

2021 Annual Report

Mortlake Public School



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Introduction

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

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

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School vision

Our vision is for every student and staff member to be challenged to learn and continuously improve, for students to be engaged and empowered agents of their own learning within a context of high expectations and for the school community to connect respectfully, collaboratively and reflectively to ensure that every student is known, valued and cared for.

School context

Mortlake Public School is an inclusive K-6 primary school of 350 students, including 55% of students from a language background other than English. The school acknowledges Aboriginal connections to the Wangal Clan of the Darug Tribe. Current school focuses include student growth and attainment in reading and numeracy, whole school assessment and feedback practices, as well as embedding visible learning strategies in classrooms. Mortlake Public School strives to promote a culture of respect, integrity, resilience and encouragement through active programs of student wellbeing. The school has an inclusive curriculum that is responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds including, Aboriginal and Torres Strait Islander students. Mortlake Public School offers a broad range of extra-curricular activities including debating, public speaking, sporting events and performing arts and strong music program.

The school has undertaken comprehensive consultation with the school community as part of the situational analysis and has identified three areas of focus for this *Strategic Improvement Plan*. The school's high levels for improvement in this strategic improvement plan are: student growth and attainment, high expectations and collaborative practice.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in 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
- Evidence based practice

Resources allocated to this strategic direction

Literacy and numeracy: \$12,122.74

Per capita: \$30,457.72

Professional learning: \$21,038.16

: \$0.00

English language proficiency: \$122,246.61

QTSS release: \$73,437.29

Summary of progress

Data Skills and Use

In 2021, the school executive team analysed internal and external school data and identified the need to focus on the components of reading. Staff contributed and formulated shared beliefs and a school wide consistent understanding around reading. This was achieved through High Impact Professional Learning and a collaborative approach to unpacking syllabus and progression documents. A case management approach towards learning was developed and implemented to identify where students are at and create personalised goals to support students' next steps in their learning. Staff collaboratively planned and delivered quality learning experiences designed to meet the needs of students. A school wide centralised system was introduced to track and monitor student growth in reading.

In 2022 we continue to strive to improve the growth and achievement of every student through formalising whole school assessment schedule; creating a data wall to ensure ongoing analysis of student progress. In numeracy we are strengthening our whole school approach to collecting, tracking and analysing numeracy data.

Evidence Based Practice

In 2021, collaborative opportunities were developed to assist the understanding of syllabus documents, and applicable research on explicit teaching based on CESE What works best and High Impact Teaching Strategies and Lyn Sharrat's work around 'The Assessment Waterfall'. Baseline data was collected from both staff and students on their understanding on visible learning strategies. In response to data, a case management process was adopted, where teachers collaboratively developed, trialled and implemented explicit teaching strategies including high expectations, self assessment and goal setting to inform next steps in student learning.

In 2022 we continue to improve data informed evidence based practice and deepen teacher knowledge of explicit teaching and learning to maximise student outcomes. In numeracy, data has informed a need to focus on collaborative practices and professional development in the area of multiplicative strategies.

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
Top 2 Bands Numeracy Uplift of 3% of students achieving the	NAPLAN scores indicate an increase in the percentage of students in the top two bands for numeracy (6.5%).

top two bands in NAPLAN numeracy from baseline	
<p>Top 2 Bands Reading</p> <p>Uplift of 3% of students achieving the top two bands in NAPLAN reading from baseline</p>	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading (5%)
<p>Expected Growth in Numeracy</p> <p>Uplift of 1% of students achieving expected growth in NAPLAN Numeracy from baseline.</p>	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 1.22%.
<p>Expected Growth in Reading</p> <p>Uplift of 1% of students achieving expected growth in NAPLAN Reading from baseline.</p>	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 18%.
<p>Attendance</p> <p>Uplift of 2% of students attending > 90% of the time.</p>	The number of students attending greater than 90% of the time or more has decreased by 1.1%.

