

# 2021 Annual Report

## Nabiac Public School



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# Introduction

The Annual Report for 2021 is provided to the community of NABIAC 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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NABIAC Public School

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## School vision

Our vision is to provide a welcoming atmosphere, where every learner and teacher is encouraged and motivated to strive for excellence, through high expectations and effective feedback. Our partnership with the community is innovative and inspiring, and cultural diversity and inclusivity is prioritised. Every learner's sense of belonging is valued as they become active and informed life-long learners, learning to their fullest capability.

## School context

Nabiac Public School is a small school which is centrally located in the village of Nabiac on the Mid North Coast of New South Wales. There has been a reduction in the school enrolment in 2021 with a large Year 6 transitioning to high school and a much smaller Kindergarten intake than usual. The current enrolment is 187 with 31 (16.5%) students identifying as Aboriginal. The school's Family Occupation and Education Index (FOEI) is 124. This index is used to determine the socio-economic funding received by the school each year. This, along with other funding sources, is allocated to support the implementation of the strategic directions and key initiatives in the school.

The entire school community, including students staff and parents, was consulted in a comprehensive situational analysis which provided the focus for the Strategic Improvement Plan. This consultation involved focus groups (students, Aboriginal students), surveys (Tell Them From Me and school based surveys of teachers, students, parents and parents of students identifying as Aboriginal) and a comprehensive and rigorous analysis of student data.

Through the situational analysis we identified a need to strengthen the implementation of evidence-based practices in literacy and numeracy with a strong focus on analysis of student data to drive teaching and learning programs. System-negotiated targets in Reading and Numeracy in NAPLAN will be a measure of our progress, along with school based pre and post assessments which will provide ongoing data to the teachers and leadership team. Structures will be in place to provide additional intervention for students with disabilities and additional needs through the consistent implementation and regular review of personalised learning plans.

The school will continue its journey with Visible Learning with an ongoing focus on learning intentions and success criteria through the Structure of Observed Learning Outcomes (SOLO) Taxonomy. Students will become leaders of their own learning, monitoring their progress against continua of learning.

The situational analysis also identified a need to strengthen the partnership with the entire school community. A focus on trauma-informed practice will drive the school's ongoing commitment to student and staff wellbeing. Partnerships with parents and community organisations will foster the extension of programs to support students transitioning to school, Aboriginal students and students with disabilities. Parents and community members will have opportunities to engage with the school on a regular basis to learn more about programs being implemented in individual classrooms and across the school.

To ensure the school is moving towards achievement of identified progress and improvement measures, data will be collected annually from all stakeholders. The data will be analysed and shared with the school community.

The school is committed to providing an excellent education for all students through high quality, ongoing professional learning which ensures outstanding teaching practice and high expectations for all. Our experienced and dedicated teachers are committed to the delivery of programs that develop each child academically, physically and socially.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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To maximise student progress in reading and numeracy and to build strong foundations for mastery, we will further develop and refine data driven, quality teaching practices that are responsive to the needs of individual learners and encourage all learners to strive for excellence.

### Initiatives

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

- Data Driven Practice
- Evidence-based Classroom Practice

### Resources allocated to this strategic direction

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**Literacy and numeracy intervention:** \$35,317.00

**Socio-economic background:** \$39,768.06

**Early Action for Success (EAFs):** \$137,210.00

**Literacy and numeracy:** \$5,004.00

**Per capita:** \$35,823.00

**QTSS release:** \$40,026.13

**Professional learning:** \$5,958.00

### Summary of progress

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#### Data Driven Practice

Our focus for 2021 was to establish a whole school literacy and numeracy focus to regularly assess, collate and analyse student progress data to inform next steps in teaching literacy and numeracy. Parents, class teachers and Intervention teachers worked together to provide quality individualised instruction for students, with parents having regular communication regarding their child's progress. All teaching staff had a PDP (Performance and Development) goal related to professional learning and evidence-based practice in literacy and numeracy. Data conversations were held with all teachers K - 6 to review PLAN 2, classroom based assessment tasks and establish learning goals to determine next steps in teaching and learning.

