

2021 Annual Report

Mount Keira Public School



2642

Introduction

The Annual Report for 2021 is provided to the community of Mount Keira 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

Mount Keira Public School

255 Mount Keira Rd

Mount Keira, 2500

www.mtkeira-p.schools.nsw.edu.au

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

4229 1446

School vision

Mount Keira Demonstration School aims to build on our rich heritage by providing our students with a balanced, comprehensive, challenging and stimulating curriculum focusing on the future.

Students have the right to learn in a safe, caring supportive environment which is inspiring and flexible and centred around high expectations in both learning and behaviour.

They are constantly encouraged to explore, extend, be challenged and do their best.

Our K-6 philosophy and experienced, caring staff embed evidence based teaching practices into quality programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students, maximising student learning outcomes.

Values of equity, safety, responsibility, respect, tolerance, fairness and pride are the foundation stones of all we do at Mt Keira Demonstration School.

School context

Mount Keira Demonstration School stands at the base of Mount Keira, nestled by rainforest and overlooking the ocean. Situated in Dharawal country, our learning centres have been named "Djeera Minimbah" - a place of learning.

Our school was established in 1861 as a one room school that catered for the small mining community working in the area. In 1876, a sandstone building was constructed for the additional purpose of a residency. This building is still used today and houses offices and two of our classrooms. In 2010 an additional two classrooms were built on the school site.

Mount Keira Demonstration School is small in numbers but rich in pride and culture. There are currently a total of 83 students who are spread across four stage based, mainstream classrooms.

We provide a welcoming, supportive and nurturing environment for all of our children and families.

The wellbeing of our students is a strong focus for our community with programs such as Better Buddies, Student Representative Council, peer mediation and additional opportunities for leadership.

We strive to ensure that we create a holistic schooling experience where our entire school community is informed and connected leading to an environment where success is celebrated and quality teaching is paramount. We acknowledge and appreciate that parents, staff, students and the wider community play a vital role in educating the 'whole' child.

Students are provided with extra-curricular opportunities in sport, science and technology, creative and performing arts which allow students to excel and express themselves through a range of different learning experiences.

The 2021-2024 School Improvement Plan will have a strong focus on the following areas as informed by the situational analysis.

- Ensure all students are meeting expected growth targets by developing a school wide approach to the importance of data and assessment analysis.
- Continue to implement evidence-based teaching and learning practices to support student growth and attainment.
- Enhance teacher quality and support teachers to utilise explicit systems of collaboration and feedback to optimise learning outcomes for all students.
- Develop consistent wellbeing practices that will support students, staff and parents/carers to build a community that is engaged, challenged and connected.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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 literacy and numeracy, student assessment data will be regularly and rigorously analysed to evaluate teaching and learning practices and to inform future personalised differentiated learning.

Initiatives

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

- Data Drive Practice
- Explicit Personalised Teaching

Resources allocated to this strategic direction

6100: \$14,850.00

Literacy and numeracy: \$10,190.00

Summary of progress

Our focus for Strategic Direction 1 during 2021 was refining assessment systems to support student growth and attainment across the school. Systems established included the use of pre and post-assessments to monitor learning progress in literacy and numeracy. This enabled the consistent tracking of student growth and achievement to ensure each students' learning was targeted and focused on individual needs.

Data days twice per term enabled staff to engage in structured collaboration sessions to plan, develop and refine teaching and learning programs. In each session teachers were able to share evidence-informed practices and engage in professional discussion to improve their own knowledge and practice. First steps were made in Semester 1 to establish a community of practice with another primary school in our area to share and embed good practice. Evaluation of this activity identified that the two schools had different professional learning needs and did not proceed in Semester 2.

