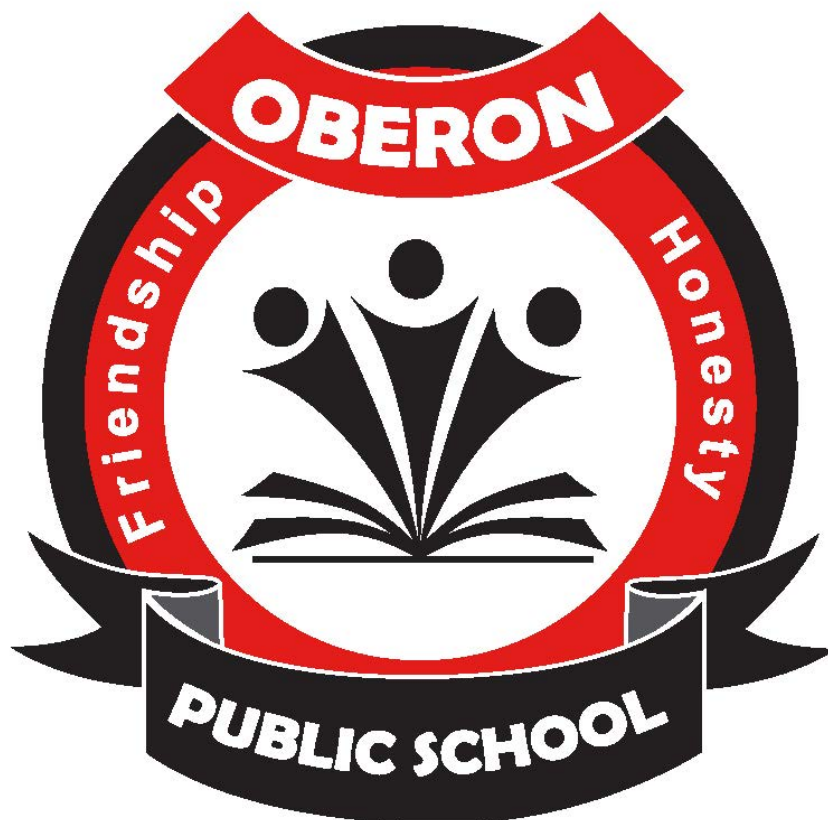


# 2021 Annual Report

## Oberon Public School



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# Introduction

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

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

## School contact details

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## School vision

At Oberon Public School teachers, families and students work in harmony to maintain high expectations in learning and achievement, and a respectful, inclusive culture where everyone belongs. Our students will become adaptive, connected and creative thinkers who make a successful transition from school to future pathways.

## School context

Oberon Public School is a small rural school centred in the heart of Oberon, a timber producing and farming community. We value the strong and highly supportive relationship that exists within our community. Set in well-established and cared for grounds, our school boasts a wonderful kitchen garden and learning environments that are welcoming and inclusive.

Focusing on the whole child, we provide a broad range of opportunities for our students to achieve their best. We offer choir, band, regional debating and public speaking competitions, PSSA knockout competitions, sporting schools gala days, Harmony Week, NAIDOC Week, STEAM Camps, and stage based excursions.

All of our students are taught to respect and celebrate cultural diversity, and we highly value our strong connection with our local elders and AECG.

The school has a current enrolment of 221 students, inclusive of a small cohort of Aboriginal and Torres Strait Islander students, students from non-English speaking backgrounds and one support class.

We have conducted a deep and extensive analysis of internal and external data and engaged in authentic consultation with our school community and the local AECG. We have determined that to meet our system negotiated targets, we will focus on high impact, evidenced based initiatives such as data to inform our practice, high expectations in attendance and engagement, explicit teaching in reading and numeracy and collaboration within our school and our wider educational network. As a result, our strategic directions are child-centred and based on a quality education for all. These include **Student Growth and Attainment**, **Professional Practice**, and **Belonging**.

We have planned our financial and human resources to enable professional learning, collaboration and strengthening teacher practice so that all students improve. We will monitor our budget regularly through our finance team to ensure that we are resourcing our students' achievement effectively.

## Self-assessment and school achievement

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

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

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

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

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

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes based on high expectations, explicit teaching and effective feedback.