As a result student progress was recorded in PLAN2 in understanding text and creating text, this data indicated that identified students were making progress in phonological awareness and the components of spelling. Effect size from the phonological component of spelling indicated more than expected growth. Students received explicit instruction in numeracy focusing on place value & multiplicative thinking. Regular monitoring of student progress through triangulation of data (PLAN2 quantifying numbers and additive strategies, Interview for Student Reasoning, number and place value) and student learning goals showed evidence of improved student learning outcomes in these areas. The PDP teaching staff goal focused on upskilling through professional learning and providing quality, evidence-based, individualised instruction for students in literacy and numeracy.

Next year our focus will be:

- developing student understanding of place value & multiplicative thinking which will support further improvement towards our school targets in numeracy;
- Assessing, planning and implementing a writing program with a focus on vocabulary and the components of spelling;
- continuing professional learning for teaching staff to embed evidence based research and practice in literacy and numeracy;
- to conduct an audit of reading material, ensuring there is a wide range of resources to support student outcomes;
- a continuation of data analysis and conversations with staff;
- supporting student's to identify information, connect ideas and understand character in reading; and
- ensuring that goals are in place and reviewed regularly for all students and that goals reflect syllabus outcomes and PLAN2 content.

#### Evidence-based practice

Our focus for 2021 was to establish and embed a culture of agreed, evidence-based practices in the delivery of quality teaching, focused on growth in student learning, in literacy and numeracy. Teachers engaged in an extensive suite of professional learning in literacy and numeracy with a focus on evidence-based practices, targeted to school priorities, the needs of their students and the achievement of teacher professional goals. School leaders actively participated in Leading Reading Improvement: Close Reading. Close reading was implemented across the school. Teachers collaborated with, and received feedback from, their supervisor (co-planning/co-teaching/ co-reflect) in the use of evidence-based literacy and numeracy practices.

As a result tailored professional learning ensured staff engagement and reflection on current classroom practice. Teachers actively participated in and evaluated professional learning to identify and implement effective strategies to improve teaching and learning in literacy and numeracy. Systems and procedures were collaboratively designed to ensure the consistency of Close Reading across all classrooms. An improvement of engagement and interest in reading was observed alongside an improvement in student outcomes across a number of platforms (NAPLAN, PLAN2 and Checkin). Co planning, teaching and reflecting became embedded practice that enhanced teacher collaboration and a consistent approach to implementing evidence based practices.

Next year our focus will be:

- a continuation of the co planning, teaching and reflecting model;
- embedding the close reading pedagogy across the school;
- a continuation of entering and analysing student PLAN 2 data in the areas of creating text, understanding texts, quantifying number and additive strategies;
- utilising student PLAN2 data to inform student learning goals;
- accessing the Universal Resource Hub to engage in quality professional learning and utilise Department of Education resources; and
- implementing the school professional learning schedule.

### 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
A minimum of 18% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN reading.	29.8% of Year 3 and Year 5 students achieved in the top two bands in NAPLAN reading, which indicated that we exceeded our expected target.
A minimum of 15% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN numeracy.	11.4% of Year 3 and 5 students achieved in the top two bands in NAPLAN numeracy. The school is working steadily towards reaching this goal.
A minimum of 45% of students achieve expected growth in NAPLAN reading.	57% of students have achieved the expected growth or above in NAPLAN reading, which indicated that we exceeded our expected target.
A minimum of 57% of students achieve expected growth in NAPLAN numeracy	40% of students achieved expected growth in NAPLAN numeracy. The school is working steadily towards reaching this goal.
At least 50% of Early Stage 1 students will achieve levels 4-5 in the <b>Understanding Texts and Creating Texts</b> sub-elements of the Literacy Learning Progressions, at least 50% of Stage 1 students will achieve levels 5 - 6 , at least 50% of Stage 2 students will achieve levels 7 - 8 and at least 50% of Stage 3 students will achieve levels 9 -	<p><b>Understanding Texts sub-element of the Literacy Learning Progressions</b></p> <p>Early Stage One and Stage One students achieved the annual progress measure</p> <p>Data indicates progress by Stage 2 and 3 students towards achievement of this progress measure.</p>

