2021 Annual Report

Moruya Public School

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Introduction

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

Moruya Public School
22 Evans St
Moruya, 2537
www.moruya-p.schools.nsw.edu.au
moruya-p.school@det.nsw.edu.au
4474 2363

School vision

Moruya Public School believes every student is unique and has an important place in their community. Every student will develop the skills to be a life-long learner with confident personal and social skills to enjoy life within society. This vision reflects the new Alice Springs Education Declaration.

School context

Moruya Public School has a proud and long tradition for over 140 years of public education in the Eurobodalla. The site was a central school until the high school was built in 1970. In addition to its historical significance Moruya Public School promotes high academic achievement and inclusive educational and welfare practices. Students are offered a comprehensive education that includes strong creative and citizenship building opportunities. We establish high expectations for our students and offer them the opportunity, encouragement and support required to lay the foundation for learning for life. Teachers plan, program and deliver curriculum with a focus on implementing evidence informed practices to support student growth and achievement in all subject areas with a focus on literacy and numeracy. The school is proud of its excellent reputation for the quality and safety of this learning environment. It is an inclusive public school of some 325 students and 30 members of staff. The school has a significant enrolment of Indigenous students, four special education classes for students with additional and complex learning needs in both mainstream and support classrooms. The school promotes academic excellence for talented students and extra-curricular activities in sport and the performing arts.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement and growth in literacy and numeracy. A whole school approach will focus on identified areas of need including:

* Collecting, analysing and evaluating data to inform teaching and learning and track student progress.

* Evidence informed practices.

* Creating and sustaining consistent teaching and learning practices.

A strong focus on identifying and addressing individual student learning needs will drive improvement.

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 data use
- Evidence informed practices

Resources allocated to this strategic direction

Location: $10,750.00
Professional learning: $10,500.00
Socio-economic background: $168,113.90
QTSS release: $22,424.00
Literacy and numeracy intervention: $46,848.00
Low level adjustment for disability: $189,020.09
English language proficiency: $37,426.59
6101 Consolidated Fund Carry Forward: $3,000.00

Summary of progress

During 2021 we have focused on ensuring that consistent school assessments are used to collect data which supports evidence informed teaching and learning and creates meaningful student learning goals. There has been a focus on consistent assessments across K-6 so that data can be triangulated. We have also enhanced consistent teacher judgement through the use of more accurate data and systems for teachers to complete moderation tasks.

Reading and numeracy assessment data for all students was utilised to ensure that each students' skills and focus areas for growth were identified. These were used to inform teaching and learning programs. In reading Initialit provided strong data for the implementation of individualised programs in K-2 while the Interview for Student Reasoning supported mathematics assessment. Staff training enhanced the implementation of these programs. While these programs supported effective teaching and learning activities which resulted in an increase in expected growth there does need to be more time allocated to the collection and evaluation of data to further increase the success and achievement of students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands in NAPLAN for reading by an additional uplift of 7% greater.	Data indicates that 30.11% of students are in the top 2 bands for reading showing a decline of 6.03%.
Increase the percentage of students achieving in the top two bands in NAPLAN for numeracy by an uplift of	Data indicates that 16.48% of students are in the top 2 bands for numeracy showing a decline of 9.71%.

	6.2% or greater.	
Increase the percentage of Aboriginal students achieving in the top 3 bands in reading by an uplift of 6% or greater.	The number of Aboriginal students achieving in the top 3 bands in reading has increased by 3% to 36.36%.	
Increase the percentage of Aboriginal students achieving in the top 3 bands in numeracy by an uplift of 8% or greater.	Data indicates that 10% of Aboriginal students are in the top 3 bands for numeracy showing a decline of 12.22%.	
Increase the percentage of students achieving expected growth in reading by an uplift of 7% or greater.	The number of students achieving expected growth in reading was 67.74%. This is an increase of 17.74%.	
Increase the percentage of students achieving expected growth in numeracy by an uplift of 14% or greater.	The number of students achieving expected growth in numeracy was 63.33%. This is an increase of 12%.	
SEF: Data skills and use to increase from delivery to sustaining and growing in the themes of data literacy and data analysis.	Self-assessment against the School Excellence Framework shows the theme of data literacy to be delivering. Self-assessment against the School Excellence Framework shows the theme of data analysis to be sustaining and growing.	