### 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.

- High Expectations
- Explicit Teaching

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$5,300.00  
**Professional learning:** \$6,636.00  
**Socio-economic background:** \$126,426.00  
**Literacy and numeracy intervention:** \$47,089.00  
**Early Action for Success (EaFS):** \$137,210.38  
**Aboriginal background:** \$3,500.00  
**Integration funding support:** \$200,000.00

### Summary of progress

At the beginning of Term 1, senior executive reviewed data and identified vocabulary as a focus area for improvement for 2021. At the end of term 1, all teachers were supported by professional learning, run by senior executive, to analyse student data to identify areas of need in reading. Baseline data was captured by all teachers on students' vocabulary skills.

At the beginning of term 2, all teachers completed blended learning professional learning on 'Vocabulary' and 'Reading to Learn Strategies', and planned a consistent approach. After completing professional learning and deepening our understanding of Explicit Teaching and High Expectations, teachers reflected and modified current practices to teach vocabulary within literacy and numeracy.

**IMPACT:** Teachers delivered updated teaching and learning programs and captured data to evaluate progress. 2022 will see us continue to utilise the strategies of High Expectations and Explicit Teaching to ensure strong practices are embedded in the teaching and learning of vocabulary in both literacy and numeracy. School wide data has indicated an increase in 3 of the 4 annual progress measures.

### 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 top bands for reading by 3.5%.	<ul style="list-style-type: none"><li>• The proportion of Year 3 students achieving in the top two bands in NAPLAN reading has increased by 12%</li><li>• The proportion of Year 5 students achieving in the top two bands in NAPLAN reading has increased by 4.5%</li></ul>
Increase the percentage of students achieving in the top 2 bands for numeracy by 5%.	<ul style="list-style-type: none"><li>• The proportion of Year 3 students achieving in the top two bands in NAPLAN numeracy is yet to be achieved</li><li>• The proportion of Year 5 students achieving in the top two bands in NAPLAN numeracy has increased by 17%</li></ul>
<ul style="list-style-type: none"><li>• Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system target by 2%</li></ul>	<ul style="list-style-type: none"><li>• The proportion of Year 3 students achieving in the top two bands in NAPLAN reading has increased by 12%</li><li>• The proportion of Year 5 students achieving in the top two bands in NAPLAN reading has increased by 4.5%</li></ul>

- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system target by 5%

- The proportion of Year 3 students achieving in the top two bands in NAPLAN numeracy is yet to be achieved
- The proportion of Year 5 students achieving in the top two bands in NAPLAN numeracy has increased by 17%

## Strategic Direction 2: Professional Practice

### Purpose

In order to create high impact teaching, we will prioritise processes and practices through collaboration, high impact professional learning and data analysis so that teachers work together to research, plan, design and evaluate effective teaching strategies to improve student learning.

### Initiatives

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

- Collaboration
- High Impact Professional Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$44,800.00

**Professional learning:** \$12,000.00

**QTSS release:** \$45,407.00

### Summary of progress

The leadership team identified the need for collaborative data analysis to drive school wide improvement and professional practice. Two staff members were funded to release teachers so they could collaborate in stages teams. For consistency, the Instructional Leader delivered high impact professional learning to each stage, underpinned by elements from the What Works Best document.

During these timetabled sessions, stage teams participated in quality teaching rounds (QTR) to reflect on teaching practice and provide feedback from lesson observations that focused on High Expectations and Explicit Teaching. Another focus during stage collaboration time was the collection and analysis of school wide data. From this QTR feedback, a need for consistency of programming was identified.

**IMPACT:** Stage teams are developing consistent programs that highlight explicit teaching strategies and high expectations. Teachers are working collaboratively to consistently analyse data and identify student needs.

### 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
• All teachers are engaging in collaborative practices to research, plan and design effective teaching strategies and programs	• Document analysis indicates 75% of teaching staff actively collaborated with colleagues to reflect and improve upon teaching practice and programming.
• Increased number of teachers are undertaking leadership roles that include initiating and leading professional discussions with colleagues to evaluate practice	• 20% of teaching staff have begun to undertake leadership roles to support the improvement of literacy and numeracy growth for all students .

### Strategic Direction 3: Belonging

#### Purpose

We will embed whole school practices to ensure measurable improvements in wellbeing to support student learning.