10.	<p><b>Creating Texts sub-elements of the Literacy Learning Progressions</b></p> <p>Early Stage One and Stage One students achieved the annual progress measure</p> <p>Data indicates progress by Stage 2 and 3 students towards achievement of this progress measure.</p>
90% or more of students in Years 1 - 6 achieve an effect size of 0.47 or greater in the Progressive Achievement Test - Reading Comprehension and Mathematics.	<p><b>Progressive Achievement Test - Reading Comprehension</b></p> <p>53% of students in Years 1-6 achieved an effect size of 0.47 or greater.</p> <p>62% of students in Years 1-6 achieved an effect size between 0.4- 0.46</p> <p><b>Progressive Achievement Test - Mathematics</b></p> <p>58% of students in Years 1-6 achieved an effect size of 0.47 or greater</p> <p>62% of students in Years 1-6 achieved an effect size between 0.4- 0.46</p>
At least 50% of Early Stage 1 students will achieve levels 5 - 6 in the <b>Quantifying Numbers</b> sub-element of the Numeracy Learning Progressions, at least 50% of Stage 1 students will achieve levels 7 - 9 , at least 50% of Stage 2 students will achieve levels 10 - 11 and at least 50% of Stage 3 students will achieve level 12.	<p><b>Quantifying Numbers sub-element of the Numeracy Learning Progressions</b></p> <p>Early Stage One achieved the annual progress measure.</p> <p>Data indicates <b>positive</b> progress by Stage 1, 2 and 3 students towards achievement of this progress measure.</p>
At least 50% of Early Stage 1 students will achieve levels 1 - 2 in the <b>Additive Strategies</b> sub-element of the Numeracy Learning Progressions, at least 50% of Stage 1 students will achieve levels 3 - 7 , at least 50% of Stage 2 students will achieve levels 7 - 8 and at least 50% of Stage 3 students will achieve level 8.	<p><b>Additive Strategies sub-element of the Numeracy Learning Progressions</b></p> <p>Early Stage One achieved the annual progress measure</p> <p>Data indicates <b>positive</b> progress by Stage 1 and 3 students towards achievement of this progress measure.</p> <p>While data indicates some progress towards the Stage 2 improvement measure, this will require further focus.</p>

## Strategic Direction 2: Progress in Learning

### Purpose

High expectations, clear learning intentions and quality feedback inform data driven teaching and learning programs. Teachers and students share the role of progress monitoring as students become leaders of their own 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.

- Learning is Visible
- Effective Feedback

### Resources allocated to this strategic direction

**Professional learning:** \$2,500.00

**Socio-economic background:** \$34,265.38

### Summary of progress

#### Learning is Visible

Our focus for 2021 was to support students to self monitor their current performance and progress against a specific continuum of learning. Teachers embedded learning intentions and success criteria into lessons and started to become familiar with the Structure of Observed Learning Outcomes (SOLO) taxonomy to create opportunities for students to gain a deeper understanding and a transference of skills.

As a result, learning walks indicated that students were able to verbalise what they were learning and what success looked like in relation to the learning. Some staff created a continua of learning for a unit of work in English.

Next year our focus will be:

- consolidating teacher understanding of SOLO Taxonomy;
- developing resources to support the embedding of the school learning dispositions; and
- creating a continua of learning for units of work.

#### Effective Feedback

Our focus for 2021 was to use high quality feedback strategies from multiple sources- students, teachers and colleagues.

As a result there was evidence of teachers responding promptly to student work through written feedback and the checking of students' understanding of the feedback received with the expectations on how to improve, was evident as embedded practice in some classrooms.

Next year our focus will be:

- teachers seeking and acting on feedback from learners to improve their instruction;
- linking quality feedback to the learning intentions and success criteria; and
- conferencing with students to discuss next steps of 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
50% of staff rank themselves at level 5 in best practice in Effective Feedback in the What Works Best (WWB) Toolkit.	23% of staff ranked themselves at level 5 in best practice on the Effective Feedback, What Works Best toolkit whilst 54% of staff rate themselves at level 4.
Parent, teacher, student conferences are introduced to review student	Parent, teacher, and student conferences were carried out at the end of Semester 1. 54% of our parent cohort attended the interview. 46% of our



<p>progress and achievement ensuring aspirations for the students are known and inform next steps in learning.</p>	<p>students attended the three way interview to discuss their learning with parents and teacher.</p>
<p>All teachers are using the SOLO taxonomy to create LISC for units of work in Science, History and/or Geography. Students are encouraged to use the levelled LISC to guide their next steps in learning. Progressions of learning for student access are initiated.</p>	<p>The school is still working steadily towards reaching this goal. All teachers are using learning intentions and success criteria.</p>
<p>Grade, stage and whole school meetings are used to engage in professional dialogue around teaching and learning practices with a focus on student progress and achievement. Classroom observations carried out by assistant principals who model the delivery of high-quality feedback.</p>	<p>Grade, stage and whole school meetings were used to engage in professional dialogue around teaching and learning practices with a focus on student progress and achievement.</p> <p>Classroom observations were carried out by assistant principals who modeled the delivery of high-quality feedback.</p>

### Purpose

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Nabiac Public School has strong, inclusive and meaningful partnerships with parents and the broader community that promote wellbeing, cultural awareness and an environment which ensures all students connect, succeed, thrive and learn.

