

2021 Annual Report

Newtown North Public School



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Introduction

The Annual Report for 2021 is provided to the community of Newtown North 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

Newtown North Public School

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School vision

At Newtown North Public School we hold high expectations for our learning community. We continuously strive to support the learning and wellbeing of all students, and ensure all students are known valued and cared for.

Staff students and families of Newtown North Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education. Our aim is for each student to work towards achieving their potential and to inspire within them a lifelong love of learning with the courage to explore the world with integrity, compassion and respect.

The school's motto. "to grow to help", encapsulates the school's ethos of valuing and promoting

- Love of learning
- Creativity and achievement
- Fairness and respect
- Inclusiveness and community
- Friendship and fun

School context

Newtown North Public School, located in Sydney's inner west, is a comprehensive primary school for students from Kindergarten to Year 6. With an approximate enrolment of 250 students, the school is housed in a beautiful three level heritage building, surrounded by a variety of outdoor play and learning spaces. We are a vibrant and innovative school, providing for students from the diverse local community of the inner west.

Established in 1883, the school has a long and rich history associated with the University of Sydney and was the site of Sydney Teacher's College for many years. Since establishment, the site has been used as an infants, primary and secondary college. The school was re-established in the current building in 1994.

Thousands of students from all walks of life and cultural backgrounds have been educated at Newtown North Public School. The school community is characterised by caring parents with a high level of interest in education and a willingness to work together toward common goals. The school has a very experienced staff committed to delivering quality teaching and learning for all our students.

Our school has a strong focus on supporting students to improve their social and emotional wellbeing. Operating within the framework of Positive Behaviour for Learning, student wellbeing and positive social and emotional skills are fostered through the explicit teaching of our core values: Safe, Respectful, Supportive, Active Learners.

The school offers a comprehensive and engaging curriculum, with a focus on collaboration and engaging learning experiences, enriched by a wide range of co-curricular and after school activities.

We value collaborative and productive relationships with our school community. Working closely with students, parents, carers and surrounding schools, we seek feedback to ensure continued school improvement and happy engaged children. Our school has a record of achieving excellence in Literacy and Numeracy and supporting students as they work to achieve their full potential.

Through the development of a comprehensive situational analysis, the school has identified three key areas, developed into strategic directions, to inform our school improvement plan. This will be shared with our community as the focus of continually improved teaching and learning over the next four year period.

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

Strategic Direction 1: Student growth and attainment

Purpose

Teachers and students approach learning with the intent to improve learning outcomes for all students and achieve growth. A focus on pedagogy to improve growth and assessment processes to clearly measure growth and plan for future achievement. Systematic and reliable assessment is used by teachers to track student learning over time and inform the cycle of teaching and learning.

Expected growth is identified for each student and most achieve in the top two bands for NAPLAN in reading, writing 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.

- Literacy and Numeracy Strategy
- Student Engagement Strategy

Resources allocated to this strategic direction

QTSS release: \$4,000.00

Low level adjustment for disability: \$61,965.00

English language proficiency: \$34,099.00

Integration funding support: \$135,000.00

Socio-economic background: \$3,258.00

Professional learning: \$16,000.00

Literacy and numeracy intervention: \$1,000.00

New Arrivals Program: \$20,000.00

Literacy and numeracy: \$2,000.00

Summary of progress

During 2021 we consolidated the development of literacy and numeracy teams. Team members engaged in professional learning to explore student achievement data and developed evidence based strategies to develop areas of need. This has resulted in the implementation of a comprehensive assessment program including Check in Assessments and "Essential Assessments" in mathematics. Assessments are used to support collaborative teams in responsive programming to develop engaging and challenging learning experiences for all students.