#### Initiatives

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

- Explicit Wellbeing Strategies
- Connections

#### Resources allocated to this strategic direction

**Integration funding support:** \$0.00

**Socio-economic background:** \$72,338.22

**Aboriginal background:** \$21,768.00

**Low level adjustment for disability:** \$152,708.00

**Location:** \$35,000.00

**English language proficiency:** \$8,184.00

**Professional learning:** \$2,700.00

#### Summary of progress

This year, we have implemented individualised wellbeing journals across K-6. We have begun to have a focus on meditation and mindfulness daily. While COVID lockdowns have allowed us to continue to develop positive relationships with families, the implementation of Peer Support, GoT It, Positive Living Skills and Resilience Doughnut have had to be placed on hold. These programs will be used to explicitly teach healthy coping strategies and resilience skills in the future.

**Impact:** In 2022, we will use the data from the self assessment of the Wellbeing Framework to determine which programs will best suit our context.

#### 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
• Establish a school Aboriginal Education Committee	• An Aboriginal Education Committee was established with a staff member representing each stage.
• Establish an Attendance Team who oversee and monitor an attendance data wall where all teachers monitor student attendance	• An Executive Attendance Team was established where attendance processes and procedures were drafted and put into place by all teaching staff. These processes and procedures will continue to be refined in 2022.
• Class teachers implement meditation daily for all students	• 100% of teachers engage in mindfulness and meditation at least once daily.
• Develop processes and procedures for the effective monitoring of students attending 80-90% of the time.	• Attendance team use scout data to monitor students attendance rate and follow attendance processes and procedures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$200,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oberon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Explicit Wellbeing Strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around student well-being and SMART goals</li> <li>• staffing release for targeted professional learning around autism and trauma</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• consultation with external providers for the implementation of speech and hearing programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Time and resources have been allocated to enable staff to be up skilled to support our students. Time is allocated for regular reviews of student achievement with internal and external stakeholders.</li> <li>* all eligible students demonstrating progress towards their personalised learning goals</li> <li>* all PLSPs were regularly updated and responsive to student learning needs.</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>* to ensure individualised programs are regularly reviewed and continue to be implemented making any necessary adjustments.</li> <li>* to review and adapt best practice when utilising human resources to support individual student needs.</li> </ul>
<p>Socio-economic background</p> <p>\$243,564.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oberon 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 Wellbeing Strategies</li> <li>• Collaboration</li> <li>• High Expectations</li> <li>• Explicit Teaching</li> <li>• Connections</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>• professional development of staff through high impact strategies to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• supplementation of extra-curricular activities</li> </ul>

<p>Socio-economic background</p> <p>\$243,564.22</p>	<ul style="list-style-type: none"> <li>• additional staffing to implement well-being support to identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* executive staff being released for 2 days to support families and students well-being needs.</li> <li>* additional staff have been employed to provide extra curricular opportunities ( band, choir, speech therapist)</li> <li>* collaboration time for teacher professional learning</li> <li>* incursions are funded to provide opportunities for all students.</li> <li>* improved student results in both internal and external data as well as an increase in the percentage of students sitting in the high middle and top bands.</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>* providing more excursion opportunities and financial support for families. We will continue to provide the above to improve student well-being and growth</li> <li>* to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets</li> <li>* continue to provide a speech pathologist to support the needs of individual students</li> </ul>
<p>Aboriginal background</p> <p>\$25,268.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oberon 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 Wellbeing Strategies</li> <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>• establishment of the school's Aboriginal Education Committee</li> <li>• participation in Stage 3 STEAM Camp</li> <li>• Personal Learning Pathway review meetings and goal setting</li> <li>• professional learning on PLAN 2 to track and monitor the progress of all ATSI students</li> <li>• construction of Yarning Circle</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>an increase (&gt;80%) in Aboriginal families engaging in the PLP process and the conversations have become more authentic. Tell Them From Me data indicated 65% of our Aboriginal Students feel good about their culture at school. With the establishment of the school's Aboriginal Education Committee, all staff are included in a whole school approach to Aboriginal Education.</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>* will have students regularly attending the Junior AEGC meetings and a staff member attending the Senior AEGC each term.</li> <li>* embedding the Yarning Circle practices into teaching and learning.</li> <li>* to continue to track and monitor literacy, numeracy and attendance progress.</li> <li>* continue to deliver differentiated and personalised support to Aboriginal and Torres Strait Islander students utilising the PLP process.</li> </ul>
<p>English language proficiency</p> <p>\$8,184.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oberon Public School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>English language proficiency</p> <p>\$8,184.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Wellbeing Strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EALD students are more confident and prepared to take risks with their language use as noted in teacher observations and work samples</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to provide personalised and targeted professional learning for teachers in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$152,708.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Oberon 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>• Connections</li> <li>• Explicit Wellbeing Strategies</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [Centre for Effective Reading] to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team and the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$35,000.00</p>	<p>The location funding allocation is provided to Oberon 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 Wellbeing Strategies</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>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Location</p> <p>\$35,000.00</p>	<p>increased opportunities and attendance for students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to expose students to new experiences through financial support.</p>
<p>Literacy and numeracy</p> <p>\$5,300.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Oberon Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations</li> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> updated resources for our students to engage in learning activities in English and Mathematics.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to release a teacher to engage families to increase participation in home literacy and numeracy fluency programs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.38</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Oberon Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* building the capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> <li>* 50% of Year 3 students in the top two bands in reading</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> prioritising formative assessment strategies across the school, focusing on immediate and effective feedback through the role of Assistant Principal</p>

