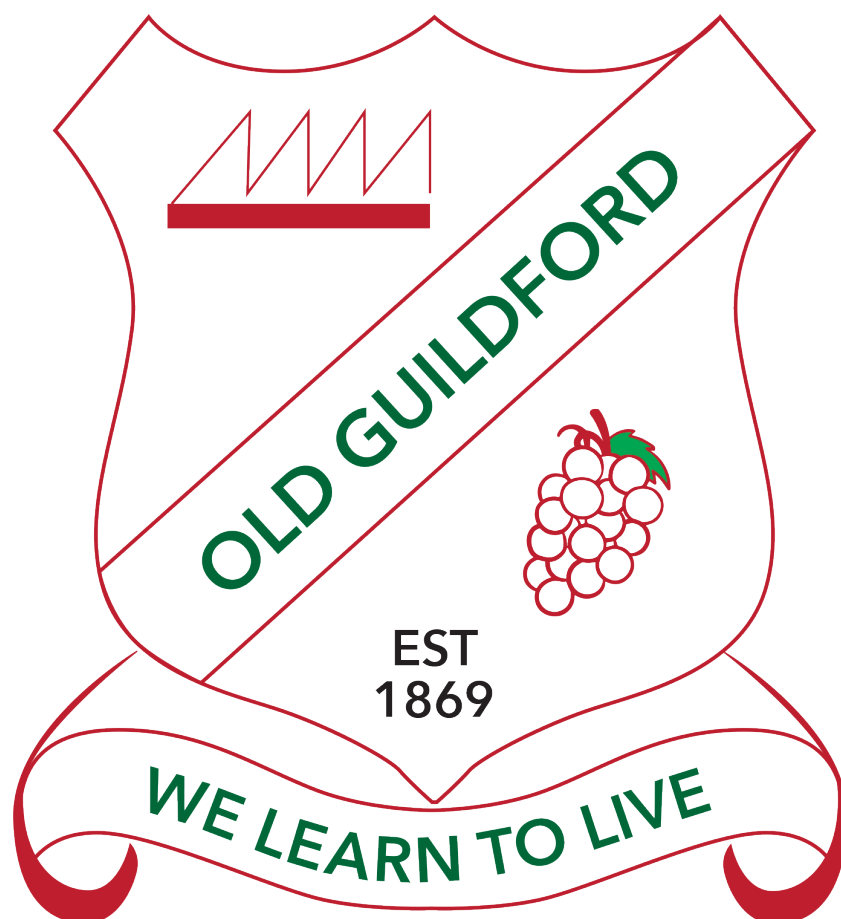


2021 Annual Report

Old Guildford Public School



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Introduction

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

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

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School vision

We believe all students should be empowered to achieve their maximum potential through targeted quality teaching. Staff strive for excellence by implementing best practice to ensure school success.

School context

Old Guildford Public School (OGPS) is located in South Western Sydney and proudly built on Darug Land, home to the Cabrogal Clan. The current student enrolment K-6 is 429 and we have two Preschool groups of 20 students over a five day fortnight. Our embedded culture of high expectations and inclusivity ensure that students, staff and the community work together respectfully. As a multicultural school, 96% of our students come from non-English speaking backgrounds. We have students from 28 language backgrounds with the main being Arabic. In addition, we are proud of the small but significant number of Aboriginal students enrolled at our school.

Our learning environment reflects strong student wellbeing principles. To aid in the development of the whole child, compassionate and skilled staff offer a wide range of extra-curricular activities. These include, but are not limited to, the Stephanie Alexander Kitchen Garden program, coding, chess, debating, recorder, choir, and a wide range of sports.

Through our situational analysis we have identified five areas that will assist our school to work towards achieving our system negotiated targets: Data to inform practice, explicit teaching in literacy and numeracy, effective feedback, collaboration and improving attendance.

1. Data to inform practice

As a school, we will work towards gaining a deeper understanding of the Teaching and Learning Cycle to drive authentic assessment, planning and teaching. Stage teams are released weekly for job-embedded time for collaboration as a Professional Learning Community (PLC). Each team is led by an Assistant Principal and a Deputy Principal Instructional Leader (DPIL). Our aim is to work towards operating as a high performing PLC that examines impact and adjusts teaching based on the results of student data. This will be achieved by developing a shared K-6 understanding of the Literacy and Numeracy Progressions to monitor and track student progress as aligned to syllabus outcomes and providing students with exemplars and access to Bump It Up Walls to help them monitor and track their own learning.