Detailed item analysis has identified areas for further professional learning which will be the focus of 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
The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading increases from 68.1% to 75% of students	Progress towards the systems target is yet to be seen due to the interruption to student learning caused by Covid 19. 65.75 % of students achieved in the top two skill bands for reading.
The proportion of year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 65% to at least 68.2% of students.	Progress towards the systems target is yet to be seen due to the interruption to student learning caused by Covid 19. 47.89 % of students achieved in the top two skill bands for numeracy. This result indicates the difficulty that students experienced, particularly with numeracy while learning from home.
The proportion of Year 5 students achieving expected growth in NAPLAN reading increases from 72.3% to 74.7%	In reading there is an upward trend of over 10% of students achieving expected growth toward the lower bound target of 74.7%.

Strategic Direction 2: Wellbeing for learning

Purpose

We continuously work towards a strategic and planned approach to develop whole school wellbeing processes. Positive relationships underpin enhanced student wellbeing and learning. The school strives to develop a positive school culture, focusing on a strong sense of connectedness, engagement, respectful relationships and community partnerships. Clearly defined whole school practices result in measurable improvements in wellbeing and engagement.

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 Strategy
- Attendance and transition strategy

Resources allocated to this strategic direction

QTSS release: \$4,000.00

Low level adjustment for disability: \$10,000.00

Aboriginal background: \$2,000.00

Summary of progress

Although impacted by Covid 19, a strategic and planned approach to whole school well being processes was central to Strategic direction 2. Although the establishment of an effective cross stage Well being Team was not achievable, Stages developed well being initiatives in stage cohorts, accessible by students in on line and remote learning forums. Guided by the experience of schools working remotely world wide, we developed pathways of support for our students including school based social stories to provide context an understanding for students and families during a time of high community anxiety and uncertainty. Processes are being reviewed and refined as a feature of future whole school well being practices. This includes stage based conflict resolution, restorative circles and problem solving.

On site attendance was clearly impacted by individual family circumstances during COVID 19 restrictions. A continuation of relatively high illness in the wider community has had a daily impact on student attendance. Teacher track and monitor attendance to support the engagement and learning of students temporarily isolated in the community due to family and community virus exposure.

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
An increase in the proportion of students reporting advocacy and sense of belonging to be at or above 65% in the tell them from me surveys.	The 2021 Tell Them From me data indicates that there has been a 9% increase in the number of students who report that they have someone at school who consistently provides encouragement and can be turned to for advice.
88% of students attend school, on average, more than nine days a fortnight.	The number of students attending school on average above 88% more than 9 days per fortnight is marginally lower than anticipated. The attendance data for 2021 is not considered reflective of an emerging trend due to the disruption of the COVID 19 pandemic on families and attendance.
The Wellbeing element in the Learning domain of the School Excellence Framework is assessed as sustaining and growing.	2021 provided multiple opportunities for the school to re evaluate, monitor and adjust our approach to well being. We monitored current trends across Australia and the world to best inform our practice in a time of great change and uncertainty. A sharp focus on the social and emotional capacity of our students to engage effectively in learning during periods of learning from home and the complexities of returning to face to face learning informed how we supported students and staff. Based on a staff review of well being practices in relation to the School Excellence framework we assess our practice as sustaining and growing. Further investigation into the

The Wellbeing element in the Learning domain of the School Excellence Framework is assessed as sustaining and growing.

development of school culture and well being will inform our professional learning program and school well being initiatives over the next few years of the school plan.

Strategic Direction 3: Strong and sustainable leadership, systems and practices

Purpose

Leadership is viewed as a whole school responsibility. Our school maintains a focus on distributed, instructional leadership to sustain a culture of effective evidence based teaching and on going improvement.

Clear guidelines for planning , programming scope and sequences, assessment and individual planning are central to providing the platform for teachers to teach well and students to thrive.

The school employs embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of feedback between teachers..

Management practices are responsive to student, staff and community feedback and identified needs.

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.

- Assessment and Data Strategy
- Instructional leadership strategy

Resources allocated to this strategic direction

QTSS release: \$40,000.00

Summary of progress

Stage teams have developed responsive planing and a coordinated approach to assessment, teaching and learning. The high level implementation of the Google suite for planning, teaching, learning and assessment has supported a highly consistent and coordinated approach to programming in stage two and three. The implementation of Face to face cross stage teams and targeted professional learning has been limited due to COVID 19 cohorting requirements.

