$15,551.14</p>	<p>Professional Learning for Teachers and School Staff Policy at Morpeth 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 to enhance student learning • Personalised learning for all students • Effective Performance Management and professional development for all staff • Teachers and leadership team use research based professional learning and pedagogies to drive improvement in practice • Establishment of focus group teams to enhance operations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funding was used to support the following Strategic Directions and Initiatives: <p>Strategic Direction 1</p> <ul style="list-style-type: none"> - Data driven practices to enhance student learning - personalised learning for all students -Student well being and high performance culture <p>Strategic Direction 2</p> <ul style="list-style-type: none"> - Effective performance management and professional development for all staff - Teachers and leadership team use research based professional learning and pedagogies to drive improvement in practice' - Collaborative practices <p>Strategic Direction 3</p> <ul style="list-style-type: none"> -The embedding of effective educational leadership <p>Providing release for teachers to complete professional learning. Assisting teachers to complete learning goals identified in Performance and Development Plans.</p> <p>The allocation of this funding has resulted in: Teachers, through consultation with AP, aligning professional learning goals with Strategic Improvement Plan (SIP), including the completion of selected What Works Best modules. Teachers completing professional learning goals. Improvement in student achievement, growth and attainment through the delivery of quality teaching. The allocation of this funding has resulted in an increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing commitment to ensuring quality teaching, underpinned by explicit teaching and the analysis of data, is evident in all classes. Ensuring professional learning funds are allocated to support capacity building for teachers. In particular, funding will be directed to assist teachers to develop skills and knowledge in delivering explicit teaching strategies and the authentic evaluation of practice. After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Out of School Care</p> <p>\$2,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Morpeth 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"> • Personalised learning for all students

<p>Out of School Care</p> <p>\$2,000.00</p>	<p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Strategic Direction 1 - Personalised learning - Student well being and high performance culture <p>Funds received were used to support a student, in Out of Home Care, to transition back to school after an extended period of Learning from Home (COVID).</p> <p>Funding was used to employ a SLSO to assist the student. 100% of funding (\$2000) was expended on supporting the student's transition.</p> <p>The allocation of this funding has resulted in:</p> <p>The student demonstrated high levels of attendance and full participation in school activities, as a result of targeted support.</p> <p>The student was also successful in gaining a leadership roles as a house captain and as a Junior AECG executive member.</p> <p>Data reflected that the student's attendance rate in 2021 was 93.6%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The funding represented a 'one off' payment to meet staffing costs. It is not expected that a 2022 payment will be received.</p> <p>The student will be managed and supported using school resources, including LST and the development of an effective PLP.</p>
<p>Socio-economic background</p> <p>\$41,805.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Morpeth 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"> • Student wellbeing and high performance learning culture • Personalised learning for all students • Collaborative practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Funding was used to support the following Strategic Directions and Initiatives: <p>Strategic Direction 1</p> <ul style="list-style-type: none"> - Personalised learning for all students - Student well being and high performance culture <p>Strategic Direction 2</p> <ul style="list-style-type: none"> - Strategic Procurement and resource allocation to support school programs • equitable access to ensure all students are able to participate in school activities. • employment of additional staff to support mentoring / team teaching initiative. • subsidising school activities to ensure full participation for all students. <p>The allocation of this funding has resulted in:</p> <p>Ensuring all students were able to participate in scheduled school activities. Funding was used to subsidise the cost of school events including excursions, carnivals, incursions and performances and the employment of an additional teacher to release AP from class.</p> <p>AP delivered support for all teachers, including the provision of mentoring, team teaching, lesson observations and lesson demonstrations.</p> <p>AP created opportunities for productive collaboration for staff to share and reflect on practice.</p> <p>Evidence of Impact:</p>