Strategic Direction 2: Professional Growth Culture

Purpose

To develop and maintain a culture of high expectations with a focus on collaboration and continuous improvement. A whole school approach will focus on identified areas of need including:

* Setting and achieving challenging goals for all staff.

* Evidence informed practices.

* High impact professional learning.

* Collaboration so that best practice can be identified and shared across classrooms to improve teacher practice and student outcomes.

Through the creation and maintenance of a professional growth culture, staff will share the belief that they can positively influence student outcomes for all students.

Initiatives

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

- Instructional leadership
- High impact professional learning.

Resources allocated to this strategic direction

Socio-economic background: $51,847.50
Professional learning: $39,000.00
Literacy and numeracy: $8,969.00

Summary of progress

During 2021 we have been committed to further developing and maintaining a professional growth culture focused on high expectations, collaboration and continuous improvement. Through the creation of Instructional Leader positions staff were provided with in class expert instruction in the areas of literacy and numeracy. Staff collaborated to implement and embed evidence informed strategies to enhance teaching and learning. All teachers participated in high impact professional learning with a specific focus on evidence informed strategies. Teachers participated in lesson observations, reflected on teaching and learning and then implemented strategies to further enhance teaching effectiveness.

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
SEF: Educational leadership - sustaining and growing in the themes of instructional leadership and high expectations.	Self-assessment against the School Excellence Framework shows the theme of instructional leadership to be delivering. Self-assessment against the School Excellence Framework shows the theme of high expectations to be delivering.
SEF: Learning and development to reflect sustaining and growing in the themes of collaborative practice and expertise and innovation.	Self-assessment against the School Excellence Framework shows the theme of collaborative practice to be sustaining and growing. Self-assessment against the School Excellence Framework shows the theme of expertise and innovation to be delivering.
Annual TTFM teacher survey data related to collaboration to be greater than the baseline of 7.4.	The TTFM teacher survey data related to collaboration increased during 2021 to 7.6.

Strategic Direction 3: Successful Students

Purpose

To promote and achieve student success across all facets of school life. A whole school approach will focus on:

* Student voice.

* Strategic attendance management.

* Innovative learning spaces.

Continued strong wellbeing practices, extra-curricular programs and community partnerships will enhance opportunities for success for all students.

Initiatives

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

- Student Voice
- High Expectations

Resources allocated to this strategic direction

QTSS release: $47,089.00
Socio-economic background: $8,750.00
6101 Consolidated Fund Carry Forward: $18,000.00
Location: $2,000.00
Aboriginal background: $11,800.00

Summary of progress

During 2021 we continued to promote student success across all facets of school life through enhancing our practices in the areas of student voice, strategic attendance management, innovative learning spaces and student wellbeing. The creation of the Moruya Public School Student Voice saw an enhanced focus on students' abilities to be a part of the school decision making process. The Moruya Public School Student Voice was instrumental in the design of new playground equipment and also provided feedback on school resources and learning spaces for future consideration. Through daily contact with parents regarding student absences we have seen a decline in unexplained absences. Increased communication around attendance protocols has also supported attendance management. Wellbeing practices remain strong with a reduction in negative behaviours and students consistently demonstrating safe, respectful 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
Increase the percentage of students attending >90% of the time by an uplift of 6% or greater.	In 2021 attendance was significantly impacted by COVID guidelines and the subsequent increase in student absences. Data for 2021 declined by 18.29%.
TTFM Wellbeing data to increase by an uplift of 4.5% or greater.	Wellbeing data for 2021 was 81.64%. This was a decline of 5.89%.
TTFM: Student survey data related to 'sense of belonging' to be trending upwards and be greater than the baseline of 71%.	Student survey data related to sense of belonging is currently trending downwards and is below the baseline. Data for 2021 declined by 17%.
SEF: Learning culture theme of attendance to be strengthened and	Self-assessment against the School Excellence Framework shows the theme of attendance to be sustaining and growing.

maintained at sustaining and growing while developing elements of excelling.	
SEF: Learning domain element of wellbeing to be strengthened and maintained at sustaining and growing while developing elements of excelling.	Self-assessment against the School Excellence Framework shows the theme of wellbeing to be sustaining and growing.

