

# 2021 Annual Report

## Nashdale Public School



2714

# Introduction

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

Cargo Rd

Nashdale, 2800

[www.nashdale-p.schools.nsw.edu.au](http://www.nashdale-p.schools.nsw.edu.au)

[nashdale-p.school@det.nsw.edu.au](mailto:nashdale-p.school@det.nsw.edu.au)

6365 3161



## School vision

At Nashdale Public School we are "*RIPE for Learning*". Our community believes that through *respect, integrity, pride and engagement* our students are supported to constantly challenge themselves to be confident, caring and reflective learners. We strive to create an inclusive, engaging environment that provides every student the opportunity to thrive and excel.

## School context

Nashdale Public School is proud to stand on Wiradjuri land. Our school is situated at the foot of Mount Canobolas, ten kilometres west of the city of Orange.

The school caters for both urban and rural families from the surrounding district. We have a balance of families involved heavily in the local agricultural industry combined with many families who have recently relocated to the area. Our student enrolment has doubled in the recent past and has reached its enrolment buffer. We operate on a six-class structure.

Our Aboriginal student population is approximately 2% of our enrolment and we enjoy a strong partnership with our local Aboriginal Education Consultative Group (AECG). We have 4% of students who use English as an Additional Dialect. Our gender ratio is 60:40 boys to girls. Two-thirds of our parents sit in the top 2 quartiles of socio-educational advantage which is distinctly higher than the Australian distribution.

We have 14% of our students with a recognised disability under the NCCD. They receive assistance in a variety of ways which are recorded in their Personal Learning Plans (every student at Nashdale have personal plans). Equity funds are used to provide learning support and equity of access to the curriculum for these students.

Nashdale Public School has strong community significance and ownership, with both present and past families taking an active interest in the school. Staff members are dedicated, highly skilled and cater for the wide range of abilities of our students. We are fortunate to have a stable staff with diverse backgrounds who are at various stages of their careers.

Our school offers a rich and rigorous curriculum which allows all students the opportunity for diversity and success. Our community highly values strong literacy and numeracy which is supported by emerging technologies. Selected Stage Three students also have the opportunity to share enrolment with Aurora College for Mathematics and Science. Aurora College is a virtual selective school which allows students to be extended in these curriculum areas in years 5 and 6. Our school has extra-curricular opportunities in Sport, Science, Technology and Creative and Performing Arts. We have strong student voice, led by our Student Representative Council.

We are proud members of the Orange Small Schools Association (comprising of schools in and around Orange with a combined student population of over 700 students). We are also aligned with the SPARKE Learning Community which incorporates public schools in and around Orange, Blayney, Millthorpe and Molong. We combine to provide a broad range of opportunities for staff professional learning and rich tasks for students.

Our physical environment has changed significantly over the last decade with modern buildings and technology infrastructure continually upgrading to support student learning needs.

Our school community contributed to the development of a thorough situational analysis. As a result, we have identified the following areas of focus;

- striving for continued growth in student academic attainment in both literacy and numeracy through a quality teaching model. Staff will engage with high impact professional learning in both of these key areas of the curriculum. Teachers will observe each other using self-reflective practices and professional dialogue to continue to drive student academic growth. Continual monitoring of student performance data will determine areas of need and success at a class, school and system level .
- building our student's capacity to thrive and learn as thoughtful, self-reflective and resilient citizens. We will use evidence based methods, to improve wellbeing and engagement. We will equip students with the tools to internalise strong personal wellbeing practices which will support them through life. We will continue to foster a learning environment conducive to maximising outcomes for all students.



## 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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

Strong teaching and learning through reflective practice drives student growth and attainment at Nashdale Public School.

We are using quality teaching practices to enable staff to critically analyse and give feedback on the impact of teaching on student learning outcomes. with particular focus on driving 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.

- Explicit teaching
- Collaboration

### Resources allocated to this strategic direction

**Per capita:** \$1,454.00

**Professional learning:** \$11,994.40

**Socio-economic background:** \$5,447.60

**Aboriginal background:** \$2,302.20

**Low level adjustment for disability:** \$31,815.73

**Location:** \$1,547.85

**Literacy and numeracy:** \$14,285.40

**Vary mix of staffing:** \$34,779.95

**QTSS release:** \$23,993.25

### Summary of progress

#### Explicit Teaching and Collaboration

Two staff were trained in quality teaching rounds (QTR) by the University of Newcastle with professional learning subsequently delivered to all staff. Two professional learning pods were created based on diversity of experience.