<p>Socio-economic background</p> <p>\$41,805.69</p>	<p>Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG). Year 3 and 5 NAPLAN Reading above both state and SSSG.</p> <p>Survey Results: As a result of the initiative, staff surveys indicated high levels of satisfaction in teacher surveys: School leaders have helped me improve my teaching (90%) School leaders have taken time to observe my teaching (85%) School leaders have provided useful feedback on my practice (90%) School leaders have supported me (92%).</p> <p>Outstanding student performance and measurable achievement growth during 2021, in internal and external assessments, provides further evidence that quality teaching, facilitated through mentoring, is taking place in all classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Future funding will again be used to release AP to work in rooms with teachers to develop teacher capacity. Professional learning will be personalised for teachers, through the development of quality PDPs, to ensure that high quality and effective teaching drives student growth and attainment.</p>
<p>Aboriginal background</p> <p>\$20,682.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Morpeth 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"> • Personalised learning for all students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Funding was used to support the following Strategic Directions and Initiatives: <p>Strategic Direction 1</p> <ul style="list-style-type: none"> - Personalised learning for all students - Student well being and high performance learning culture <p>Strategic Direction 2</p> <ul style="list-style-type: none"> - Strategic procurement and resource allocation to support school programs. <p>Aboriginal background funds were used to support Junior AECG school based initiatives, school incursions and primarily to employ School Learning and Support Officers (SLSO) to support the learning needs and engagement of Indigenous students in school activities.</p> <p>The allocation of this funding has resulted in: SLSOs working in classrooms with all Indigenous students, to support the achievement of academic, cultural and social goals, identified in Personalised Learning Pathways (PLPs), and to enhance participation and engagement..</p> <p>In 2021, average attendance for Indigenous students was 86% (all school 91% and DoE State 88%)</p> <p>Seven Aboriginal students (3 in Years and 4 in Year 5) participated in 2021 NAPLAN. All students achieved National Minimum Standards.</p> <p>In Year 3 Reading, the average performance score was 361 - students were placed in each of Bands 2,3 and 4. No Year 3 student was placed in the top two achievement bands in 2021 NAPLAN Reading.</p> <p>The average achievement score for students in Year 5 NAPLAN Reading</p>

<p>Aboriginal background</p> <p>\$20,682.15</p>	<p>was 50 - two students were placed in Band 6, one in Band 5 and another in Band 7.</p> <p>25% of Aboriginal students were placed in the top two achievement bands in Year 5 Reading.</p> <p>In 2021 Term 4 Reading Check In assessments, Aboriginal students answered the following percentage of questions correctly:</p> <p>Year 3 - 48.1% (All school - 71.1%)</p> <p>Year 4 - 70.2% (All school - 62.8%)</p> <p>Year 5 - 52.5% (All school - 65.3%)</p> <p>Indigenous students responded positively to Tell Them From Me surveys; 85% of students indicated that they 'Feel good about my culture' and 77% believed that 'Teachers understand culture'.</p> <p>Positive response for Advocacy - 100%</p> <p>Positive response for expectation for success - 100%</p> <p>Positive response for sense of belonging - 57%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 our school will continue to explore processes to improve the effectiveness of PLPs. In 2021, our school developed collaborative links with AECG. Through continued partnerships and advocacy, our school will refine PLPs and continue to develop processes to ensure Indigenous perspectives are embedded in school activities.</p> <p>SLSOs will continue to support Indigenous students. Targeted and specific PL for SLSOs will further support the delivery of effective support for ATSI students.</p> <p>After evaluation, our school will develop productive partnerships with Aboriginal agencies to inform and drive reforms in how Aboriginal education is delivered in school programs. In particular, strategies to engage Aboriginal families in consultation processes will be a critical area of focus.</p>
<p>Low level adjustment for disability</p> <p>\$91,419.29</p>	<p>Low level adjustment for disability equity loading provides support for students at Morpeth 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"> • Personalised learning for all students • Data driven practices to enhance student learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Funding has been used to support the following Strategic Directions and Initiatives: <p>Strategic Direction 1</p> <ul style="list-style-type: none"> - Personalised Learning for all students - Student well being and high performance learning culture <p>Strategic Direction 3</p> <ul style="list-style-type: none"> - Strategic procurement and resource allocation to support school programs. <p>Funds were used to cover SLSO staffing costs.</p> <p>SLSOs were employed to provide support for students requiring additional assistance.</p> <p>Learning Support Team identified students who required adjustments or accommodations to learning and participation programs. SLSOs were assigned to students, based on discussion with LST.</p> <p>SLSOs collaborated with teachers and LST to support the implementation of PLSPs and other management plans.</p> <p>The allocation of this funding has resulted in:</p> <p>The employment of SLSOs to support students in all classes and in all settings.</p> <p>Through strategic timetabling, SLSOs were present during all play breaks, to</p>