Funding sources	Impact achieved this year
Integration funding support $287,182.00	Integration funding support (IFS) allocations support eligible students at Moruya Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs and to support intervention programs. **The allocation of this funding has resulted in:** - individualised and evidence informed learning and support plans for students resulting in the achievement of learning goals - targeted intervention programs in literacy and numeracy. Data was used to identify learning goals for students and then explicit teaching and learning programs supported the achievement of these goals. **After evaluation, the next steps to support our students with this funding will be:** - continue to engage SLSOs to support literacy and numeracy intervention programs and evidence informed practices - continue to provide professional development so that further evidence-informed practices can be implemented to support student achievement.
Literacy and numeracy $8,969.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Moruya Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Instructional leadership **Overview of activities partially or fully funded with this initiative funding include:** • employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students. **The allocation of this funding has resulted in:** - an Instructional Leader supporting teachers to implement differentiated teaching programs through on-going formative assessment followed by targeted and explicit programs that meet the learning needs of all students - improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. **After evaluation, the next steps to support our students with this funding will be:** - to further expand the support provided to teaching staff by an Instructional Leader. This will ensure continued success in differentiation and data informed practices to meet the learning needs of students.
Socio-economic background $251,135.40	Socio-economic background equity loading is used to meet the additional learning needs of students at Moruya Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Socio-economic background $251,135.40	• Effective data use • Evidence informed practices • Instructional leadership • High impact professional learning. • Student Voice • High Expectations • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • employment of additional staff to support teaching and learning program implementation through instructional leadership, evidence informed intervention programs and small group support • professional development of staff in high impact teaching strategies to support student learning • student voice initiatives to increase student engagement, wellbeing and sense of belonging. **The allocation of this funding has resulted in:** - NAPLAN data demonstrating students are achieving expected growth in literacy and numeracy - school based data demonstrating student growth and attainment in literacy and numeracy - effective resourcing supporting teaching and learning programs - teaching staff being supported in implementing effective evidence informed teaching and learning strategies - student voice initiatives successfully informing some school activities and resulting in the purchase of resources to meet the needs of students. **After evaluation, the next steps to support our students with this funding will be:** - to continue to provide equitable access to resources and support the implementation of evidence informed teaching and learning strategies that improve student achievement of outcomes.
Aboriginal background $89,461.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moruya 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. **The allocation of this funding has resulted in:** - all Aboriginal students being supported to identify and work towards individual goals. Students and families were also supported to engage with a range of school and cultural activities. **After evaluation, the next steps to support our students with this funding will be:** - to further increase the ways in which Aboriginal students and their families are able to connect and be involved with school activities. Through consultation the PLP process has been refined and is ready for implementation in 2022. In addition the Aboriginal Student voice group will be established and supported through funding to create leadership pathways and opportunities for Aboriginal students whilst also giving them a

Aboriginal background $89,461.00	stronger voice in school planning and collaboration.
English language proficiency $37,426.59	English language proficiency equity loading provides support for students at all four phases of English language learning at Moruya Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence informed practices **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives K-6 • withdrawal lessons for small group (developing) and individual (emerging) support • implementation of Initialit and Minilit programs. **The allocation of this funding has resulted in:** - evidence informed teaching strategies being implemented to support all students reading development. In addition, small group programs allowed for targeted and specific focuses in reading resulting in increased student achievement. **After evaluation, the next steps to support our students with this funding will be:** - to continue to build on these programs in 2022. These programs supported positive teaching and learning and data demonstrated increased student achievement.
Low level adjustment for disability $189,020.09	Low level adjustment for disability equity loading provides support for students at Moruya Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence informed practices **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and within the classroom/whole school setting to support literacy and numeracy teaching and learning • 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 through the use of Initialit and Minilit to increase learning outcomes. **The allocation of this funding has resulted in:** - evidence informed teaching and learning programs being implemented to support student achievement in literacy and numeracy. **After evaluation, the next steps to support our students with this funding will be:** - to continue to use strong assessment practices to support the identification of student learning needs and provide targeted teaching and learning to support student achievement.
Location $12,750.00	The location funding allocation is provided to Moruya Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Location $12,750.00	• Effective data use • Evidence informed practices • High Expectations **Overview of activities partially or fully funded with this operational funding include:** • purchase of resources to support student engagement in teaching and learning activities. **The allocation of this funding has resulted in:** - the purchase of engaging resources to encourage and support high levels of student participation in literacy and numeracy activities - the purchase of teaching materials and assessment resources to ensure that student learning needs were effectively identified and met. **After evaluation, the next steps to support our students with this funding will be:** - to continue to access up to date and relevant resources that engage students and support teaching and learning.
QTSS release $69,513.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Moruya Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective data use • Student Voice • High Expectations **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support the implementation of initiatives within the Strategic Improvement Plan. **The allocation of this funding has resulted in:** - the strengthening of attendance monitoring processes - an increase in regular and personalised communication with parents and families - assistant principals working in collaboration with teachers to support effective data use and evidence informed practices - wellbeing programs being implemented to support all students - student voice initiatives being implemented **After evaluation, the next steps to support our students with this funding will be:** Continue the implementation of programs which enable teachers to work collaboratively to implement initiatives which support student attendance, learning, wellbeing and engagement.
Literacy and numeracy intervention $46,848.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Moruya Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence informed practices **Overview of activities partially or fully funded with this initiative funding include:** • employment of classroom teacher to provide intensive learning support for

