

2021 Annual Report

Orange Grove Public School

Skill with Honour



2812

Introduction

The Annual Report for 2021 is provided to the community of Orange Grove 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

Orange Grove Public School is a dynamic, responsive and collaborative school community focused on creating an inclusive, engaging and challenging environment where all students reach their full potential. Students, teachers and parents work in partnership to maintain high expectations and positive school culture.

School context

Orange Grove Public School is situated in the Iron Cove Network of schools in the Inner West of Sydney. The school supports the learning of 570 students from Preschool to Year 6. The school has strong relationships with parents and caregivers and the wider community. Orange Grove Public School has a strong reputation in the Creative and Performing Arts and in sport. All students are encouraged to be respectful, responsible, active learners.

The school, in consultation with the community and staff, has completed a situational analysis that has identified three areas of focus for the 2021-2024 School Improvement Plan. The focus areas build on our previous school planning cycle and directly address the results of our external validation in 2020.

Our analysis has identified the following areas of focus:

*** Improved Student Learning Outcomes in Reading and Numeracy:**

Increasing the percentage of students in the top 2 bands in NAPLAN and the number of students achieving expected growth in both reading and numeracy. This area will focus on the School Excellence Framework components of effective classroom practice, assessment and data skills and use. Further work will be required on how teachers can successfully plan for and deliver quality differentiated instruction for all students including those identified as high potential and gifted.

*** Collaborative Practice and Critical and Creative Thinking:**

After extensive consultation with staff, collaborative practice was identified as a major theme for school improvement. With an understanding that teachers have the greatest influence on student performance, staff identified the building of a collaborative culture to improve student learning outcomes as a key to success. This will focus on SEF elements of learning culture, student performance measures, curriculum, assessment, effective classroom practice and data skills and use.

Developing the skills of our students in critical and creative thinking was a focus in our last planning cycle and one that our parents strongly support. This planning cycle we will be working on creating a critical and creative learning culture for students and staff.

*** Wellbeing/Sense of Belonging and Community Engagement**

Our wellbeing data and feedback from families and students has identified the need for our school plan to focus on building a culture of support, respect and accountability with a focus on building healthy relationships across our community.

Strong community connections are the cornerstone of Orange Grove Public School. Our 2021 School Improvement Plan will focus engaging our community through parent workshops, activities and providing an opportunity to give our parents a greater understanding of what we do as a school.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Improve student learning outcomes in reading and numeracy through a focus on best practice and evidence-informed strategies.

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.

- Learning Excellence: Curriculum
- Learning Excellence: Pedagogy

Resources allocated to this strategic direction

QTSS release: \$10,000.00

Summary of progress

At the commencement of 2021, we identified the interpretation and analysis of data to be a whole school focus. This included looking at whole-school literacy and numeracy programs to improve student growth in NAPLAN. Executive members delivered professional learning on assessment and data to inform future teaching practices with a focus on student improvement. All teaching staff engaged in Collaborative Planning Meetings in Semester 1 to engage in meaningful data analysis and collegial discussions around improvement of student outcomes, these Collaborative Planning Meetings will continue into 2022. Staff will future develop their knowledge of new syllabus documents and tools for assessment to improve student outcomes in Mathematics and English.

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
<ul style="list-style-type: none">• Increase the number of students achieving in the top two bands of Numeracy in NAPLAN by 9.2% moving from 48.9% towards our lower bound of 58.1%• Increase the number of students achieving in the top two bands of Reading in NAPLAN by 3.3% moving from 70.5% towards our upper bound of 73.8%• All students tracked on the Numeracy Progressions with teachers using expected growth data in the sub-element of Quantifying Number to inform future teaching and learning programs.• All K-2 teaching staff implement effective guided reading strategies as part of best practice in their classroom.• All 3-6 teaching staff utilise the Super Six comprehension strategies in their literacy programs.	<ul style="list-style-type: none">• The percentage of students achieving in the top two bands of Numeracy in NAPLAN increased to 55.53% indicating progress yet to be seen toward the lower bound target of 58.1%• The percentage of students achieving in the top two bands of Reading in NAPLAN increased to 71.48% indicating progress yet to be seen toward the upper bound target of 73.8%• Delay in implementing initiatives in 2021 have required this work to be postponed to 2022. To date there has been an increase of understanding of the sub-element of Quantifying Number to inform future teaching and learning programs.• 100% of K-2 teachers utilise effective guided reading strategies as part of best practice in their classroom.• 100% of 3-6 teaching staff utilise the Super Six comprehension strategies in their literacy programs.
<ul style="list-style-type: none">• Increase the proportion of students achieving expected growth in Reading by at least 5% moving from 2019 66.7% to our upper bound of 71.7%• Increase the proportion of students	<ul style="list-style-type: none">• The proportion of students achieving expected growth in Year 3 and Year 5 NAPLAN Reading decreased to 59.18% indicating progress yet to be seen toward the upper bound target of 71.7%.• The proportion of students achieving expected growth in Year 3 and Year 5 NAPLAN Numeracy increased to 54.17% indicating achievement of the