Visible Learning strategies were the focus for QTR. In 2021, learning intentions, success criteria and feedback (teacher and student) were prioritised.

Initially, Quality Teaching Rounds were implemented fortnightly with teachers observing specific identified elements that were linked to learning intentions and success criteria. Staff then reflected on their observations in a collaborative manner. As a result, the quality of the professional dialogue enabled staff to refine and implement shifts in practice to support student learning. Program supervision and lesson observations indicate 100% of staff utilise learning intentions and success criteria in their lessons to establish learning goals for all students. 94% of students report, via internal surveys and focus groups, they have challenging and achievable learning goals. The Visible Learning document has been drafted by staff as a handbook for the use of these principles across the school and the "non-negotiables" of implementation across the school.

Upon reflection, the original fortnightly model was changed to twice a term based on feedback of staff and their ability to measure impacts of shift in practice.

A focus in 2022 will be to embed this practice in our school culture. We will record lessons with staff to observe and provide feedback in professional learning meetings using the quality teaching framework. and Australian Professional Teaching Standards. Staff will continue to observe each other in the classroom on a regular basis, providing feedback on identified school initiatives or linked to their Performance and Development Framework.

#### 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	Data indicates that nearly two thirds (58.7%) of students are in the top two

<p>achieving in the top 2 NAPLAN <b>numeracy</b> bands by 3.5% trending towards the lower bound target.</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN <b>reading</b> bands by 2.5% trending towards the lower bound target.</p>	<p>skill bands for reading which is a decrease of 9.5% against baseline data (68.23%). In numeracy over half the student cohort (52.17%) of students are in the top two skill bands indicating an increase of 8.4% against baseline data (43.75%).</p> <p>The overall percentage of students achieving in top two bands in reading (58.7%) is above both state and similar school group average.</p>
<p>Increase the proportion of students achieving expected growth in NAPLAN <b>numeracy</b> by 4% trending towards the lower bound target.</p> <p>Increase the proportion of students achieving expected growth in NAPLAN <b>reading</b> by 2% trending towards the lower bound target.</p>	<p>Data indicates that the proportion of students achieving expected growth in NAPLAN reading has increased by 7.14% thereby indicating progress toward the annual progress measure in reading has been exceeded.</p> <p>The proportion of students achieving expected growth in NAPLAN numeracy has decreased by 20% therefore progress is yet to be seen toward the annual numeracy progress measure.</p> <p>Individual student progress is reported directly to parents and carers throughout the year. As a small cohort results often vary greatly from year to year. and an extremely strong result in year 3 impacts on growth in year 5.</p>

## Strategic Direction 2: Thrive and Learn

### Purpose

We value a positive learning environment to thrive and learn, characterised by students challenging themselves, taking risks, demonstrating resilience and being reflective of their learning. This is nurtured by the supportive relationships and physical environment for all of our community, both in and out of the classroom.

### 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

### Resources allocated to this strategic direction

Per capita: \$33,000.00

### Summary of progress

#### Wellbeing

Staff participated in evidence based professional learning including The Resilience Project, Smiling Minds , URStrong and Mindfulness to support student wellbeing and to proactively teach healthy coping strategies, resilience and self-regulation. Student voice ensured confidence in reporting their concerns and issues which impacted their learning. This was embedded through regular scaffolded check-ins suited to the needs of each class. As a result, students, families and teachers work more closely together to support the wellbeing of all students. Regular communication has enabled relationships to be maintained and identified supports in place to support families.

During periods of remote learning and lockdown, we communicated on a daily basis with our students and ensured that families in great stress were supported through meal delivery, check-ins by all staff and referral to support services where required.

Student engagement was enhanced by engaging specialist teachers in Japanese and Music to support student learning. Student and staff feedback was overwhelmingly positive and reported high levels of engagement.