<p>Early Action for Success (EAfS)</p> <p>\$137,210.38</p>	<p>Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$45,407.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oberon 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 initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> AP's being released 2 days to work shoulder to shoulder with stage teams in the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to implement quality teaching rounds across stages.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Oberon Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> </ul> <p><b>The allocation of this funding has resulted in:</b> explicit intervention strategies for literacy and numeracy for Stage 1 students identified as 'at risk' and 'off the boil'.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to track and monitor student progress and develop interventions responsive to student needs.</p>
<p>COVID ILSP</p> <p>\$187,816.30</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>COVID ILSP</p> <p>\$187,816.30</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> <li>• providing intensive small group tuition for identified students who were identified in the 25-100 percentile range for literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* at least 50 % of students' needs being targeted, addressed and monitored in small groups</li> <li>* the majority of students in the program achieved significant progress towards their personal learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue to implement literacy and numeracy small group tuition using data sources to identify specific student need.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	131	110	127	107
Girls	109	107	109	117

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.4	90.6	91.3	91.2
1	90.3	85.1	93.1	88.9
2	92.1	89.1	92.7	91
3	92.6	91.6	86.5	88.3
4	90.1	90.7	90.7	89.1
5	91	87.3	93.2	87.8
6	91.7	87.8	92.2	91.5
All Years	91	88.8	91.2	89.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.57
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	3.47

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	371,747
<b>Revenue</b>	3,387,521
Appropriation	3,310,641
Sale of Goods and Services	14,396
Grants and contributions	61,756
Investment income	628
Other revenue	100
<b>Expenses</b>	-3,200,706
Employee related	-2,874,477
Operating expenses	-326,229
<b>Surplus / deficit for the year</b>	186,814
<b>Closing Balance</b>	558,561

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	207,172
<b>Equity Total</b>	469,180
Equity - Aboriginal	26,332
Equity - Socio-economic	281,965
Equity - Language	8,185
Equity - Disability	152,698
<b>Base Total</b>	2,027,892
Base - Per Capita	59,662
Base - Location	42,784
Base - Other	1,925,446
<b>Other Total</b>	300,647
<b>Grand Total</b>	3,004,891

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

In 2021, we surveyed students, parents/carers and teachers through 'Tell Them From Me' surveys about student engagement and well being.

88% of teachers believe we collaborate well as a staff and support each other with teaching and learning. 100% of teachers discuss the learning goals for their lessons and most believe they work effectively with students who have behavioural problems.

78% of our families believe they are well informed about their child's progress and behaviour at school. 74% of parents believe school supports their child's learning and have high expectations for their child to succeed.

71% of all students in Years 4-6 believe they set themselves challenging goals in their school work and aim to always do their best. 65% of our Aboriginal Students feel good about their culture at school while 68% of all Years 4-6 students are proud of our school.

# 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.