Stages have developed highly effective strategies to gather and use data about learning . The school is trialing assessment packages Essential Assessments: Mathematics) to inform teaching and learning and gathering data through system based assessment programs including Check-in Assessment and other resources provided in the department suite of resources.

Planned professional learning and Performance and Development Plans were adjusted throughout 2021 in direct response to the ever changing landscape of the learning environment whilst responding to the complexities of COVID 19 on the school community.

School leaders have focused on the leadership of stage based teams to ensure tracking of growth, achievement and learning.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The school provides evidence for and judges itself as Delivering against the school excellence framework in the area of "Data Skills and Use" and "Assessment	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use while the element of assessment has remained at sustaining and growing. The further roll out of assessment procedures and data packages in 2022 will support teacher understanding an active use of specific student data to inform learning over time.
All teachers participate in the development of a Performance and	Performance and development plans are monitored by supervisors and inform whole school planning for professional learning. Increased stability of

<p>Development Plan, clearly articulating areas for development aligned with the teaching standards.</p>	<p>the school community post learning/ working from home will provide opportunities for whole school professional development.</p> <p>Opportunities to collaborate, team teach and observe classroom practice were significantly reduced due to the on going cohorting requirements during COVID 19.</p>
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Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$20,000.00</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 Newtown North 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"> • Student Engagement Strategy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in: All newly arrived Non English speaking students are mapped on the EALD progressions and provided with targeted support to access the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the mapping of students and the provision of targeted support.</p>
<p>Integration funding support</p> <p>\$135,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Newtown North 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"> • Literacy and Numeracy Strategy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • staffing release to build teacher capacity around behaviour intervention and individualised support. <p>The allocation of this funding has resulted in: all eligible students have clearly articulated personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. and, where appropriate, in the playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: to adjust the student activities articulated in the personalised learning plans in response to student achievement.</p>
<p>Socio-economic background</p> <p>\$3,258.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Newtown North 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"> • Literacy and Numeracy Strategy

<p>Socio-economic background</p> <p>\$3,258.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities. • Additional staffing to implement in class Literacy and numeracy programs to support identified students with additional needs. <p>The allocation of this funding has resulted in: The equitable inclusion of all students in specialist programs to support engagement and connection.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to supplement the capacity for identified students to engage in whole school specialist programs. Continue to provide additional Classroom support to students through targeted SLSO support for literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$4,187.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Newtown North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing Strategy • 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 literacy and numeracy programs. • support identified students to engage fully in whole school specialist programs and cultural events. <p>The allocation of this funding has resulted in: Strengthening the schools capacity to employ additional staff to support targeted literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to supplement the capacity for identified students to engage in whole school specialist programs. Continue to provide additional classroom support to students through targeted SLSO support for literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$34,099.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Newtown North 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"> • Literacy and Numeracy Strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in: Additional staff had enabled the facilitation of targeted support for students as it is required.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school plans to maintain this strategy as an effective intervention for students who require additional support with English language proficiency.</p>