2. Explicit teaching

The implementation of research-based practices in literacy and numeracy will be underpinned by explicit teaching. We aim to develop a whole school shared understanding of and capacity in explicit teaching to enable staff to support student learning. Rosenshine's Principles of Instruction will be used to support staff with explicit teaching and the Five Key Questions by Lyn Sharratt will be used to check in with student about their learning.

3. Effective feedback

Building on a strong understanding of formative assessment we will create time for 'in the moment' feedback which includes, teacher feedback to students, students applying the feedback and peer and self-assessment to help students regulate their learning.

4. Collaboration

"If we create a culture where every teacher believes they need to improve, not because they're not good enough, but because they can be even better, there is no limit to what we can achieve". This quote by Dylan Wiliam resonates with us because at OGPS all staff want to improve every year. In addition to an Assistant Principal leading each Stage, we have DPILs to support K-2 and 3-6. All school leaders work shoulder to shoulder with teachers and our goal is to improve practice by regular observations, feedback and coaching.

5. Attendance

Our Tell Then From Me data indicates that students are very well connected to our school community. They like coming to school and believe that their teachers care about and hold high expectations of them. Building on this, we will continue to review and improve our school processes and structures to improve attendance patterns.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in literacy (reading) and numeracy, we will develop and sustain whole school practices for collecting and analysing data. This will allow teachers to plan explicit teaching that is underpinned by evidence-informed pedagogy.

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.

- Use of Data to Inform Practice
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: \$1,000,000.00

Literacy and numeracy: \$16,553.00

Early Action for Success (EAFS): \$274,421.00

Aboriginal background: \$5,183.00

Professional learning: \$9,000.00

Summary of progress

Use of Data to Inform Teaching

The school employs many above establishment teachers as interventionists, additional English as a Second Language and Dialect (EAL/D) and Learning and Support. These teachers are employed to target Tier 2 students at point of need in literacy and numeracy and in order to maximise student learning outcomes, all specialist teacher need to understand their role and how to use data to inform small group planning, monitoring and tracking against the Progressions. In 2021, consultation and professional learning occurred to ensure specialist teachers had clear role statements and an understanding of the Co-Teaching model. The use of interventionists who use the Progressions was stronger in K-2, so professional learning and support was provided in 3-6 to build a greater understanding of how to use the Tiers of Intervention, how to create Learning Plans and how to use the Progressions to monitor and track student learning behaviours.

Explicit Teaching

Instructional Rounds (IR) were conducted at OGPS in Term 1 in 2021 and data indicated that if we were to improve explicit teaching by creating Worth While Lessons, we needed to go back to developing a shared understanding of the Assessment Waterfall (Sharratt). The executive team engaged in professional learning through reading Clarity, reflecting on the IR data and thinking about where their team was at. This led to a whole school re-vamp of Learning Intentions and Success Criteria and the use of Bump it Up Walls and What a Good One Looks Like (WAGOLL). In addition, the Big Ideas and Essential Questions were used in the planning phase when creating units of work in English and maths. Care needs to be taken in 2022 to ensure the learning gained so far keep being implemented and sustained.

Professional Learning was introduced on Rosenshine's Principals of Instruction, The Big Ideas in Number and a whole school comprehension/oral language/vocabulary program called Talk Around Texts (TaT) was developed. In 2022 stage teams should commit to an area within Rosenshine's to develop. Whole school PL about what the Big Ideas in Number should be implemented with reference to why this professional learning relates to our SIP. Each stage team is required to be released for a whole day for professional learning on TaT so that implementation can occur.

