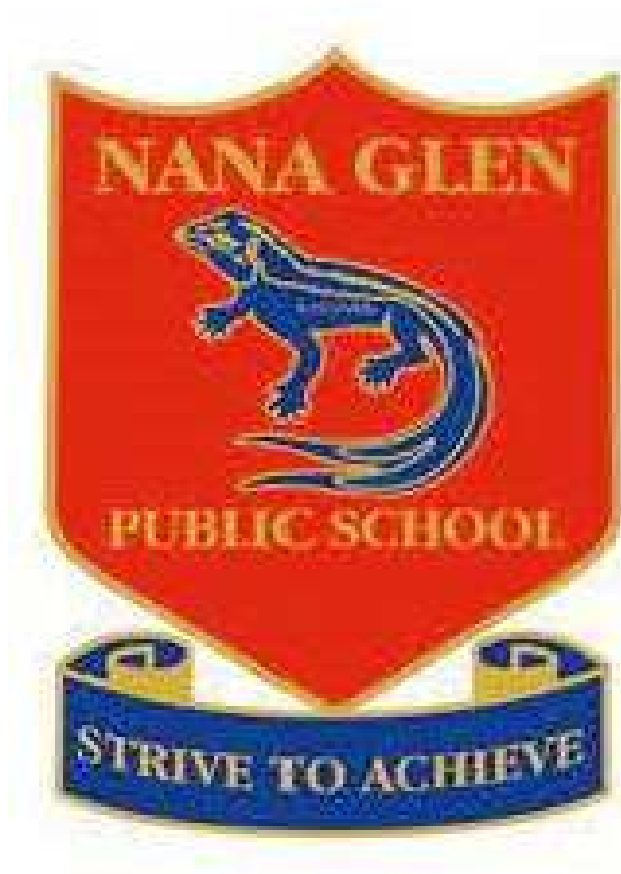


2021 Annual Report

Nana Glen Public School



2698

Introduction

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

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

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Message from the principal

2021 continued to throw challenges at our Students, Staff and Families, however we are very proud at Nana Glen Public School, for the resilience demonstrated by our whole school community to support each other so that students remained our key focus.

We saw an increase in student support through the state wide allocation of the COVID Intensive Learning Support Program (ILSP) where our students were engaged in targeted small group instruction to improve student outcomes. We saw our cohorts who were engaged in this program gain confidence in their abilities as well as seeing their academic results improve. We are looking forward to seeing this program continue in 2022.

Community engagement was key in 2021 and our Fathering Project was integral to maintaining engagement through community events that also saw a dramatic increase in our father's involvement in school activities. This project will continue in 2022.

We look forward to a wonderful 2022 and want to take this opportunity to thank our parents who support our staff so that we all work as a team to ensure students are the focus of all decisions.

School vision

We foster a culture of high expectations of behaviour, attendance and engagement in learning. High academic success and wellbeing is embedded across the school to empower students to become resilient, socially and emotionally competent and successful life-long learners. Students demonstrate learning qualities, understand how they are learning and what their learning goals are.

We provide high quality teaching through differentiated and challenging learning opportunities to ensure equity and educational attainment for all. Teachers provide evidence-based strategies for all students in reading, writing, vocabulary, numeracy and all key learning areas.

Community partnerships are strong to ensure a sense of belonging which enhances wellbeing for all. Parents are well informed of their children's learning progress and engaged partners in their learning. Students attend school daily and are fully engaged in all the opportunities offered.

School context

Nana Glen Public School is a P1 school set in a semi-rural location with a student population of approximately 130 students, with a FOEI of 113. The student body is made up of 22% Aboriginal students, 6% EALD and 10% students with current Integration funding. The school has a strong welfare platform that supports student learning and behaviour systems. The school has partnered with the Department of Health's Got It program, the Beyond Blue program, 'Be You'. In addition the school piloted an Emotional Assertive program, that has enabled students to deal with their own emotions when faced with either emotional or social challenges, and continue to implement and engage with this pedagogy.

The school actively promotes challenge learning and the successful qualities of a learner. Students, staff and parents are encouraged to seek and provide feedback. Our classrooms promote high expectations through rich dialogue, visible learning strategies, formative and summative assessments to guide student learning, and differentiated and challenging learning opportunities for all students. We have strong ties to our local Gumbaynggirr heritage and languages and Aboriginal perspectives are taught and embedded into all classrooms.