Based on parent feedback, Seesaw was used as tool to share student growth and attainment with parents. This school wide program has provided a consistent platform for parents and teachers to communicate and engage about student learning. Each year is archived so student growth can be accessed by parents. This has been timely considering the number of periods of remote learning and restrictions on non essential visitors to the school.

In 2022, The Resilience Project will continue to be delivered to all students and parents. Strategies will be embedded to provide the necessary scaffolds for students to be successful in their relationships with others and themselves.

Senior students will begin to upload their evidence of learning to Seesaw.

### 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 in the Tell Them From Me Survey domains of <i>Positive sense of belonging</i> , <i>Advocacy at school</i> and <i>Expectations for success</i> to greater than 90%	Due to continued periods of lockdown and remote learning, survey data indicated a decrease in all domains. We prioritised communicating and supporting families through this difficult period.
Increase the percentage of students attending school more than 90% of the time to trend towards the lower bound target of 95%	Our attendance rates for children attending more than 90% of the time decreased indicated progress yet to be seen in this progress measure.





The Resilience Project presentation

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,447.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nashdale 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>• Explicit teaching</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 support Minilit/Macqlit program implementation.</li> <li>• professional development of staff in the areas of comprehension, fluency, vocabulary and phonemic awareness to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Strong NAPLAN results achieving above state and statistically similar school groups (SSSG) in both literacy and numeracy. Individual student growth for targeted students has been positive in the area of reading and spelling.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued priority for students to be assessed and supported to improve their literacy and numeracy skills through effective evidenced based programs such as Minilit and Macqlit. We will also extend our phonemic awareness daily, systematic instruction into Stage 1 (Years 1 and 2).</p>
<p>Aboriginal background</p> <p>\$2,302.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nashdale 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>• Explicit teaching</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 specialist additional staff (SLSO) hours to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved educational outcomes for Indigenous students, especially in the area of literacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> address attendance rates (where identified) to ensure regular access to these interventions.</p>
<p>Low level adjustment for disability</p> <p>\$31,815.73</p>	<p>Low level adjustment for disability equity loading provides support for students at Nashdale 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>• Explicit teaching</li> </ul>

<p>Low level adjustment for disability</p> <p>\$31,815.73</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engagement of SLSO to support equity of access to curriculum in the classroom</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved access for students with disabilities to learning opportunities both within and outside the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Training SLSO's in different facets of the role so that others have strong knowledge of all SLSO roles and responsibilities and can be interchanged when required to support student learning.</p>
<p>Location</p> <p>\$1,547.85</p>	<p>The location funding allocation is provided to Nashdale 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>• Explicit teaching</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>• student assistance to support excursions</li> <li>• subsidising student excursions (both physical and virtual) to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 100% of students have been able to access excursions to enhance curriculum delivery.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue subsidising costs for excursions (both physical and online) but also to access and purchase technologies to offset remoteness in regional Australia.</p>
<p>Professional learning</p> <p>\$11,994.40</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 Nashdale 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>• Explicit teaching</li> <li>• Collaboration</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>• working within a community of small schools to engage with high quality, evidence based professional learning through Corwin Australia to continue embedding Visible Learning practises within our schools.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- increased capacity of all teachers to embed effective whole school practices in explicit feedback and modelling reflective strategies to students around their learning. This has resulted in improved capacity of student led reflection and self-talk around the next steps in their learning and to --</li> <li>- analyse where they need to focus efforts to improve results.</li> <li>- increased teacher dialogue around classroom practice and data analysis.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- extension of phonemic awareness instruction into Stage One classes.</li> </ul>