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 in the top two bands of NAPLAN Reading	18.8% achieved this target. This results in a 0.4% increase from the baseline and a difference of -2.6% from the projected lower bound target.

by 3% from our baseline (lower bound target).	
Increase the proportion of students in the top two bands of NAPLAN Numeracy by 3% from our baseline (lower bound target).	14.5% achieved this target. This results in a 1.2% decrease from the baseline and a difference of -4.2% from the lower bound target.
To increase the number of students achieving expected growth of Reading in NAPLAN with an uplift of 3% from baseline (school determined uplift from baseline).	Student growth was at 66%. This results in an 12.6% increase from the baseline, exceeding school target by 9.6%.
To increase the number of students achieving expected growth of Numeracy in NAPLAN with an uplift of 3% from baseline (school determined between upper and lower bound targets).	Student growth was at 47%. This results in a 11.6% decrease from baseline, which is -14.6% from the lower bound target.
Increase the number of students achieving expected growth in Reading NAPLAN with an uplift of 3% from baseline.	Student growth was at 66%. This results in an 12.6% increase from the baseline, exceeding school target by 9.6%.
To increase the number of students achieving expected growth of Numeracy in NAPLAN with an uplift of 3% from baseline (school determined between upper and lower bound targets).	Student growth was at 47%. This results in a 11.6% decrease from baseline, which is -14.6% from the lower bound target.

Strategic Direction 2: Collaboration

Purpose

Teachers will be continuously engaged in the study of their craft and the impact that their teaching has on student learning outcomes. They will be supported by leaders through Learning Walks and Talks, lesson observations, coaching and 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.

- Building Teacher Efficacy through Collaboration
- Learning Walks and Talks

Resources allocated to this strategic direction

Low level adjustment for disability: \$78,654.00

Literacy and numeracy intervention: \$58,862.00

Professional learning: \$7,700.00

Summary of progress

Building Teacher Efficacy through Collaboration

Progress has been made towards developing a whole school shared understanding of co-teaching through the development of clear role statements to ensure that teachers, leaders and Specialist teachers (Interventionists, EAL/D and LaST) work together effectively to maximise student outcomes.

High functioning PLC teams have been established K-6, with a shared understanding of collaboration through co-constructed norms. Five-weekly data meetings are well established K-2 and will be established 3-6 in 2022 in line with the NSW DoE teaching and learning cycle. It is anticipated that collaborative practice will be further strengthened in 2022 through the implementation of the Impact Cycle to build teacher efficacy in school priorities.

Learning Walks and Talks

The Executive team to re-engaged with Clarity in 2021, with a trial Learning Walk and Talk in the first five weeks. Further professional learning will occur in 2022 to enable the effective implementation of Learning Walks and Talks K-6.

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
Consultation has occurred with staff to create an Interventionist Role statement and a role statement for leaders off class. The role statement of the EAL/D teacher and LaST is re-established.	A clearly defined role statement was been created and agreed upon by staff. More work needs to be done to ensure all teachers in specialist roles know their roles and the co-teaching model. This will ensure the role statement is brought to life and implemented.
School leaders are trained in the Impact Cycle. The Executive team will determine how to use this approach to support staff.	All leaders trained were trained in the Impact Cycle.
Stage teams participate in weekly PLC sessions. Team norms are established and upheld. The school is committed to establishing data meetings every five weeks.	Stage team PLCs run weekly with clearly defined agreed upon norms. Data meeting are held in most teams every 5 weeks. Individual Learning Plans (ILPs) and Learning Plans (LPs) for Tier 2 and 3 students are created based off data.

<p>The Executive team re-engages with Clarity and develops a shared understanding of Learning Walks and Talks. They map out a plan for implementation. Baseline data from IR is established and used as a benchmark moving forward.</p>	<p>Due to COVID interruptions this was not achieved.</p>
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Strategic Direction 3: Empowered Students

Purpose

Empowered students have regular attendance and they know what they are learning and how to get better. Improving attendance will allow students to fully access the curriculum and by focusing on the delivery and timing of feedback, we can empower students to track, monitor and review their learning. Teachers support quality feedback by knowing the learning trajectory of each student and how it relates to the learning task.

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.

- Improved Attendance
- Feedback to Students

Resources allocated to this strategic direction

Socio-economic background: \$102,510.00

Professional learning: \$10,500.00

QTSS release: \$83,340.00

Integration funding support: \$114,963.00

Summary of progress

Improved Attendance

A plan of action has been developed to improve attendance through four initiatives. These include: 1. improved attendance on Fridays when the attendance rate is the lowest in the week, 2. encourage students to arrive at school on time as important learning occurs in the mornings, 3. celebrate excellent attendance (100%) and 4. promote more students to attend school at the expected rate (90% or higher). This plan will be implemented from 2022.