<p>Low level adjustment for disability</p> <p>\$91,419.29</p>	<p>support students in transitions, and in unstructured activities. Support provided by SLSOs ensured that triggers for behaviour escalation and mood dysregulation could be managed and minimised.</p> <p>SLSOs were active participants, in consultation with LST and external providers, in the development of support plans for students.</p> <p>The inclusion of SLSOs contributed to their deep understanding of the specific needs of individual students. The attendance at LST meetings also consolidated trusting and productive partnerships with students and their families.</p> <p>Support plans, including IEPs, health plans, behaviour management plans and risk assessments, were developed for all identified students.</p> <p>All students, receiving support, enjoyed full participation in all school activities, including excursions, carnivals and chosen sports.</p> <p>The attendance level of all supported students fell within accepted attendance levels.</p> <p>The allocation of this funding has resulted in an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>SLSOs will participate in additional professional learning in line with Inclusive, Engaging and Respectful Schools policy.</p> <p>The implementation of explicit teaching strategies, in the use of decodable texts, will provide further opportunities for SLSOs to support students and teachers.</p> <p>Additional training will be provided to support the health needs, Diabetes and Seizure management, of students.</p> <p>SLSOs will participate in professional learning, delivered by COVID ILST, to ensure high quality and effective literacy and numeracy support is provided consistently in all classes.</p> <p>After evaluation, the next steps to support our students with this funding will be to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>QTSS release</p> <p>\$44,847.20</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Morpeth 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"> • Personalised learning for all students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The employment of additional staff to enable Assistant Principals to be released from class to work with teachers in all classes.. <p>APs worked in rooms with teachers to deliver team teaching, lesson demonstrations, provide feedback on practice and to develop negotiated PDPs.</p> <p>The allocation of this funding has resulted in:</p> <p>The embedding of effective processes to support improvement in teacher quality through mentoring and collaborative practices.</p> <p>Internal staff surveys and Tell Them From Me teacher surveys indicated high levels of approval for the impact of Assistant Principals supporting teachers in classrooms.</p> <p>Tell Them From Me teacher surveys provided the following average score reflections from staff:</p> <p>Collaboration - 9.0 (NSW Govt norm 7.8)</p> <p>Learning Culture - 8.8 (NSW Govt norm 8.0)</p> <p>Teaching Strategies - 8.5 (NSW Govt norm 7.9)</p> <p>Planned Learning Opportunities - 8.7 (NSW Govt norm 7.6)</p> <p>Quality Feedback - 8.3 (NSW Govt norm 7.3).</p>

<p>QTSS release</p> <p>\$44,847.20</p>	<p>Further evidence of the impact of the initiative is provided by analysis of student academic performance in 2021.</p> <p>In Years 3 and 5 NAPLAN, student performance was superior to SSSG and State performance across all assessments.</p> <p>In Check In Assessments</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, and despite positive feedback on 2021 performance, it is envisaged that the use of QTSS funds in 2022 will be used in a slightly amended manner. The impact of COVID, and the associated disruption to learning routines, has created achievement gaps in some students. Surveys and data collected during the learning from home period, clearly indicated that the experience was significantly different for all students. Through consultation with staff and Learning and Wellbeing (LaW) team, it was decided that additional focus in 2022 would be directed to the coordination and implementation of effective learning support and student welfare programs. QTSS funds will be used to release an AP to lead support and engagement initiatives for students. The role will encompass the coordination of LaW processes, liaison with Learning and Support Teacher (LaST), counsellor and external support agencies, the development of funding and support class placement for identified students, transitions and the scheduling of professional learning for staff.</p>
<p>COVID ILSP</p> <p>\$109,000.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teacher to deliver small group tuition • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <p>The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>COVID ILST will coordinate an intensive reading support program, in collaboration with AP, to deliver the explicit teaching of fluency using decodable texts.</p> <p>COVID ILST will develop alliances with staff from other schools.</p> <p>The program will also include targeted professional learning in the explicit teaching of fluency, in line with school planning.</p> <p>After evaluation, the next steps to support our students with this funding will be to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$60,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Morpeth 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"> • Strategic procurement and resource allocation to support school programs <p>Overview of activities partially or fully funded with this operational</p>