The school provides rich diverse extra curricular opportunities through school and our community of schools partnerships; Premier's Sports and Arts Unit, STEM focus days, debating, cross country, swimming and athletics carnivals, and enrichments days for science, mathematics and art. These activities provide students with opportunities to try new tasks, enrich knowledge and promote high performance. The school engages in strong partnerships with the other schools in the Orara Valley as well as our feeder High School, Orara High. We receive support and expertise from the Department of Education's support staff as well as research based external agencies. These opportunities enable strong growth in staff capacity, supporting student learning and provide chances for staff leadership.

Improving student results and supporting our students to grow in Literacy and Numeracy is our focus. We have planned our next four years directions to improve the performance of students in Reading, Numeracy and Writing, wellbeing and school attendance. Our focus is to improve student attainment and growth in numeracy, reading and writing, use of data to improve practice, collaborative practice and communication and partnerships with our community.

Feedback and consultation were undertaken with all stakeholders: students, parents, staff and the local community, including our local Aboriginal community.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy, numeracy and all key learning areas.

Initiatives

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

- Effective Classroom Practice
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$6,279.81

Professional learning: \$6,000.00

Summary of progress

Staff undertook a range of high impact professional learning opportunities, explored professional readings and collegially shared in reading, writing and mathematics lesson observations and feedback. Teachers implemented differentiated strategies and embedded the new learning into their teaching programs. As a result, students' learning achievement increased. NAPLAN 2021 results indicated a significant increase of 18.7% in students achieving top two bands numeracy in both year 3 and 5. The school has currently achieved their 2022 numeracy target. NAPLAN reading results also indicated an increase of 2.9% students achieving top two bands reading. Staffing shortages and COVID interruptions throughout 2021 did impact some targeted student interventions in numeracy and reading.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN in Reading and Numeracy by 5% or greater than the negotiated baseline target.	<p>NAPLAN 2021 - Overall results indicated an increase of 2.9% achievement in the top two bands in Reading. We saw improvement in year 3 results. We will continue to build on this growth.</p> <p>Overall results indicated an increase of 18.7% achievement in the top two bands in Numeracy. We saw significant improvement in both year 3 and 5 results. We will continue to build on this growth.</p>
Increase the proportion of students achieving expected growth in NAPLAN Reading and Numeracy by 10% or greater.	<p>NAPLAN 2021 - Overall results indicated a 16.7% increase in expected growth in Reading. We will continue to build on this growth.</p> <p>Overall results indicated a 7.9% increase in expected growth in Numeracy. We will continue to build on this growth.</p>
60% students in Kindergarten will achieve a Reading Level of at least 8-10.	<p>Considering COVID disruptions to learning, 25% students reached the reading goal between levels 8-10. On overall kindergarten data, 55% students achieved within the expected range of reading levels 5-10. We will continue to build on this growth.</p>

Strategic Direction 2: Instructional Leadership & Best Practice

Purpose

To strengthen high quality teaching, we will strategically implement high quality professional learning, planned and supported reflective collaboration and feedback with a focus to improve student growth in literacy and numeracy.

Initiatives

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

- Data skills and Use
- Instructional Leadership and Collaboration

Resources allocated to this strategic direction

Professional learning: \$2,180.00

QTSS release: \$24,554.00

Summary of progress

The Assistant Principal and our aspiring leader undertook the role of instructional leaders. Teachers used data analysis to inform their teaching practice and each student's learning was tracked. Learning intentions and success criteria were used in reading, writing and mathematics. Staff undertook intensive professional learning using SCOUT data to better inform teaching programs and future directions. A focus on data informed practice will continue in 2022 to continue to build capacity of all staff.

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% students K-6 achieving stage level or above in Lexia Reading Program.	55.28% of students from K-6 were at or above grade in Lexia. The growth of students on all levels, who successfully engaged, was positive with reading levels improving and comprehension skills becoming stronger.
50% students K-6 achieving stage level or above in Whole School Pre and Post Writing Assessment tracked on PLAN2 data.	75% of all students from K-6 were creating texts within grade expectations tracked in PLAN2 data. 41% of students were creating texts at the upper end of the progression markers for their grade by the end of the year.
50% students demonstrate growth on Essential Assessment tracking in Numeracy.	77.45% of students between Year 1 and Year 6 demonstrated growth in Essential Assessment tracking in numeracy. The growth of students on all levels, who successfully engaged, was positive with numeracy skills becoming stronger.
Results for Aboriginal students are equivalent to or exceeding the growth and achievement of all students.	85.71% of ATSI students made growth in all learning areas. This equates to 18 out of 21 students. Of the 3 students who did not show growth, no student made negative growth and 1 student has significant other underlying reasons for minimal growth. Comparatively 87.78% of all students K-6 made positive growth.