Professional learning \$11,994.40	- professional learning access for teachers in the areas of additive and multiplicative strategies in numeracy.
School support allocation (principal support) \$13,604.80	School support allocation funding is provided to support the principal at Nashdale Public School with administrative duties and reduce the administrative workload.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <b>Overview of activities partially or fully funded with this initiative funding include:</b> <ul style="list-style-type: none"> <li>• Additional school and support staff were employed to relieve the Principal of a range of administrative duties</li> </ul> <b>The allocation of this funding has resulted in:</b> the Principal being better positioned to focus on the role of leading educator.  <b>After evaluation, the next steps to support our students with this funding will be:</b> to train school and support staff in programs and functions to streamline office management to enable the Principal and teaching staff to focus on the core business of teaching over administration.
Literacy and numeracy \$14,285.40	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nashdale Public School from Kindergarten to Year 6.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Explicit teaching</li> </ul> <b>Overview of activities partially or fully funded with this initiative funding include:</b> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy - Heggerty phonemic awareness , PLAN2</li> <li>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <b>The allocation of this funding has resulted in:</b> an increase in the average Kindergarten and Year 1 phonemic awareness and reading levels  <b>After evaluation, the next steps to support our students with this funding will be:</b> engagement with the new English syllabus and critically analyse how current practices/processes align with the document into 2023.
QTSS release \$23,993.25	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nashdale Public School.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <b>Overview of activities partially or fully funded with this initiative funding include:</b> <ul style="list-style-type: none"> <li>• engagement of teaching relief to enable collaborative learning pods to observe colleagues practise &amp; give feedback using the Quality Teaching Framework.</li> </ul> <b>The allocation of this funding has resulted in:</b>

<p>QTSS release</p> <p>\$23,993.25</p>	<p>All staff engaged fully with the opportunity and reported improved focus and adjustments in their teaching, resulting in improved satisfaction with craft and improved student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> embedding sustainable processes such as videoing lessons to code in staff meetings.</p>
<p>COVID ILSP</p> <p>\$31,466.61</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 specialist SLSO to deliver targeted, explicit instruction within small groups</li> <li>• development of resources, planning and administration of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Copy/paste reflect/reset doc Flow on from lead statements</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to monitor all students and identify and screen those requiring interventions.</li> <li>- SLSOs shadow roles to share expertise in intervention program delivery.</li> </ul>
<p>Vary mix of staffing</p> <p>\$34,779.95</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nashdale 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>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All staff appreciative for the opportunity to engage fully with reflective practice and reported improved focus and adjustments in their teaching, resulting in improved student outcomes and increase in collective efficacy across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Videoing lessons for staff collaboration to view, code and provide feedback in after hours professional learning.</p>



Uncle Gerald Power shares his knowledge of bysh tucker.



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	70	82	80	81
Girls	55	50	51	54

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	97	95.5	95.8	95.6
1	93.9	94.8	95.1	92.8
2	95.8	93.9	96.4	96.6
3	95.9	94.1	95.1	96.1
4	96.2	93.9	95.3	93.9
5	94.8	95.5	95.2	93.3
6	96.1	94.1	96.7	93.2
All Years	95.8	94.6	95.7	94.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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

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

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

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

## Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.77
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.74

\*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.



Congratulations to Miss Robertson receiving her accreditation as a Proficient teacher.

# 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>	276,655
<b>Revenue</b>	1,411,830
Appropriation	1,296,810
Sale of Goods and Services	1,332
Grants and contributions	112,638
Investment income	250
Other revenue	800
<b>Expenses</b>	-1,488,166
Employee related	-1,274,883
Operating expenses	-213,283
<b>Surplus / deficit for the year</b>	-76,337
<b>Closing Balance</b>	200,318

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.

### Significant community income

\$11 000 - P&C slide

\$5632 - repair rubble drain

Balance is comprised of Transition to School & voluntary contributions, excursions, bus hire etc... Most of these funds came in and went out in payments.

### Major investments

\$30 000 - online subscriptions for communication, wellbeing, education and administration. Increase due to COVID & remote learning.

Over \$50 000 towards completion of the new multipurpose learning space

\$25 000 on playground improvements





Our new playground markings have been a hit!

## Financial summary - Equity loadings

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>	0
<b>Equity Total</b>	39,566
Equity - Aboriginal	2,302
Equity - Socio-economic	5,448
Equity - Language	0
Equity - Disability	31,816
<b>Base Total</b>	1,160,819
Base - Per Capita	32,294
Base - Location	1,548
Base - Other	1,126,977
<b>Other Total</b>	50,104
<b>Grand Total</b>	1,250,488

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.



Minilit is so much fun!

## Parent/caregiver, student, teacher satisfaction

Over the period of 2021 parents completed google surveys and Tell Them from Me surveys. Much of the school developed surveys focussed upon the delivery of curriculum during the remote learning periods. 100% of parents who responded judged our provision of quality educational programs during this period as either very good or excellent.

# 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.