A deeper understanding and analysis of external data needs to be prioritised in 2022 to ensure internal measures are consistent with external data sources, particularly in numeracy. Whole school tracking systems will be refined further to ensure ongoing and consistent quality teaching and 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 achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 57%.	Data indicates 75% of students are in the top two skill bands for NAPLAN reading showing growth from baseline data.
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated target baseline of 62%.	Data indicates 45% of students overall are in the top two skill bands for NAPLAN numeracy showing progress yet to be made from baseline data.
Value added data in Scout for K-3 continues to show delivering. Y3-5 improves to delivering; Value added data in Scout for Y5-7 continues to show sustaining and growing .	Value add for K-3 is not available in 2021 due to changes in Best Start Kindergarten in 2018. 2021 Year 3-5 Value add is working towards delivering. Year 5-7 has been maintained at sustaining and growing.
Improvement as measured by the	Self-assessment against the School Excellence Framework shows the

School Excellence Framework

Self-assessment of the element of Student Performance Measures identifies the school performing at Delivering with some descriptors of Sustaining and Growing evident.

school currently performing at Sustaining and Growing in the element of Student Performance Measures.

Strategic Direction 2: Curriculum for a Changing World

Purpose

Develop a school culture where teachers and students learn and practice skills that will equip and empower them for a forever changing and diverse world.

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.

- Innovative Teaching and Learning
- Collaboration to improve Teacher Capacity

Resources allocated to this strategic direction

QTSS release: \$16,369.00

Professional learning: \$7,950.00

Summary of progress

Our focus for Strategic Direction 2 during 2021 was providing regular opportunities to engage in professional learning in collaboration with colleagues as well as learning targeted at individual staff needs. 100% of staff attended weekly professional learning sessions based on the needs and priorities of our Strategic Improvement Plan. Collaborative planning sessions, 4C's Transformative Learning modules and individual mentoring sessions were implemented and positively viewed by staff, affording teachers the time to have targeted and focused discussions around improving teaching and learning pedagogy. Professional learning agendas were flexible and fluid to ensure we catered to the learning needs of our students and our school's ever-changing context.

Staff feedback stated that professional learning was based on their and the school's needs and was linked to our School Improvement Plan, teacher Professional Development Plans and the School Excellence Framework. Teachers reported confidence in teaching explicit pedagogy in which professional learning had been implemented. As a result of this professional learning, staff trialed various transformative learning strategies within their classroom environment based on their context and student needs. Mentoring sessions were targeted to individual teacher needs and linked to Professional Development Plans.

In evaluating the effectiveness of the professional learning provided to staff, 100% of teachers stated that mentoring needed to be explicitly timetabled to ensure its effectiveness. As a result of the evaluation, regular weekly professional learning, collaborative planning days and individual mentoring sessions will continue to be timetabled in 2022 in support of the teaching staff achieving their professional goals and improvement of classroom practices.

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
Professional learning for all teachers in 4C's transformative learning. Teachers are supported to trial innovative or evidence based, future focus practices.	100% of teachers participated in 4C's Transformative Learning professional development modules. 30% had additional training in the Leadership modules to upskill staff at school level. 50% of teachers trained are trialing transformative practices within their classrooms and a shared whole school vision and goal has been established.
Mentoring and Coaching sessions are established to ensure staff take personal responsibility in maintaining and developing professional standards.	100% of staff indicated that mentoring had improved teacher capacity and would like this practice to be embedded for future development.
Professional learning is targeted and responsive to student needs and supports teachers to understand what effective practice looks like in order to	100% of staff stated that professional learning was targeted and responsive to students' needs.

improve teaching and learning within the school.	
Teachers actively engage in professional discussion about targeted professional learning to ensure best practice and innovative pedagogy is being implemented in classrooms across the school.	100% of staff engaged in collaborative planning sessions once per term and ongoing professional reflection in weekly mentoring sessions.

Strategic Direction 3: Wellbeing and Engagement for all

Purpose

To ensure that all students, staff and families belong to a school community where there is a shared sense of responsibility for wellbeing and a culture of high expectations for student engagement, learning and ongoing success.

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.