<p>Per capita \$60,000.00</p>	<p>funding include:</p> <ul style="list-style-type: none">• Funding was used to support the delivery of school programs. <p>The allocation of this funding has resulted in: Ensuring the successful operation of school programs. The funding has been used flexibly to assist in daily school operations.</p> <p>After evaluation, the next steps to support our students with this funding will be: The funding will continue to be used flexibly to support school operation.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	114	114	113	110
Girls	105	118	131	130

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	91.9	92.8	92.6
1	93.8	94.4	91.5	91.6
2	94.2	93.1	94	89.9
3	93.3	92.6	92.9	92.2
4	93.2	94.7	91.3	91.5
5	92.8	92.9	91.7	91.6
6	90.4	93	91.3	90.6
All Years	93.2	93.1	92.2	91.4
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)	2
Classroom Teacher(s)	9.22
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.32
Other Positions	0.6

*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	279,462
Revenue	2,547,874
Appropriation	2,473,207
Sale of Goods and Services	12,372
Grants and contributions	61,345
Investment income	150
Other revenue	800
Expenses	-2,684,421
Employee related	-2,305,511
Operating expenses	-378,910
Surplus / deficit for the year	-136,547
Closing Balance	142,915

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	64,214
Equity Total	153,907
Equity - Aboriginal	20,682
Equity - Socio-economic	41,806
Equity - Language	0
Equity - Disability	91,419
Base Total	1,905,738
Base - Per Capita	60,150
Base - Location	0
Base - Other	1,845,588
Other Total	191,553
Grand Total	2,315,412

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

Parent and Caregiver Survey

Parents and Caregivers participated in Tell Them From me surveys in November 2021.

19% of families responded to the surveys.

Results are expressed as an average response score (/10).

Parents feel welcome at school

- School - 7.3
- State - 7.4

Parents are informed

- School - 6.3
- State - 6.6

Parents support learning at home

- School - 7.5
- State - 6.3

School supports learning

- School - 6.9
- State - 7.3

School supports positive behaviour

- School - 7.0
- State - 7.7

Safety at school

- School - 6.8
- State - 7.4

Inclusive school

- School - 6.2
- State - 6.7

Student Survey

Tell Them From Me surveys were administered to students in Years 4, 5 and 6.

Students responded to questions that provided feedback on Advocacy at School, Expectations for Success and Sense of Belonging.

Advocacy at School - 68 responses (29% of student enrolment)

- School - 88%
- State - 71%
- SSSG - 88%

Expectations for Success - 68 responses (29% of student enrolment)

- School - 94%
- State - 87%
- SSSG - 96%

Sense of Belonging - 68 responses (29% of student enrolment)

- School - 66%
- State - 66%
- SSSG - 71%

Teacher Survey

15 teachers (83%) participated in Tell Them From Me surveys in November, 2021.

Results are expressed as average response score (/10).

Leadership

- School - 9.1
- State - 7.1

Collaboration

- School - 9.0
- State - 7.8

Learning culture

- School - 8.8
- State - 8.0

Data informs practice

- School - 8.6
- State - 7.8

Teaching strategies

- School - 8.5
- State - 7.9

Technology

- School - 7.7
- State - 6.7

Inclusive school

- School - 8.8
- State - 8.2

Parent involvement

- School - 7.5
- State - 6.8

Challenging and visible goals

- School - 8.4
- State - 7.5

Planned learning opportunities

- School - 8.7
- State - 7.6

Quality feedback

- School - 8.3
- State - 7.3.

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.