Strategic Direction 3: Wellbeing, Engagement and Partnerships

Purpose

To support the wellbeing and effectiveness and responsiveness of our learning community with a culture of high expectation.

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.

- Wellbeing, Learning and Support
- Communication and Partnerships

Resources allocated to this strategic direction

Integration funding support: \$1,650.00

Socio-economic background: \$1,000.00

Summary of progress

Staff engaged in collaborative attendance and wellbeing professional learning. Parents were provided with enhanced communication about their child's learning progress. well-being programs implemented included "The Fathering Project" and specialist Autism Support. With a continued targeted focus on improving daily attendance, Nana Glen Public School anticipates reaching the 8% achievement target in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending school >80% of the time from the schools 2020 baseline data.	94% of students attended school 80% or greater over the 2021 year period. Partial attendance is an area for future focus.
TTFM wellbeing data increase 5% above system negotiated targets.	TTFM data for student well-being indicated the following data: 86% of Nana Glen PS students feel Advocacy at School with an improvement of 5%. This result is higher than the State and SSG percentages. 96% of Nana Glen PS students have high Expectations for Success at School with an improvement of 5%. This result is higher than the State and SSG percentages. 71% of Nana Glen PS students feel a Sense of Belonging at School. This result is higher than the State and SSG percentages. This result has dropped 4% over the two years of COVID and is an area of focus for the school in 2022.
Increased baseline data by 5% in engagement and parent communication in TTFM and parent school based surveys	Positive feedback received from parents in school based and TTFM surveys. At the end of 2020 parents indicated that they would like to see closer contact through email. The school implemented fortnightly class emails and encouraged parents to contact through email to assist with COVID restrictions. TTFM data indicated 58% parents spoke to teachers 2-3 times or more. over the year.
All Aboriginal students achieve their relevant and culturally inclusive Personal Learning Pathways (PLPs) goals, in consultation with parents and	100% of Aboriginal students and parents were involved in the implementation of culturally inclusive learning pathways through regular consultation, valuation and goal setting.

carers with evidence of implementation.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$10,100.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Nana Glen Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Weekly intensive intervention to focus on language, literacy and numeracy skills <p>The allocation of this funding has resulted in: A very settled and engaged student who is now able to interact with peers in all school settings. His number skills have made steady improvement with multiplication, division, fractions and decimals to be his next future focus. The use of concrete materials has assisted in his growth with number skills requiring constant revision. In Literacy he is reading above grade expectation. Writing and grammatical conventions are his main area of future focus.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding will cease and this student will move to school initiated SLSO and in class support to ensure that progress continues to grow.</p>
<p>Integration funding support</p> <p>\$236,062.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nana Glen Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing, Learning and Support • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: On-going in class support for targeted students, allowing on-on-one, and small group intervention, sensory support, academic, behavioural and emotional support.. This funding also allowed staff to make contact to ensure regular communication through: meeting, exchange of emails and phone calls as well as daily conversations on drop off and pick up. All SLSO staff and 5 teachers were trained in Understanding Autism to cater for the needs of students on funding. All staff in the school were trained on Selective Mutism. Resource allocation has also occurred to support social, emotional and sensory needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with support. Parents very happy with interventions implemented and progress achieved for students. Disruption to learning in 2022 increased areas of anxiety and did result in extra time allocated to these needs and targets determined in IEP's. All support and teaching staff</p>