Strategic Direction 2: High Expectations

Purpose

Embed a culture of high expectations, where all members of the school community is engaged, empowered and challenged to learn and continuously improve.

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.

- Assessment
- Feedback

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$47,089.56

Integration funding support: \$16,933.00

Low level adjustment for disability: \$86,152.22

Aboriginal background: \$2,149.19

Per capita: \$31,000.00

Summary of progress

Assessment

In 2021, the school developed a framework for interpretation of syllabus documents to inform teaching and learning. Students were provided students with opportunities regularly to demonstrate what they knew and could do in relation to Learning Intentions and Success Criteria. The staff collaborated through discussion around High Impact Teaching Strategies to develop and apply a variety of assessment methods to check for students' understanding and determine next steps in learning. To support this shift, the Learning and Support processes were refined to successfully meet the needs of all learners. We initiated change to the Learning and Support (LST) referral system, counsellor referrals, access requests and the structure of LST meetings. In addition, the school used running records, PAT data, 2020 check-in assessment data to identify target students and implement early and ongoing intervention support. Baseline data informed effective grouping for students for planned 5 weekly cycles and as a result all students made progress with their comprehension strategies with literal and inferential questions

In 2022, we continue to develop teacher understanding through professional learning focusing on 'The Worthwhile lesson' which embeds effective learning expectations and criteria for success so students can identify their learning goals and how to be successful. Teachers use a variety of effective formative assessment strategies to meet individual student needs in literacy and numeracy.

Feedback

In 2021, the leadership team captured baseline data around teacher and student understanding and the use of feedback in learning. Data indicated a need to upskill teachers in giving effective feedback to students. Teachers gained skills from an understanding of High Impact Teaching Strategies to embed feedback in the teaching and learning cycle. Teachers used a combination of feedback strategies to provide students with information that was timely and directly connected to their Learning Intention and Success Criteria and determine their next steps in learning. Students set learning goals in reading which were articulated by the students during Student Learning Conferences. Students discussed their goals and how to successfully achieve them.

In 2022, we continue to embed effective feedback strategies during lessons to provide students with the opportunity for self assessment and the application of feedback to self direct their future learning. Student Learning conferences have continued and we are empowering our students to confidently discuss their goals in all learning areas.

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
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<p>All teachers will have a deep understanding of the assessment cycle and implemented a range of assessment of, as and for learning to inform robust learning experiences.</p> <p>By end 2021, SEF- Assessment-Formative Assessment-sustaining and growing</p>	<p>Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.</p>
<p>Embed and use High Impact Professional Learning (HIPL) opportunities to build teacher capabilities and collective pedagogical practice to provide students with the skills to plan their learning.</p> <p>By end 2021-SEF - Learning Culture: High Expectations-sustaining and growing</p> <p>By end 2021 SEF - Effective Classroom Practice: Explicit Teaching- sustaining and growing</p>	<p>Self-assessment against the School Excellence framework shows the element of learning culture to be sustaining and growing.</p> <p>Self-assessment against the School Excellence framework shows the element of effective classroom practice to be sustaining and growing.</p>

Strategic Direction 3: A culture of learning and development

Purpose

To embed explicit systems for collaboration and teacher capacity to engage student learners and improve educational outcomes.

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.

- Collaborative inquiry
- Developing teacher capacity

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Per capita: \$30,000.00

Socio-economic background: \$12,749.15

Summary of progress

Collaborative Inquiry

In 2021, data indicated a requirement to establish a collaborative culture to share ideas, practices and resources and engage in ongoing professional dialogue and rigorous discussion around the teaching and learning cycle. Staff were provided with High Impact Professional Learning (HIPL) opportunities focused on best practice in literacy and numeracy. There was an uplift in student outcomes in reading through embedding collaborative planning of teaching and learning activities. In numeracy, we are continuing to strengthen our collaborative practices and engage in targeted discussion around the teaching and learning of mathematics.

In 2022, we continue to have a whole school focus on best practice pedagogy with a lens on 'The Worthwhile Lesson'. This includes collaboratively designing a learning trajectory and learning experiences using the elements of Instructional Rounds and lesson observation.