Feedback to Students

Whole school timetables have been changed to give class and specialist teachers more time to provide feedback to support learning in English and maths. All class teachers have received professional learning focusing on effective feedback which will be continued in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of between 1.7% from our baseline of students attending 90% or higher. (lower bound target)	Plan of action has been created however due to Covid interruptions this has not been possible. This will be commenced in 2022.
The school established baseline data for the Five Key Questions asked during Instructional Rounds. This baseline is improved upon every year so that there is a strong correlation (>90%) between the lesson and what students are doing	Due to Covid interruptions no data was collected for the Five Key Questions. This will be commenced in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$114,963.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Old Guildford 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"> • Feedback to Students <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 <p>The allocation of this funding has resulted in: Targeted support for students with additional needs. Teachers were better equipped to create Intervention Plans (IPs) that were responsive to the needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ above establishment staff to support students. Instructional Leaders and Assistant Principals to continue to monitor and support all specialist teachers and School Learning Support Officers (SLSOs) with the creation and evaluation of IPs.</p>
<p>Socio-economic background</p> <p>\$1,126,999.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Old Guildford 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"> • Use of Data to Inform Practice • Feedback to Students • Improved Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support the implementation of Professional Learning Communities (PLC). <p>The allocation of this funding has resulted in: High quality support across the school by highly skilled leaders.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assistant Principals (APs) off class, an additional DPIL for 3-6 and a AP dedicated to Preschool has been fundamental in the level of support, professional learning and capacity building we have seen across the school. This model of leadership will continue in 2022 to support the implementation of key initiative in English, Maths and Assessment and Rating in Preschool.</p>
<p>Aboriginal background</p> <p>\$5,183.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Old Guildford 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</p>

<p>Aboriginal background</p> <p>\$5,183.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: All Indigenous students having authentic Personalised Learning Pathways.</p> <p>After evaluation, the next steps to support our students with this funding will be: An Aboriginal Engagement Committee was established to look at creating more authentic connections with students. An excursion was planned and Professional Learning (PL) was going to be started with an Aboriginal Engagement Officer but ceased do to COVID interruptions. This group will continue its work in 2022.</p>
<p>English language proficiency</p> <p>\$56,059.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Old Guildford Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: An EAL/D team was established K-6 with a member of the Executive team overseeing the team. The school worked closely with an EAL/D Leader to review school processes and structures. In addition, the EAL/D team, the Executive team and the whole school participated in targeted professional learning</p> <p>After evaluation, the next steps to support our students with this funding will be: As the EAL/D team is transient ongoing support and PL is required to upskill new members. This will be done by the leader of the team.</p>
<p>Low level adjustment for disability</p> <p>\$78,654.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Old Guildford 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"> • Building Teacher Efficacy through Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs

<p>Low level adjustment for disability</p> <p>\$78,654.00</p>	<p>The allocation of this funding has resulted in: Early identification and support for students with additional needs has been a focus in P-2. Students are screened by a Speech Pathologist and Occupational Therapist and targeted support is provided. Students in K-6 are also supported by SLSOs and interventionist teachers who provide one to one or small group instruction using Intervention Plans (IPs) or Individual Learning Plans (ILPs).</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted support through Allied Health providers will continue with more work being done to engage the support of parents. Due to COVID interruptions the work of interventionist teachers was collapsed to cover classes. Moving forward, the school will employ a 1.0 casual teacher to cover staff absences so we can preserve the role of interventionists.</p>
<p>Professional learning</p> <p>\$58,200.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Old Guildford 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"> • Explicit Teaching • Building Teacher Efficacy through Collaboration • Feedback to Students • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Weekly and ongoing professional learning occurs in stage teams on aspects of the teaching and learning cycle to improve practice in literacy and numeracy. Stage teams are released for 75 minutes a week and team leaders plan and develop professional learning in line with school priorities.</p> <p>After evaluation, the next steps to support our students with this funding will be: We have seen a greater development of teacher knowledge in English and maths as a result of the personalised and contextual professional learning that occurs in PLC. This will continue and will be supported by PL release days as required at school.</p>
<p>Literacy and numeracy</p> <p>\$16,553.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Old Guildford 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"> • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: All Executive are off class to be in class working shoulder to shoulder with teachers. They lead learning in PLC, stage meetings, whole school meetings and shoulder to shoulder in the classroom.</p>