Integration funding support \$236,062.00	will be trained in Mappa - Behaviour support.
Socio-economic background \$84,920.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nana Glen Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Communication and Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement SLSO support for identified students with additional needs • equitable access to specialist resources • professional development of staff through [program] to support student learning • equitable access to specialist resources • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Targeted opportunities for community engagement through the Fathering Project.</p> <p>Equitable access for students K-6 to specialised academic platforms to support Literacy and Numeracy.</p> <p>Additional Support in all classrooms for who may not receive Integration Funding but still require directed support to cater for their needs.</p> <p>Support for students and families to enable equal access to opportunities offered over the year, as well as providing uniforms, equipment and other items.</p> <p>Support for staff to embed current research based learning and knowledge and implement strategies into the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Community engagement has had significant improvement, especially with dads who have engaged with the Fathering Project. This project will continue in 2022.</p> <p>Data indicated successful implementation and use of ICT platforms in Literacy and Numeracy to support student outcomes and surveys indicated strong use and benefit from the platforms. Decision to continue with in 2022.</p> <p>Data indicated successful implementation of SLSO support from K-6 and surveys indicated strong use and benefit from this intervention. Decision to continue with in 2022.</p> <p>Data indicated successful implementation of student support which allowed for equity of opportunity across the school and ensured that inclusion for all students was supported.</p> <p>100% staff engagement with data indicating successful implementation in PL by staff staff. Transference of strategies were evident in class programs, informal and formal observations conducted. Student data of growth and improvement of knowledge was evident from K-6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>
Aboriginal background \$23,972.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nana Glen Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$23,972.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: An increase in daily attendance and connection between school and home. Our Aboriginal teacher had weekly check-ins with kids to support well-being and individual goals. Regular contacts with parents to enable parents to have a supported voice and input to their child's schooling.</p> <p>After evaluation, the next steps to support our students with this funding will be: The impact of these interventions were:</p> <ul style="list-style-type: none"> - Consistent check-in's with students. This saw an increase in engage in engagement with both peers and staff. - Parents indicated a stronger connection to school and authentic conversations were evident to support the home/school relationship. - Attendance improved, which then positively impacted the peer social interactions. - We saw more of our Aboriginal students stepping forward to do the Acknowledgement to Country at Award Assemblies. The number of Aboriginal students gaining confidence to provide a public speech to nominate themselves for leadership positions also increased.
<p>English language proficiency</p> <p>\$6,987.86</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nana Glen Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: Regular support for this child that moved from one-on-one support to small group then in class to increase his independence.</p> <p>After evaluation, the next steps to support our students with this funding will be: This student has grown enormously and although follow up support will need to be provided in 2022. Additional professional learning also strengthened staff capacity to cater for EALD differentiation of learning.</p>
<p>Low level adjustment for disability</p> <p>\$77,289.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Nana Glen Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$77,289.00</p>	<p>employment of School Learning and Support Officers</p> <p>The allocation of this funding has resulted in: Data indicated a successful implementation of SLSO support from K-6 and surveys indicated strong use and benefit from this intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: Decision to continue with in 2022. Work to look for additional training for SLSO staff to ensure knowledge base is growing to improve strategies in the classroom.</p>
<p>Location</p> <p>\$46,388.00</p>	<p>The location funding allocation is provided to Nana Glen Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for assistant principal release <p>The allocation of this funding has resulted in: As a result:</p> <p>Processes in the school were aligned to the school plan and priorities. Intervention was consistently monitored, evaluated and adjusted at key points of learning. 100% staff indicated that their knowledge of analysing and utilising data to drive their teaching practice was improving. This is an area for future work in 2022. All students within the COVID ILSP and LaST programs saw growth in learning, with some students no longer requiring intervention. Others will continue with intervention in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the next steps are:</p> <ul style="list-style-type: none"> - To continue to build teacher capacity in utilising data to drive teaching practice to improve student outcomes. - COVID ILSP and LaST programs will continue to be closely monitored and adjusted for student needs.
<p>Literacy and numeracy</p> <p>\$6,279.81</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nana Glen Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Evaluations indicated strong growth in NAPLAN and school based data in Literacy and Numeracy. Staff indicated a strengthening of knowledge and ability to implement current research based strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the next steps are:</p>