<p>Low level adjustment for disability</p> <p>\$71,965.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Newtown North 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"> • Literacy and Numeracy Strategy • Wellbeing Strategy <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 employment of School Learning and Support Officers. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in: The development of needs based learning programs for identified students and the corresponding targeted intervention to support learning and engagement. Small group learning and in class support for identified has provided successful learning outcomes for students with low level additional needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: The success of this intervention model has seen improvement in all targeted students. The process of review and identification will be reviewed in 2022 to ensure all students with additional needs are captured by the schools screening and support procedures.</p>
<p>Literacy and numeracy</p> <p>\$10,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Newtown North 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"> • Student Engagement Strategy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy. • employment of an additional Learning and Support intervention teacher. <p>The allocation of this funding has resulted in: The implementation of an on line reading and comprehension program to support the development of reading and comprehension in a remote learning environment. Student engagement in small group on line learning intervention (via Zoom) to further support Learning and support in the area of Stage One and Two literacy support. during remote learning. Small group intervention for students requiring additional support in literacy returning from remote learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain small group intervention strategy to further support literacy improvement with identified students. Continue the provision of on line reading programs K-4 and part of program of continuous improvement in reading and comprehension.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$48,000.00</p>	<p>improve teacher quality and enhance professional practice at Newtown North 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"> • Literacy and Numeracy Strategy • Wellbeing Strategy • Instructional leadership strategy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs. • 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: The development and maintenance of whole school planning procedures. The implementation of Check in Assessments as evidence of student learning and improvement. The implementation of whole school data collection strategies and processes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide School leaders with time to implement instructional roles in relation to literacy and numeracy. Provide school leaders with opportunities/ time to implement programs specific to the further implementation of plans supporting strategic directions.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Newtown North 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"> • Literacy and Numeracy Strategy • 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 additional LaST to address the identified needs for students who require additional support in literacy and numeracy. <p>The allocation of this funding has resulted in: The specific identification of students transitioning from kindergarten to year one, and year one to year two who have not reached the identified benchmarks of success in reading, comprehension , spelling and writing. An additional learning and support teacher has provided skills based sprints to support rapid growth for identified students not currently achieving expected stage based outcomes. Students have made measurable progress especially in the area of reading fluency and accuracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will use similar benchmarks of success in reading and spelling to support students identified as not yet achieving stage expectations. Intervention will be provided in small groups or as in class support.</p>
<p>COVID ILSP</p> <p>\$21,000.00</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>COVID ILSP</p> <p>\$21,000.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • employing staff to provide online tuition to student groups in literacy/numeracy. <p>The allocation of this funding has resulted in:</p> <p>The implementation of small group intensive literacy intervention resulting in measurable improvement in foundational reading skills and knowledge.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to provide small group intensive instruction for students identified as needing additional support.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	143	132	135	126
Girls	135	126	121	121

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	96	95	95.4
1	96.1	94.1	93.9	92.9
2	96	89.8	91.7	95.4
3	94.9	95.4	94.1	94.3
4	95.3	94.1	96	94.8
5	95.5	92.9	92.6	95
6	93.4	93.9	95.2	94.7
All Years	95.3	93.7	94.1	94.7
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)	3
Classroom Teacher(s)	8.26
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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	165,173
Revenue	2,539,223
Appropriation	2,431,640
Sale of Goods and Services	2,862
Grants and contributions	104,013
Investment income	308
Other revenue	400
Expenses	-2,556,538
Employee related	-2,317,102
Operating expenses	-239,436
Surplus / deficit for the year	-17,315
Closing Balance	147,858

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	91,579
Equity Total	101,509
Equity - Aboriginal	2,187
Equity - Socio-economic	3,258
Equity - Language	34,099
Equity - Disability	61,965
Base Total	1,944,261
Base - Per Capita	63,108
Base - Location	0
Base - Other	1,881,153
Other Total	157,242
Grand Total	2,294,591

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

Our school uses data collected through the Tell Them From Me Student Survey to gather student views about their school experience. Due to the COVID-19 experience most of our students engaged in learning from home. This experience may have had an effect on how our students viewed school and their learning experience for 2021.

- Students with positive relationships 85%
- Students with a positive sense of belonging 68%
- Students that value schooling outcomes 91%
- Students with positive behaviour at school 84%
- Students who try hard to succeed in their learning 80%

The Tell Them From Me Teacher Survey is a self evaluation tool that gives us insights into learning, culture and climate from a teachers perspective. The survey scores the Eight Drivers of Learning on a ten point scale.

- Leadership 6.8
- Collaboration 8.1
- Learning culture 8.1
- Data Informs practice 8.0
- Teaching strategies 8.2
- Technology 6.4
- Inclusive school 8.5
- Parent Involvement 7.3

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.