

# 2021 Annual Report

## Mulwala Public School



2667

# Introduction

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

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

## School contact details

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## School vision

At Mulwala Public School our vision is to:

- Provide high-quality personalised learning which will enable all students to thrive
- Foster curious minds that practice reflective and critical thinking
- Develop respectful and responsible citizens
- Create a sense of belonging and lasting connections with community

## School context

Mulwala Public School is a small rural school located in the southern Riverina, on the border of NSW and Victoria on the lands of the Bpangerang people. The Bpangerang history, culture and language are embedded into the schools' teaching and learning. The school is situated 100 km from the nearest NSW regional centre of Albury. School enrolments have increased from 49 in 2016 to the current enrolment of 66. The school currently has no students who identify as Aboriginal or EAL/D. The FOEI is 128 and ICSEA 970. The school fosters a connection to the local community and all students are engaged in leadership opportunities. They have high-level access to technology and the school is a leader in the integration of Google Workspace for Education in teaching and learning.

The Situational Analysis identified the need for a common approach to effective teaching of reading across all KLAs to be implemented, with a focus on the development of oral language and vocabulary. There is also a need for connections to be made across the areas of Mathematics and for numeracy to be integrated into all KLAs. PLAN2 data will inform future teaching for individualised and personalised learning.

The school will audit its practices, policies and procedures related to students' well-being, using the Wellbeing Framework. There will be professional learning involving trauma-informed and restorative practices to develop the students' sense of belonging and to ensure they are ready to learn.

The student mantra is *A Mulwala Jarmbie is a good friend, a responsible learner and an active citizen.*

## Self-assessment and school achievement

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

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

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

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

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

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

## 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 in all key learning areas, 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.

- Quality teaching of reading
- Quality teaching of numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$3,760.00

**QTSS release:** \$12,109.00

**Low level adjustment for disability:** \$33,808.73

**Location:** \$3,500.00

**Literacy and numeracy:** \$2,365.00

**Integration funding support:** \$80,000.00

**Literacy and numeracy intervention:** \$23,544.78

### Summary of progress

Throughout 2021, professional learning was provided regarding the explicit teaching model. Modeling of explicit teaching was provided via videos of staff teaching and class observations. Although a majority of teachers implemented the explicit teaching model most of the time, further support is throughout 2022 is required., due to a change in teaching staff.. Explicit teaching is evident in most teaching and learning programs with lessons being focused on the success criteria stated.

The school needs to continue to develop a more consistent approach to teaching reading (including vocab development, fluency, and comprehension). Whilst professional learning was provided in this area, a change of staff will mean targeted individual professional learning will be required. Rich texts have been used in the classroom to enhance the teaching of reading. Vocabulary development was a focus throughout 2021 and its use is evident in teaching programs.

Two teachers visited a neighbouring school to observe the teaching of decodable texts and phonics. An explicit phonics program was developed and implemented in the K-1 class. The Heggerty's Phonological Awareness program was also implemented in K-1 class

The school's spelling program was updated to include the explicit teaching of morphology. The regular assessment of spelling using the Diagnostic Spelling assessment was added to the spelling scope and sequence. K-2 students were assessed using the Diagnostic Spelling assessment. Targeted interventions were provided.

A whole-school approach to the use of data to plan for learning and to record progress was established. All students in Years 2-6 participated in the Phonics Diagnostic Assessment. Targeted students received intervention via the COVID ILSP. Targeted students were regularly assessed using the Phonological Awareness Assessment Tool and received targeted support.

The recording and use of PLAN2 data and the learning progressions were not consistent.

Students referred to the COVID ILSP were identified using the following data

- PLAN2 data, NAPLAN, Check-assessments and Phonics Diagnostic Assessment Tool.

The analysis of data from PLAN 2 and the success of the CILSP program is a support for continuing to embed small group practices within the classroom environment. Ensuring classroom programs are breaking down the basic skills required for a targeted area and that students are accomplishing each skill level before advancing to the next is imperative. With regard to Mulwala Public School's direction in reading; a whole school approach and establishment of a systematics and skill-based program needs to continue.

All teachers follow the school's Maths scope and sequence and provided lessons focused on the areas of needs for the students. Future directions involve explicit integration of numeracy into other KLAs and a focus on working mathematically. Limited professional learning re numeracy and the teaching of Maths was undertaken during 2021.

### Future Directions

- Development and implementation of a common approach to reading based on the Science of Reading and the new K-2 English syllabus.
- Update the scope and sequence in line with the implementation of the new mathematics K-2 syllabuses.
- Develop a consistent approach to differentiation and student goal setting in teaching and learning programs.
- Develop a whole school assessment strategy and collate assessment data in a systematic way.
- Build the capacity of staff to use data to inform teaching through HIPL in data use, analysis and literacy and data talks
- Record data in a systematic way
- Provide time for peer observations and modelled teaching of effective classroom practices.
- Teachers continue to model effective strategies and share with their colleagues.
- Provide opportunities for staff within the Bpangerang Learning Community to share their expertise and participate in peer observations.