Developing Teacher Capacity

In 2021, to build teacher capacity a model was adopted to identify knowledgeable others among the existing staff to provide expertise in teaching across the school. Staff areas of expertise were identified in technology, numeracy, literacy and visual arts. Individualised professional development opportunities were offered to staff to facilitate their learning by expert teachers. This initiative was reflected in the implementation of teachers' professional development plans which identified school, stage and individual areas for future development. Beginning teachers are supported through mentoring and lesson observations. School wellbeing data indicated a need to review classroom management practices and implement effective changes to maximise student engagement. A weekly focus on explicitly teaching behaviour expectations is currently followed in all classrooms. The initiative is being supported by student leaders weekly announcing the focus of the week so that all students can be informed to make good behaviour choices.

In 2022, developing teacher capacity has remained a priority. The expert teachers lead the professional learning across the school in the areas of Aboriginal Education, High Potential Gifted Education, Wellbeing and Teaching and Learning. A number of these teachers work collaboratively across the Strathfield network to share their expertise and gain additional knowledge from colleagues. The school is currently reviewing the school rules and values in collaboration with all stakeholders so that a clear, consistent understanding of behaviour can be understood and achieved resulting in optimal conditions for learning.

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>Strengthen a culture of collaborative inquiry and collective efficacy across the school to improve teacher practice.</p> <p>Leaders and teachers analyse data effectively to identify and develop common stage and whole school goals.</p> <p>SEF- Learning and Development: Collaborative Practice and Feedback-Sustaining and Growing</p> <p>SEF-Student Performance Measures-Student Growth-delivering</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning and development-collaborative practice and feedback.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of student performance measures-student growth.</p>
<p>Staff will have deeper knowledge and understanding of evidence based future focused practices.</p> <p>The implementation of a monitoring and evaluation system focused on the whole school model of professional learning.</p> <p>SEF- Learning and Development: Professional Learning-Sustaining and Growing</p> <p>SEF- Learning and Development: Expertise and Innovation-Delivering</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing the element of learning and development-professional learning.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning and development-expertise and innovation.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$16,933.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mortlake 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"> • Assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around autism • intensive learning and behaviour support for funded students <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.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$12,749.15</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mortlake 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"> • Developing teacher capacity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • engage with external providers to support student engagement and retention • employment of additional staff to support Multi Lit and Mini Lit program implementation. <p>The allocation of this funding has resulted in: NAPLAN reading results achieving above state and statistically similar school groups (SSSG). Year 3 NAPLAN Numeracy above SSSG and state.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to strengthen evidence based practices in literacy and numeracy to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$2,149.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mortlake 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</p>

<p>Aboriginal background</p> <p>\$2,149.19</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency • established Koori Connections across the Strathfield network <p>The allocation of this funding has resulted in:</p> <p>100% of our Aboriginal families engaging in the initial planned PLP process however focus shifted to daily support to maintain engagement during learning from home and subsequently ensuring our students returned back to school.</p> <p>Frequent engagement over the phone during learning from home facilitated strong relational trust and conversations became richer resulting in deeper collaboration to meet learner needs.</p> <p>100% Aboriginal student engagement in Koori Connection events.</p> <p>Aboriginal students feeling more connected to culture and identity as noted by teacher observations. School and parent relationships and interactions are more positive.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to engage our Aboriginal Educations and Wellbeing Officers to support our Aboriginal students and their families. We will strengthen the Koori Connections program by establishing a collaborative approach to connecting students to country and culture. Hosting regular opportunities with our community of schools and Aboriginal Education and Wellbeing Officers to share, support and drive Aboriginal Education in the Strathfield Network. Develop an Aboriginal Education Hub on Google Sites where staff across the network can access resources to help schools effectively implement the Aboriginal Education policy to support all students.</p>
<p>English language proficiency</p> <p>\$122,246.61</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mortlake 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 Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in:</p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to introduce professional learning to identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Mortlake Public School in mainstream classes who have a</p>