achieving expected growth in Numeracy by at least 5% moving from 2019 45.31% to our lower bound of 50.31%	lower bound target of 50.31%.
<ul style="list-style-type: none"> • Delivering in the elements of Learning Culture, Curriculum, Assessment and Student Performance of the Learning Domain. • Delivering in the elements of Effective Classroom Practice and Data Skills and Use in the Teaching Domain. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of Learning Culture, Curriculum, Assessment and Student Performance of the Learning Domain to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of Effective Classroom Practice and Data Skills and Use in the Teaching Domain to be delivering and sustaining and growing.

Strategic Direction 2: Collaborative, Creative and Critical Learners

Purpose

Further develop a culture of authentic, innovative collaboration that aims to enhance teacher practice and student outcomes. Teachers facilitate and mentor students with critical and creative thinking skills in all learning areas to best prepare them for a dynamic, changing world.

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.

- Excellence in Collaborative Practice
- Excellence in Critical and Creative Thinking

Resources allocated to this strategic direction

QTSS release: \$72,924.32

Summary of progress

At the commencement of 2021, executive staff identified collaborative practice as a focus area to enable improvement in student outcomes. As a result, all teachers were supported by professional learning, run by the executive team to analyse student data and identify areas of need. Relevant base line data was captured by all teachers to determine future directions in literacy and/or numeracy. With a whole school focus on co-teaching practices, members of Strategic Direction 2 reviewed existing examples of preference forms to determine a contextually relevant form to be utilised for class planning in 2022. Best practice sessions across the Iron Cove Network community of schools allowed teachers to collaborate and discuss excellence in literacy and numeracy, with these sessions to be evaluated by executive staff.

NAPLAN student data from 2019 highlighted critical and creative thinking in reading comprehension as an area of improvement. As a result, a team of teachers participated in the Critical and Creative Thinking professional learning module. These teachers have successfully implemented an action research plan in their classes, whilst also developing a CCT scope and sequence with resources. Aspects of the CCT continuum were embedded into all aspects of the teaching and learning program for both Early Stage and Stage 1.

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
<ul style="list-style-type: none">• Strategic Improvement Plan is developed and communicated to staff to enable them to set Performance Development Plan goals Observation formula reevaluated to links to the school's Strategic Improvement Plan. Staff are given opportunities to have more input into the organisation and structure of Professional Learning. Collaborative Planning Meetings are timetable every fortnight on a trial basis using QTSS funding with the purpose of bringing data and demonstrating student growth and evaluative practice. Strategic Direction 2 Team propose to the executive team a new class	<ul style="list-style-type: none">• Internal measures indicate an increased percentage of staff actively collaborating with practitioners with colleagues to reflect and improve on teaching practice• 100% of teachers participated in collaborative practice sessions/meetings• 100% of teachers utilised the new co-teaching preference form• 100% of teachers took part in the Community of Schools best practice sessions• Delay in implementing initiatives such as staff survey around confidence on delivering PL, as well as the observation proforma

<p>preference structure designed to facilitate collaborative, cohesive teams and enable co-teaching.</p>	
<ul style="list-style-type: none"> • 2 staff members participate in Professional Learning in the Critical and Creative Thinking Continuum. • 2 staff members conduct Action Research Project as part of the Critical and Creative Thinking Professional Learning. • 2 staff members start developing a whole school Scope and Sequence for CCT. Firstly presented to the exec team. 	<ul style="list-style-type: none"> • Selected staff members attended the CCT professional learning • The Action Research Project plan was created during the CCT professional learning module, with both teachers implementing this in their classrooms • Teaching and learning programs in Early Stage 1 and Stage 1 included evidence of adjustments to address the CCT continuum

Strategic Direction 3: Respectful Relationships

Purpose

Develop a culture of support, respect, and accountability to build healthy relationships community-wide. Provide opportunities for parents to work authentically with the school to enhance and facilitate 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.