### 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
Improvement in the uplift of students in the Hume Network working towards the top 2 bands to be above the Hume Network's lower bound system-negotiated target in reading of 50%	43% of students achieved in the top two skill bands for reading, trending towards the target of 50%. Due to the small size of the cohort at our school, actual percentages cannot be reported.
At least 75% of Year 5 students will achieve expected growth in NAPLAN-Reading or within their individual learning plans.	In 2021, only two Year 5 students participated in the NAPLAN Reading. Individual student results are reported directly to parents and carers
Improvement in the uplift of students in the Hume Network towards the top 2 bands to be above the Hume Network's lower bound system-negotiated target in numeracy of 43.8%	The percentage of students achieving Top 2 Bands in numeracy decreased indicating progress yet to be seen toward the lower bound network target of 43.8%.
At least 76% of students will achieve the expected growth in NAPLAN-Numeracy or within their individual learning plans.	In 2021, only two Year 5 students participated in the NAPLAN Numeracy. Individual student results are reported directly to parents and carers

## Strategic Direction 2: Being Ready to Learn

### Purpose

In order to maximise student wellbeing and engagement, there will be a planned approach to developing whole-school wellbeing processes that support students to connect, succeed, thrive and learn.

### 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 Wellbeing
- Student engagement

### Resources allocated to this strategic direction

**Professional learning:** \$1,500.00

**Socio-economic background:** \$34,000.00

**Integration funding support:** \$20,000.00

**Location:** \$500.00

### Summary of progress

One teacher completed the Berry St Education Model training. Common classroom and playground expectations were implemented. An audit of the Well-Being framework was conducted. Further revisits to expected behaviours will be required as changes of staff will occur in 2022.

The school implemented some aspects of the Berry St Education Model. Further professional learning will be required to implement restorative practices throughout the school. The school will be involved in the Got it! Program in partnership with NSW Health throughout 2022. The staff will be trained in the pedagogy and a common approach to teaching Social and Emotional Learning will be developed..

All teachers regularly embed the teaching of Aboriginal culture, history and language into the curriculum. Classes and groups have all been named with Bpangerang words. Language is explicitly taught by classroom teachers.

### Future Directions

Continue to analyse student data related to social and emotional learning and implement relevant interventions.

Complete Berry St Model training and implement the approach to cater to the needs of Tier 2 and 3 students.

Implement the Got It! program in consultation with the NSW Department of Health.

Trial and evaluate the Positive Learning Skills program.

### 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
At least 75% of students attend school 90% of the time.	71.6% of students attend school 90% of the time.
School attendance rate will be at or above 94%	School attendance rate is 90.43%
Decrease the number of students who gain black level on school behaviour tracking system from 15% to 13%	The number of students who gain black level behaviour has increased from 15% to 21%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$100,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mulwala Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching of reading</li> <li>• Quality teaching of numeracy</li> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the continuation of flexible maths groups based on student needs. Targeted students receiving one on support to be able to achieve their learning goals. Consultation with parents to determine the focus for literacy goals ensured that parents were well informed about their child's development Support staff were in place to assist in programs targeting fine and gross motor skills and living skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to identify the learning needs of students at learning and support team meetings and use the integration funding to implement the relevant programs.</p>
<p>Socio-economic background</p> <p>\$34,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mulwala Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• professional development of staff through Berry St Model to support student learning</li> <li>• engage with Blueearth to support student engagement and retention</li> <li>• resourcing to increase the equitability of resources and services for extra-curricular activities</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> professional learning for all staff in developing strategies to assist students with diverse learning, social and emotional needs. Planning for an update in a whole school approach to student wellbeing due to low levels of engagement and behaviour from some students. An underspend in this funding area was due to some professional learning not progressing due to external factors.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>