<p>\$86,152.22</p>	<p>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"> • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Mini-Lit or Multi-Lit to increase learning outcomes • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in: 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: 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>Literacy and numeracy</p> <p>\$12,122.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mortlake 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"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in data analysis and inform school priorities in literacy. • purchasing of literacy resources such as decodable texts for guided and shared instruction <p>The allocation of this funding has resulted in: an increase in student acquisition of phonemic and phonological awareness, as evidenced in Kindergarten school based data.</p> <p>After evaluation, the next steps to support our students with this funding will be: to embed High Impact Teaching Strategies into literacy and numeracy programs and to continue to analyse data to inform future areas for development.</p>
<p>QTSS release</p> <p>\$73,437.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mortlake 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"> • Evidence based practice <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$73,437.29</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: the implementation of instructional rounds to strengthen quality teaching practices in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mortlake Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, work samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2019 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage of additional teaching staff to extend intensive small group reading intervention programs in Kindergarten to Year 2.</p>
<p>COVID ILSP</p> <p>\$45,724.91</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy both face to face and online learning • development of resources and planning of small group tuition

COVID ILSP

\$45,724.91

The allocation of this funding has resulted in:

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

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

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.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	217	211	192	186
Girls	182	191	179	158

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	94.7	96.3	95.7
1	94.2	95.8	94.5	94.3
2	96.1	94.8	91.5	93.3
3	95.3	95.6	95.7	94.9
4	92.9	94.1	93.7	95.4
5	94.4	93.3	95.3	94
6	93.9	94.8	90.4	93.3
All Years	94.8	94.8	94.1	94.4
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)	3
Classroom Teacher(s)	12.84
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	2.87

*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	481,942
Revenue	3,468,057
Appropriation	3,229,888
Sale of Goods and Services	224
Grants and contributions	233,971
Investment income	554
Other revenue	3,420
Expenses	-3,614,267
Employee related	-3,135,575
Operating expenses	-478,691
Surplus / deficit for the year	-146,210
Closing Balance	335,733

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	16,933
Equity Total	223,297
Equity - Aboriginal	2,149
Equity - Socio-economic	12,749
Equity - Language	122,247
Equity - Disability	86,152
Base Total	2,569,141
Base - Per Capita	91,458
Base - Location	0
Base - Other	2,477,684
Other Total	212,016
Grand Total	3,021,387

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

Satisfaction

In 2021 students, teachers and parents were invited to complete the Tell Them from Me online surveys. The survey's questions examined areas such as a sense of belonging or the level of interests and motivation in the classroom.

Some of the responses are presented below.

Parents/caregivers indicated:

- they are well informed about school activities.
- teachers listen to their concerns.
- the school's administrative staff are helpful when they have a question or problem.
- written information from the school is in clear, plain language.
- they feel welcome when they visit the school.
- they can easily speak with their child's teachers.
- teachers show an interest in their child's learning.
- their child is encouraged to do his or her best work
- their child is clear about the rules for school behaviour
- their child feels safe at school.

Students indicated:

- they feel accepted and valued by their peers and by others at their school.
- they believe that schooling is useful in their everyday life and will have a strong bearing on their future
- they are interested and motivated in their learning.
- they try hard to succeed in their learning.
- they find classroom instruction relevant to their everyday lives.
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback
- they feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- they feel teachers are responsive to their needs and encourage independence with a democratic approach
- teachers emphasise academic skills and hold high expectations for all students to succeed

Teachers indicated:

- their stage leader helped them establish challenging and visible learning goals for students.
- they have been provided with useful feedback about my teaching.
- they have received to help improve their teaching.
- they collaborate with staff to create a safe and orderly school environment.
- they participate in lesson observations to improve their teaching.
- they feel supported during stressful times.
- they set high expectations for student learning.
- work alongside parents to help solve problems interfering with their child's progress.
- they strive to understand the learning needs of students with special learning needs

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.