### Initiatives

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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.

- Learning to be me
- Learning to be us

### Resources allocated to this strategic direction

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**Socio-economic background:** \$16,147.89

**Professional learning:** \$4,000.00

**Aboriginal background:** \$44,423.52

**Per capita:** \$14,177.00

### Summary of progress

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#### Learning to be me

Our focus for 2021 was for staff to actively participate in professional learning, enabling them to better support students' connection to their learning, to build positive relationships and to foster a positive sense of belonging.

Members of the Wellbeing team completed Berry Street Education Model (BSEM) professional learning. To support the introduction of learning dispositions, a team was established, to collaborate in the development of teaching and learning activities.

In addition Kindergarten students were supported with an extra School Learning Support Officer present in the classroom for the first two weeks to help them settle into the classroom and school routines.

Next year our focus will be:

- utilising the Learning Support team to implement key learning from the BSEM and consider how to this will be used to complement current practice;
- for all staff to participate in Trauma Informed Practice professional learning; and
- supporting all students to have a greater sense of belonging through student voice and engagement.

#### Learning to be us

Our focus for 2021 was to engage families and strengthen the partnership between school and home.

As a result a parent expo was held to highlight the educational and additional support programs available in the school to support student learning and wellbeing which saw 43 of 132 (32.5%) families (51 parents) attending. Teachers opened their classrooms to parents, sharing teaching and learning programs, student work samples and explaining resources and how they are used to support student learning which saw 62 parents, representing 130 families attend. A local Aboriginal artist was commissioned to create a 'Welcome to Country' for the school hall and welcome signs for entrance to the school.

Next year our focus will be:

- to form a team to look at innovative ways to further strengthen partnerships between the school, home and wider community;
- to continue to work in collaboration with families to ensure meaningful Aboriginal Education plans are in place; and
- to ensure Aboriginal cultural experiences occur to support a greater sense of belonging.

### Progress towards achieving improvement measures

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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
Increased percentage of students attending school more than 90% of the time by 2% or above (from the baseline of 71.01%)	Attendance data indicated 57% of students attended school 90% or more of the time.
Tell Them From Me Wellbeing data (Advocacy, Sense of Belonging, Expectations for Success) improves to be at or above 75%	<p>Tell Them From Me Wellbeing data in Sense of Belonging has seen a decrease from 61% in April 2021 to 59% in November 2021.</p> <p>Tell Them From Me Wellbeing data in Advocacy has increased by 0.1 from April 2021 to November 2021.</p> <p>Tell Them From Me Wellbeing data in Expectations for Success has seen a decrease by 0.1 from April 2021 to November 2021.</p>
<p>Decrease the number of negative playground incidents (major) entered in Sentral by 5%.</p> <p>Decrease the number of negative classroom incidents entered in Sentral by 5%.</p>	<p>50% decrease in negative playground incidents entered into Sentral which has well exceeded the progress measure of a 5% reduction.</p> <p>52% decrease in negative classroom incidents entered into Sentral which has well exceeded the progress measure of a 5% reduction.</p>
Tell Them From Me Parent Survey indicates an upward trend in parent perspectives.	Tell them from me data indicates an upward trend in all parent perspectives that were surveyed.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$179,829.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nabiac 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>• 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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers for the implementation of behaviour strategies.</li> <li>• intensive learning and behaviour support for funded students</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> employment of SLSOs to support the implementation of individualised plans for students with additional needs. Employment of casual teachers enabled class teachers time to liaise with key stakeholders to develop and conduct regular reviews of students' personalised learning and support plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the employment of SLSOs to support targeted students individualised plans, employment of casual teachers to provide classroom teachers with time to hold meetings with key stakeholders to develop and review student support plans.</p>
<p>Socio-economic background</p> <p>\$166,167.32</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nabiac 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>• Evidence-based Classroom Practice</li> <li>• Data Driven Practice</li> <li>• Learning is Visible</li> <li>• Learning to be us</li> <li>• Learning to be me</li> <li>• Effective Feedback</li> <li>• Other funded activities</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>• additional staffing to implement CILST program to support identified students with additional needs</li> <li>• equitable access to specialist resources</li> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• professional development of staff through DOE approved literacy and numeracy programs to support student learning</li> <li>• employment of additional staff to support Aboriginal Education numeracy program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> staff accessing a range of specific literacy and numeracy professional</p>