- Holistic Approach to Wellbeing
- Quality Engagement

Resources allocated to this strategic direction

6101: \$4,200.00

Summary of progress

Our focus for Strategic Direction 3 during 2021 was strengthening processes for quality engagement with families and a holistic approach to student wellbeing through our student leadership opportunities and our K-6 weekly wellbeing program.

A K-6 wellbeing program (Wellness Wednesday) was established to provide leadership opportunities for students and community engagement in learning activities on a weekly basis. The Tell Them From Me Survey Snapshot 1 indicated that 43% of students surveyed feel interested and motivated at school. 72% of students have a sense of pride for our school with 57% of students having a sense of belonging. The Tell Them From Me Survey Snapshot 2 indicated that 40% of students surveyed feel interested and motivated at school. 57% of students have a sense of pride for our school with 60% of students having a sense of belonging.

The school reviewed its whole school monitoring of student learning processes to inform individual student goals and track learning progression. Parents were given the opportunity to attend a three-way goal setting conference with their child and the teacher. 89% of parents and 100% of students engaged in the conferences to establish individual learning goals. Where parents were not able to attend, teachers worked with students to identify individual learning goals.

Wellness Wednesday will be continued in 2022 and further ways to engage more community members will be explored. Three-way goal setting conferences will also continue in 2022. To address concerns identified by students in the Tell Them from Me survey, staff will undertake professional learning related to Department of Education's student wellbeing and engagement resources. Staff will also engage in professional learning related to the new NSW English and Mathematics syllabuses to align student goals to the outcomes identified in each syllabus.

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
85% of students attending more than 90% of the time	The number of students attending school 90% of the time or more has decreased.
An uplift in the percent of students who are interested and motivated at school when compared to 2020 data.	Data show 40% of students are interested or motivated at school compared to 49% of students in 2020.
Establish internal measure to track internal growth. School systems to collect, analyse and use reliable and valid data.	School systems in literacy and numeracy were developed to identify the learning progress of individual students and student cohorts.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$2,831.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Keira 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement individual learning programs to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • individual and small group support for students to achieve their own personalised learning goals. • resources to support the teaching and learning of students were purchased. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to employ a School Learning Support Officer (SLSO) for 20 hours per week to work with students with additional learning needs K-6, with a focus on reading and writing. Careful monitoring and tracking of student progress and achievement will enable support to be matched to student need.</p>
<p>Aboriginal background</p> <p>\$6,433.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Keira 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • students developing a deeper understanding of Aboriginal culture through the introduction of whole school Aboriginal Cultural Days • systems and structures being established with our local high school to create connections between Aboriginal students within our feeder high school area • stronger processes for teachers, students and parents/caregivers to develop, reflect and revise Personalised Learning Pathways for each Aboriginal student <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to work alongside our local AECG to build upon the opportunities for our Aboriginal students to connect to their heritage and culture. An Aboriginal mentor will also be employed to support the engagement and</p>

<p>Aboriginal background</p> <p>\$6,433.00</p>	<p>wellbeing of Aboriginal students.</p>
<p>English language proficiency</p> <p>\$4,732.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Keira 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • students with a Language Background other than English receiving weekly support from a SLSO, with support targeted to their individual needs <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide additional support in reading and writing to students with a language background other than English by employing a SLSO</p>
<p>Low level adjustment for disability</p> <p>\$22,412.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount Keira 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the school implementing a more consistent approach to student learning support and interventions, with the learning and support teacher working with students in a case management role within the classroom/whole school setting <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, supporting students with additional needs through the employment of a trained SLSO.</p>
<p>Literacy and numeracy</p> <p>\$10,190.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Keira 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 Drive Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy

<p>Literacy and numeracy</p> <p>\$10,190.00</p>	<ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • teachers developing systematic teaching and learning programs that are based on student progress and achievement data <p>After evaluation, the next steps to support our students with this funding will be: to provide systematic professional learning to deepen teachers' understanding of the new K-2 English and Mathematics syllabus and to establish collaborative sessions and planning days with other schools.</p>
<p>QTSS release</p> <p>\$16,369.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Keira 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"> • Innovative Teaching and Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • all classroom teachers receiving weekly coaching and mentoring to refine their classroom practice • all classroom teachers collaboratively planning and strengthening their skills in using assessment data to inform teaching and learning programs through twice a term professional learning sessions. <p>After evaluation, the next steps to support our students with this funding will be: to further refine the school's coaching and mentoring processes to ensure the ongoing development and improvement of all teachers.</p>
<p>COVID ILSP</p> <p>\$14,749.00</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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - reading comprehension, writing and number strategy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • improved student learning outcomes supported by this intervention program which focused on reading comprehension, writing and number strategies • refined systems to effectively coordinate, implement, track and monitor the student progress and achievement data <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide targeted teaching to students with additional learning needs in the focus areas of literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	50	54	49	45
Girls	40	42	40	41

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	93.6	95.4	95.6
1	96.4	92.6	95.7	93.3
2	92.6	95.6	93.7	92.4
3	95.2	94.6	94.8	92.8
4	93.8	94.8	94.9	94
5	92.1	97.2	96.1	90.9
6	95.9	94.3	95.3	91.6
All Years	94.3	94.7	95.1	92.9
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
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	123,959
Revenue	981,973
Appropriation	934,267
Sale of Goods and Services	1,820
Grants and contributions	45,728
Investment income	157
Expenses	-978,737
Employee related	-890,762
Operating expenses	-87,974
Surplus / deficit for the year	3,236
Closing Balance	127,195

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	0
Equity Total	33,918
Equity - Aboriginal	4,813
Equity - Socio-economic	2,832
Equity - Language	4,733
Equity - Disability	21,541
Base Total	816,744
Base - Per Capita	21,940
Base - Location	0
Base - Other	794,804
Other Total	41,617
Grand Total	892,279

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

In 2021, students, parents and teachers were given the opportunity to provide the school feedback through surveys, forums and questionnaires. Information was sort from students to gain insight into school practices and allow student the opportunity to voice their opinions. Satisfaction surveys and open questionnaires involved community engagement and parent consultation to improve teaching and learning and teacher feedback focused on explicit teaching practices and overall wellbeing.

Parents/carers were offered the opportunity to participate in a variety of survey monkeys. These surveys and questionnaires were aimed at improving consultation between our parent community and the school environment; and provided opportunities for open and honest communication. Parents reported that they felt supported by the school and had a clear understanding of the schools teaching and learning directions. Parent feedback stated that the school communication systems had been streamlined and were more effective than previous years. 100% of our 2021 Kindergarten parents stated that they had a very through transition to our school and the support provided was outstanding with no improvements needed. Over 53% of our parent community stated that they wanted their children to be resilient when they transitioned to High School. This became a focus for our teaching and learning programs and whole school values.

Students in Years 4, 5 and 6 participated in the Tell Them From Me Student Surveys where average school results were comparable to the NSW Government Norm. 86% of students who completed the survey reported that they have positive relationships at school compared to 85% for the NSW Government Norm. Only 74% of students reported that they value schooling outcome, compared to 96% for the NSW Government Norm. Whilst only 40% of students are interested and motivated in their learning, compared to 78% for the NSW Government Norm. 86% of students report that they have positive behaviours at school which is 1% higher than the NSW government Norm. 2021 results decreased from Snapshot 1 to Snapshot 2. This result shows that the COVID Pandemic and 'Learning from Home' had an impact on students attitude and overall connections to school.

100% of staff provided anonymous feedback forms throughout the year. Staff reported that they were happy and content in the school environment however the ever changing situations of schools was having an impact on their wellbeing and increasing their workload. Staff reported that mentoring sessions were improving their teaching and learning capacity however needed to be timetabled weekly to ensure their effectiveness. Staff stated that they felt known and valued and were able to express their opinions freely.

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.