Literacy and numeracy intervention $46,848.00	students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan. **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 - improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data - implementation of evidence informed intervention programs in literacy and numeracy. **After evaluation, the next steps to support our students with this funding will be:** - To continue to implement evidence informed intervention programs in literacy and numeracy.
COVID ILSP $176,295.63	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition in reading and numeracy • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • employing/releasing teaching staff to support the administration of the program. **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 to identify student learning goals in literacy and numeracy and provide targeted teaching and learning activities in small groups.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	183	177	180	179
Girls	162	154	151	159

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	90.9	92.4	84.8	90
1	87.9	91.1	82.4	89.3
2	91.5	91.3	87.2	89
3	92.3	90.5	85.7	87.9
4	88.7	89.7	88.8	87.2
5	89.5	91.7	88.4	88.6
6	89.5	90.4	90.5	87.1
All Years	90	91	86.9	88.4
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)	4
Classroom Teacher(s)	16.04
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	8.02

*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	196,341
Revenue	4,863,066
Appropriation	4,826,457
Sale of Goods and Services	2,728
Grants and contributions	27,514
Investment income	170
Other revenue	6,197
Expenses	-4,967,715
Employee related	-4,549,780
Operating expenses	-417,934
Surplus / deficit for the year	-104,649
Closing Balance	91,692

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	306,316
Equity Total	567,875
Equity - Aboriginal	89,461
Equity - Socio-economic	251,357
Equity - Language	37,651
Equity - Disability	189,405
Base Total	3,274,466
Base - Per Capita	86,049
Base - Location	12,866
Base - Other	3,175,550
Other Total	349,020
Grand Total	4,497,676

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

Moruya Public School seeks to obtain feedback from parents/caregivers, students and teachers throughout the year to ensure that we are meeting the needs of our school community. We welcome feedback, are responsive to it and seek to continually improve.

In 2021 we collected feedback through the Tell Them From Me Surveys. We also used our own independent methods of collecting feedback which was specific to school focus areas as outlined in our Strategic Improvement Plan.

Student Satisfaction Survey

128 students in Years 4, 5 and 6 completed the Tell Them From Me Survey. The student survey asked students questions based on the most recent research on school and classroom effectiveness. The student survey results provided the following information:

* Positive behaviour at school was a strength in 2021 with 85% of students surveyed reporting positive behaviour at school. Participating in sports was another strength.

* Positive relationships, interest and motivation and sense of belonging are ares for improvement in 2022.

Parent Satisfaction Survey

In 2021 only a small number of parents completed the Tell Them From Me Survey. In 2021 we surveyed parents around the effectiveness of school communication. This was collected using a Google Form which was shared via our normal communication channels. 94.7% of parents who completed the survey were satisfied with the communication that they received from Moruya Public School. Suggestions were also collected for further enhancements to communication and these will be focused on in 2022.

Teacher Satisfaction Survey

Teachers completed the Tell Them From me Survey in 2021. Teachers rated learning culture, inclusive school, collaboration, data to inform practice and teaching strategies as strengths. Technology is an area for improvement.

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.