<p>Socio-economic background</p> <p>\$166,167.32</p>	<p>learning opportunities and the purchase of resources to enable implementation of the learning in classrooms, directly supporting improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to employ additional teachers to provide time for co planning, teaching and reflection for class teachers and supervisors and enable additional support for students with a focus on phonological awareness. Intervention teachers will commence support for students in reading comprehension and numeracy, with a specific focus on place value &amp; multiplicative thinking. Visible learning practice will continue in 2022 with a further emphasis on using learning intentions and success criteria within everyday classroom practice.</p>
<p>Aboriginal background</p> <p>\$50,375.63</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nabiac 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><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>• Learning to be us</li> <li>• Other funded activities</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>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Assistant Principal (Leader of Aboriginal Education Team) was released from class to monitor learning and well-being of Aboriginal students by regularly reviewing Aboriginal Learning Plans(ALPs) and co-ordinating Aboriginal programs and activities in the school. ALP reviews showed most Aboriginal students had made progress towards achieving their personal learning goals. An Aboriginal SLSO was employed to support the teaching of Mathematics K - 3 through the Talking Namba program. Data has indicated that students receiving the 'Talking Namba' program have shown progress as evidenced by the continuum of learning. All Aboriginal students worked to produce Indigenous artwork. Students in Year 3 - 6 entered a competition for the Department of Education on the theme, 'Our mob, your mob, my mob'. The involvement of students in this program has had a significant impact on student wellbeing and appreciation of cultural pursuits.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> dedicating time for regular ALP days, in 2022, to ensure the process is an embedded and authentic practice for all stakeholders. Funding will also be allocated to employ a SLSO to support student Literacy and Numeracy outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$157,131.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Nabiac 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>• Other funded activities</li> </ul>

<p>Low level adjustment for disability</p> <p>\$157,131.07</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Meetings held with key stakeholders to develop individual goals and review student progress.</li> <li>• Purchase of resources to support students with additional learning needs.</li> <li>• Employment of SLSOs to support identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all identified students receiving targeted support, enabling them to successfully engage in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to embed learning and support team processes consistently across the school and to continue to provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$9,900.00</p>	<p>The location funding allocation is provided to Nabic 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>• Other funded activities</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>• support to enable staff to attend professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> teachers have been able to access a greater range of professional learning opportunities not available in the local area.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support teachers in implementing new pedagogy learnt through the professional learning opportunities.</p>
<p>Professional learning</p> <p>\$16,778.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Nabic 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>• Evidence-based Classroom Practice</li> <li>• Learning is Visible</li> <li>• Learning to be me</li> <li>• Other funded activities</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>• teachers completing a range of professional learning including: <ul style="list-style-type: none"> <li>- Literacy and Numeracy sessions</li> <li>- the Berry Street Education Model</li> <li>- selected Leadership programs</li> </ul> </li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, deeper knowledge of programs to support student wellbeing and strengthened leadership skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support a strong, targeted professional learning program so all students are provided with quality learning opportunities in every</p>

Professional learning \$16,778.00	classroom.
Literacy and numeracy \$5,004.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nabiac 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 including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practice</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> </ul> <p><b>The allocation of this funding has resulted in:</b>  purchasing and updating literacy resources to allow the implementation of explicit teaching in all classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to conduct an audit of the home reading resources and update these to support the learning occurring within the classroom.</p>
Early Action for Success (EAfS) \$137,210.00	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Nabiac Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Data Driven Practice</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 Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  teachers indicating they have a better understanding of data analysis and the purpose of data. Data was utilised to identify key focus areas across the school, resulting in professional learning for teachers and explicit teaching of these areas of need. This data enabled teachers to provide students with explicit instruction at their point of need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to continue to conduct data analysis conversations, explicit teaching and targeted professional learning utilising the Assistant Principal Curriculum and Instruction staff.</p>
QTSS release \$40,026.13	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nabiac 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>• Evidence-based Classroom Practice</li> </ul>