<p>Socio-economic background</p> <p>\$34,000.00</p>	<p>to update our whole-school approach to wellbeing processes inclusive of monitoring, analysis and evaluation of student behaviour, attendance and wellbeing. The school will collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</p>
<p>Low level adjustment for disability</p> <p>\$33,808.73</p>	<p>Low level adjustment for disability equity loading provides support for students at Mulwala Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching of numeracy</li> <li>• Quality teaching of reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning Support Officers</li> <li>• targeted students are provided with an evidence-based intervention including Toe by Toe program and individual phonological awareness lessons to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students from Years 1-6 were regularly screened using the Phonological Awareness screening tool. Targeted students received individual and small group support. Students from Years 1-6 were screened using the Phonics screening assessment. Targeted students received individual support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the evaluation of PLAN2 data in the identifying areas of phonological awareness, phonics and understanding texts.</p>
<p>Location</p> <p>\$4,000.00</p>	<p>The location funding allocation is provided to Mulwala Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching of reading</li> <li>• Student engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> <li>• additional staffing for teaching principal release</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> tier 1 students participating in a living skills program. a whole-school approach to reading and numeracy was developed and implemented.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to restart the shopping and cooking program for Tier 1 students. To assist families with the cost of excursions and extra-curricular activities</p>
<p>Literacy and numeracy</p> <p>\$2,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mulwala Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Literacy and numeracy</p> <p>\$2,365.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching of reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased commitment by staff to include evidence-based teaching practices into their teaching and learning programs. Explicit phonics program developed and implemented in the K/1 class Hegerty Phonological Awareness program implemented in K/1 class</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> development and implementation of a common approach to reading based on the Science of Reading and the new K-2 English syllabus. Update the scope and sequence in line with the implementation of the new mathematics K-2 syllabuses. Develop a consistent approach to differentiation and student goal setting in teaching and learning programs.</p>
<p>QTSS release</p> <p>\$12,109.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mulwala Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching of reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> data from Check-in assessments was used to form COVID ILSP groups with a focus on vocabulary, comprehension and phonics. Ongoing analysis of phonological awareness and phonics data to plan for identified students. Evaluation of PLAN data in identified areas (Phonological Awareness, Phonics, Understanding Text)</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to develop a whole school assessment strategy and collate assessment data in a systematic way. Build the capacity of staff to use data to inform teaching through HIPL in data use, analysis and literacy and data talks. Provide time for peer observations and modelled teaching of effective classroom practices.</p> <p>Teachers continue to model effective strategies and share with their colleagues. Provide opportunities for staff within the Bpangerang Learning Community to share their expertise and participate in peer observations. Record and respond to data in a systematic way</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mulwala Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality teaching of numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all staff following the school's scope and sequence. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> explicit integration of numeracy into other KLAs and a focus on working mathematically.</p>
<p>COVID ILSP</p> <p>\$43,267.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy - vocabulary, word recognition and comprehension</li> </ul> <p><b>The allocation of this funding has resulted in:</b> internal and external data being used to identify students at risk in the area of literacy (phonics, word recognition, vocabulary and comprehension) and appropriate interventions being put into place to address gaps in learning and application.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> build the capacity of staff to use data to inform teaching through HIPL in data use, analysis and literacy and data talks. Record data in a systematic way. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	19	22	25	26
Girls	33	37	41	43

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.6	93.9	86.6	94.6
1	91.7	91.3	87.7	90.5
2	94.2	92.3	92.5	92.3
3	93.8	95.6	87.4	93.6
4	83.5	97.8	83.5	96.1
5	89	90.9	92.8	89
6	95.2	66.7	86.9	81.1
All Years	90.7	92.7	88.6	91.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.4
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.46

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	5,144
<b>Revenue</b>	1,038,016
Appropriation	1,010,942
Sale of Goods and Services	1,062
Grants and contributions	26,003
Investment income	8
<b>Expenses</b>	-994,019
Employee related	-894,873
Operating expenses	-99,147
<b>Surplus / deficit for the year</b>	43,997
<b>Closing Balance</b>	49,140

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	100,798
<b>Equity Total</b>	80,224
Equity - Aboriginal	0
Equity - Socio-economic	45,992
Equity - Language	0
Equity - Disability	34,232
<b>Base Total</b>	700,248
Base - Per Capita	16,270
Base - Location	12,900
Base - Other	671,078
<b>Other Total</b>	56,357
<b>Grand Total</b>	937,627

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Year 2-6 students, staff and parents participated in a school-based survey.

Most students have a positive approach to school. They enjoy coming to school, feel happy and safe and have friends at school. They feel the school rules are fair. They indicated we have good playgrounds and classrooms.

Most students enjoy learning new things and enjoy what they are learning. They indicated the teachers help them with their learning and they try hard in class. They think the teachers are friendly and go to a trusted adult if they have a problem.

Most students tell their parents always or sometimes what they are learning at school.

Most parents feel welcome at the school. and believe their child is safe and happy at school. They would recommend the school to others.

Most parents indicated the school is inclusive of all students.

Most parents feel they are informed about what their child is learning at school, but would like to be better informed about their child's progress. Some parents indicated the school did not support their child's learning. The executive will consider ways parents can be better informed.

The staff feel supported in their role and indicated that they are provided with professional learning to help build their capacity.

All staff indicated that the students are the main focus of the staff and that the students are happy and safe at school.

Some staff indicated that the change of staff and current staff shortages have an impact on the increased workload and well-being of staff.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal Education - School statement

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All classes have developed a class Acknowledgment to Country, which is said each morning.

All students participate in regular Bpangerang language lessons.

Indigenous history, culture and language are embedded into curriculum areas.

The local Country Women's Association members attended the school's Indigenous culture day.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.