<p>Literacy and numeracy</p> <p>\$16,553.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: This model allows Executive to feel the pulse of the team and to cater for support and PL at point of needs. Early career and experienced teachers are supported and extended at their point of need. This model allows APs off class to be leaders of curriculum. They work closely with DPILs to create, deliver and evaluate PL.</p>
<p>Early Action for Success (EAfS)</p> <p>\$274,421.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Old Guildford Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams <p>The allocation of this funding has resulted in: The school tops up the K-2 DPIL by 0.2 FTE and also employs a 1.0 FTE 3-6 DPIL. This has resulted quality instructional leader support K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: DPILs and the Principal meet once a fortnight to reflect on the needs across the school. Having a whole school gauge allows the team to plan PL and support across the school. The Tiers of Intervention model is now solidly set across the school ensuring that all intervention is responsive to student need. Looking forward, the team will work on developing a whole class oral language and vocabulary program that will be implemented across the school K-6.</p>
<p>QTSS release</p> <p>\$83,340.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Old Guildford 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"> • Feedback to Students <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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Additional support to provide stage teams with release time through PLC. In addition, interventionists and SLSOs work to support target students who have Intervention Plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: Monitoring and tracking data for target students over time.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,862.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Old Guildford Public School who may be at risk of not meeting minimum</p>

<p>Literacy and numeracy intervention</p> <p>\$58,862.00</p>	<p>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"> • Building Teacher Efficacy through Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Greater support for teachers to be able to identify, plan for and implement 5 -weekly IPs for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluation by interventionists of their own programs and using PLAN2 data to monitor and track students learning.</p>
<p>COVID ILSP</p> <p>\$391,365.90</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>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 <p>The allocation of this funding has resulted in: Small group support for Red Tier 2 and Tier 3 students in literacy and/or numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: While we had the people in place to provide support, many of our Interventionist teacher were required to cover classes when we had high staff absences. To ensure that support time is quarantined, the school will employ a 1.0 FTE teacher as flexible casual support in 2022.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	213	206	213	216
Girls	231	232	212	215

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.8	90.4	92.2	90.5
1	90.3	91	90.8	91.2
2	92.2	90.8	92.8	91.2
3	94.4	92.2	91.6	91.4
4	94.3	91.6	93	90.6
5	92	93	92.8	88.7
6	92.2	91.2	93.9	90.5
All Years	92.3	91.4	92.4	90.6
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)	4
Classroom Teacher(s)	16.54
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	4.82
Other Positions	1

*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	121,415
Revenue	6,512,230
Appropriation	6,415,768
Sale of Goods and Services	18,164
Grants and contributions	77,975
Investment income	223
Other revenue	100
Expenses	-6,068,560
Employee related	-5,649,375
Operating expenses	-419,184
Surplus / deficit for the year	443,670
Closing Balance	565,085

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	112,316
Equity Total	1,719,681
Equity - Aboriginal	5,183
Equity - Socio-economic	1,220,129
Equity - Language	281,173
Equity - Disability	213,196
Base Total	3,104,978
Base - Per Capita	107,235
Base - Location	0
Base - Other	2,997,743
Other Total	972,597
Grand Total	5,909,572

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

The Tell Them From Me (TTFM) survey was conducted to gain parent feedback. In the the area of 'Partners in Learning', the school mean was 8.0 compared to the NSW government norm of 7.4. There were eight areas that parents were surveyed on and the top three highly rated areas were: *The school provides written information that is in clear, plain language, the school administrative staff is helpful, and they (parents) feel welcome when they visit the school.* An area that has rated low over the last couple of years is parent involvement. While parents attend morning teas and school events, involvement in the P&C is low.

The TTFM survey was conducted to gain student feedback. In the the area of 'Student Outcomes and School Climate', the school mean was higher than the NSW government norm. In the area of Advocacy at School, the school mean was 8.0 compared to 7.7 with the majority of students feeling they have someone who consistently provides encouragement and can be turned to for advice. In the area of Positive teacher-student relationships the school mean was 8.6 compared to 8.4. The majority of students felt that their teacher/d were responsive to their needs and encouraged independence with a democratic approach.

An end of year staff survey and interview is conducted to gain feedback from teachers. Teachers were asked to indicate the professional learning that had the most significant impact on their teaching. In K-2, this was mainly the SoundsWrite training. Many teachers also commented on the Berry Street Education Model professional learning. In addition, teachers valued the professional learning school leaders ran during PLC to support school initiatives.

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.