<p>QTSS release</p> <p>\$40,026.13</p>	<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> improved staff confidence and teaching practice. Teachers received individual coaching in the way of co planning, teaching and reflecting with their supervisor. This model of support increases evidence-based, high impact teaching strategies within classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to work collaboratively and reflect on practice, ensuring an evidence based pedagogical approach is used.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Nabiac Public School who may be at risk of not meeting minimum standards.</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>• Data Driven Practice</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 an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> individualised support for identified students performing below the expected level of their stage or who may not be showing appropriate growth in the areas of literacy or numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the engagement of additional teaching staff to continue explicit, small group intervention support for students showing minimal growth or performing below the appropriate level for their stage.</p>
<p>COVID ILSP</p> <p>\$163,233.00</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> </ul> <p><b>The allocation of this funding has resulted in:</b> majority of students making growth towards literacy and/or numeracy goals. Support for students transitioning back from home learning was a priority.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to utilise data to identify students with minimal to no progress towards literacy and numeracy stage outcomes and continue the implementation of</p>



<p>COVID ILSP</p> <p>\$163,233.00</p>	<p>small group tuition.</p>
<p>Per capita</p> <p>\$50,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nabiac 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>• Data Driven Practice</li> <li>• Learning to be us</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>• purchase of resources to support literacy and numeracy initiatives, such as; Reading Eggs, World Books and School Magazine.</li> <li>• purchase of iPads to access literacy and numeracy apps to support student learning and engagement</li> <li>• purchase of ground markings to support student interaction during lunch and recess, encouraging a sense of belonging.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>students having a greater access to technology, which is supporting student engagement</p> <p>students having more opportunities to engage in different literacy and numeracy activities</p> <p>students positively interacting on the playground, utilising the new painted games.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>continue to purchase subscriptions</p> <p>purchase of additional technology throughout the school</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	126	119	105	97
Girls	90	98	99	81

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	94.6	91.9	91.2
1	92.5	95.3	89.3	89
2	92.6	92.6	88.7	89.9
3	94.3	94.1	94.9	88.8
4	92.5	92.4	92.4	90.9
5	92	92.6	91.5	89.9
6	89.9	91.1	88.6	90.1
All Years	92.9	93.2	91	89.9
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

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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
Assistant Principal(s)	2
Classroom Teacher(s)	6.99
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	2.12

\*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 Actual (\$)
<b>Opening Balance</b>	219,404
<b>Revenue</b>	2,685,057
Appropriation	2,667,180
Sale of Goods and Services	2,816
Grants and contributions	14,912
Investment income	150
<b>Expenses</b>	-2,687,356
Employee related	-2,373,936
Operating expenses	-313,420
<b>Surplus / deficit for the year</b>	-2,299
<b>Closing Balance</b>	217,106

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>	180,746
<b>Equity Total</b>	401,075
Equity - Aboriginal	50,535
Equity - Socio-economic	191,441
Equity - Language	0
Equity - Disability	159,099
<b>Base Total</b>	1,599,190
Base - Per Capita	50,289
Base - Location	9,925
Base - Other	1,538,976
<b>Other Total</b>	264,737
<b>Grand Total</b>	2,445,747

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

## **Parent Results**

Three key findings for parent responses were:

- increase of 0.2 towards parents feeling staff encouraged their child to do his or her best work, which is 0.6 above the NSW Government norm.
- increase of 1.0 towards parents feeling informed, which is 0.5 above the NSW Government norm.
- increase of 0.7 towards parents feeling that the school is inclusive, which is 0.3 above the NSW Government.

## **Student Results**

Three key findings for student responses were:

- 2% decrease in students sense of belonging, which is 22% below the NSW Government norm (students feel accepted and valued by their peers and others at their school).
- 56% of students are interested and motivated, which is 22% below the NSW Government norm
- 28% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge, which is 25% below the NSW Government norm.

## **Teacher Results**

Key findings for staff responses were:

- 0.4 increase in teachers sharing students' learning goals with their parents, which is 1.0 below NSW Government norm
- 0.3 increase in data informing practice, which is 0.1 above the NSW Government norm.
- 0.5 increase in teachers feeling the school is inclusive, which is 0.4 above the NSW Government norm.



# 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.

## 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.