<p>Literacy and numeracy</p> <p>\$6,279.81</p>	<ul style="list-style-type: none"> - To continue to build teacher capacity in utilising data to drive teaching practice to improve student outcomes. - To continue to build teacher capacity in understanding current research based teaching practices to improve student outcomes. - K-2 staff have expressed willingness to participate in K-2 Literacy and Numeracy Curriculum implementation.
<p>QTSS release</p> <p>\$24,554.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nana Glen Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Consistent Data collection and analysis that is available to the whole staff through TEAMS and processes are transparent. Use of data to drive teaching practice has become more consistent across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Next steps in 2022: <ul style="list-style-type: none"> - To continue to build teacher capacity in utilising data to drive teaching practice to improve student outcomes. - To continue to stream line processes to improve efficiency and accessibility. </p>
<p>Literacy and numeracy intervention</p> <p>\$11,772.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Nana Glen Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Evaluations indicated strong growth in NAPLAN and school based data in Literacy and Numeracy. Staff indicated a strengthening of knowledge and ability to implement current research based strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the next steps are: <ul style="list-style-type: none"> - To continue to build teacher capacity in utilising data to drive teaching practice to improve student outcomes. - To continue to build teacher capacity in understanding current research based teaching practices to improve student outcomes. - K-2 staff have expressed willingness to participate in K-2 Literacy and Numeracy Curriculum implementation. </p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$97,349.81</p>	<p>intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Staffing to implement the COVID ILSP support program at the school. <p>The allocation of this funding has resulted in: Students who worked in this program demonstrated significant growth in Literacy and Numeracy as well as their confidence to engage in the mainstream classroom setting. 87% students reached stage appropriate outcomes and were able to be transitioned back into their regular classroom on a full-time basis. Other students will be a focus of the LaST or COVID ILSP program in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to monitor students and data to determine needs of students for 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	66	71	64	57
Girls	65	72	71	67

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	93.2	88.8	93.4
1	89.4	92.6	84.8	92.4
2	91.7	92.5	88	89
3	90.4	92	87.7	92.6
4	91.7	91.5	83.1	92.2
5	92.6	90.7	85	88.3
6	91.1	91.4	87.8	89.7
All Years	91.2	92	86.3	91
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.77
Literacy and Numeracy Intervention	0.11
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.71

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	219,484
Revenue	1,965,487
Appropriation	1,927,121
Sale of Goods and Services	1,390
Grants and contributions	36,053
Investment income	123
Other revenue	800
Expenses	-1,981,415
Employee related	-1,760,678
Operating expenses	-220,736
Surplus / deficit for the year	-15,927
Closing Balance	203,557

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	112,803
Equity Total	193,368
Equity - Aboriginal	23,972
Equity - Socio-economic	85,119
Equity - Language	6,988
Equity - Disability	77,289
Base Total	1,292,813
Base - Per Capita	33,280
Base - Location	46,388
Base - Other	1,213,145
Other Total	75,689
Grand Total	1,674,673

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

satisfaction Annual reviews are held to seek feedback from students, staff and parents/caregivers. Tell Them From Me and internal surveys all indicate a positive view of the school culture and performance from all stakeholders.

Parent Satisfaction: After extensive feedback from parents through, TTFM and school written surveys to ensure feedback from majority of families, the following results were evident:

- Families were very happy with the support and dedication provided by staff over this difficult year, especially in light of the COVID home schooling period.- Parents felt that communication over the year had improved and appreciated the introduction of fortnightly class emails and term reporting.
- The school continued implementation of fortnightly communication emails to class groups with a regular participation of approximately 94% intake at the end of 2021. Parents have also reported that they appreciate the opportunity to email teachers directly. This process will continue in 2022. In TTFM data, 58% parents made contact with teachers >3 times over the year.
- The school continued implementation of 4 term reporting format and the feedback from parents continued to be positive. this will be continued in 2022.
- Parents understood that they could not enter the school under COVID restrictions, however felt this was an area they continued to struggle with as previously they felt part of the school team. They are looking forward to returning to more school events in 2022.

Student Satisfaction: Student feedback indicated that they were worried about more issues than previously but had enjoyed the wellbeing programs this year. All students felt that they understood their feelings and could verbalise their thoughts. Many felt they still needed to practice the skills they had learned this year. Engagement and confidence of students to be active in their own learning has continued to grow and students take a much more active role in activities and decisions. Students are highly valued as learners and individuals in the school. Advocacy for school has continued to increase in TTFM surveys which sits above state norms.

Teacher Satisfaction: Staff satisfaction is high with strong feedback on staff collegiality, participation and sense of belonging in the school decision making processes.

TTFM Survey indicated:

- In the Eight Drivers of Student Learning, staff rated the school equal to or above state norms in the following areas: Leadership, Collaboration, Technology, Inclusive School, and Parent Involvement.
- In the Four Dimensions of Classroom and School Practices, staff rated the school above state norms in all dimensions: Challenging and Visible Goals, Planned Learning Opportunities, Quality Feedback, and Overcoming Obstacles of Learning.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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