- Excellence in Wellbeing: PB4L and Restorative Practice
- Excellence in Wellbeing: Community Partnerships

Resources allocated to this strategic direction

QTSS release: \$20,000.00

Professional learning: \$7,000.00

Summary of progress

After carefully reviewing data around wellbeing, 2021 saw the introduction of Restorative Practice. The implementation of Restorative Practice is aimed at improving Student-Teacher relationships, driving up engagement, building a respectful culture and enhancing teacher effectiveness. This initiative aligns with the schools PB4L framework. It has also been determined that PB4L requires a review and relaunch including professional learning for all staff and improved communication with the community.

To begin our journey with Restorative Practice we had timetabled the Term 1 SDD as a full day face-to-face session but due to COVID restrictions this became a 2 hour Zoom. The restriction of travelling between states and lockdown prevented the staff from participating in any further PL during 2021. Restorative Practice will be a main focus for the 2022 professional learning calendar.

At the commencement of 2021 it was determined that the school would create numerous opportunities for parent and community members to participate in events on the school site. These event were designed to both reconnect the community socially and provide information on various areas of interest eg curriculum, mental health. Unfortunately due to COVID lockdown only two events were scheduled. A survey to gather information regarding the themes of these sessions is yet to be distributed to the community.

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
<ul style="list-style-type: none">• Strategic Improvement Plan is developed and communicated to staff to ensure consistency of wellbeing practices are embedded across P-6.• Conduct Tiered Fidelity Inventory to establish baseline data for current SIP.• Development of a Student Advocacy Program and launch within one stage group (Stage 3).• Review Anti-Bullying, Attendance and Behaviour policies in consultation with the parent community.• Develop a system to regularly review student attendance and early intervention strategies.• Executive staff to undertake Professional Learning on Restorative Practice and develop a whole-school	<ul style="list-style-type: none">• 100% of the staff informed of Strategic Direction 3: Respectful Relationships focus on wellbeing practices and the need for consistency P-6• Strategic Direction 3 meet to determine responsibilities within the group• Due to COVID lockdown and remote learning the following were not completed Conduct Tiered Fidelity Inventory, Student Advocacy Program, policy reviews• Student attendance and early intervention strategies developed and implemented through the learning and support team• 100% staff participated in initial Restorative Practice professional learning• Creation of Positive Post letter for parents to highlight when students are following the schools PB4L expectations

implementation plan.	
<ul style="list-style-type: none"> • Trial 3-way conferences in one stage group to develop learning goals for students in collaboration with parents. • Conduct School Assessment Tool to establish one Key Dimension rated 'Developing' to focus on to improve current family and community engagement practices. <p>Current focus:</p> <p>Key Dimension - Participate:</p> <ul style="list-style-type: none"> • Establish a Community Hub for parents and carers, e.g. coffee mornings, sharing sessions. • Host parent/carer workshops once a term on a variety of topics. • Be You parent and children's survey conducted to identify community needs around wellbeing and prioritise next steps. 	<ul style="list-style-type: none"> • Strategic Direction 3 sub-committee created to create timeline for parent/carer workshops • Preschool parent catch-up meeting - 71% of preschool families attend face-to-face • Scheduled Inner West Paediatrics session focusing on children's development arranged but not attended due to COVID lockdown and restriction of parents on school site • Biggest Morning Tea event successfully attended by community • Location for Community Hub established and dates determined but unable to go ahead due to COVID lockdown and restriction of parents on school site
<ul style="list-style-type: none"> • 4% increase in the percentage of students attending school more than 90% of the time. 	<ul style="list-style-type: none"> • The number of students attending greater than 90% has not been achieved. An increase of 2.85% is required to meet 90%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$127,124.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Orange Grove 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"> • 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 • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their 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.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$9,179.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Orange Grove 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"> • 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 • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: additional staffing and access for students to educational programs and extra-curricular programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to increase the staffing ratio, equitable access to resources, programs and extra-curricular programs for disadvantaged students.</p>
<p>Aboriginal background</p> <p>\$11,956.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orange Grove 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"> • Other funded activities

<p>Aboriginal background</p> <p>\$11,956.40</p>	<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 • student assistance to ensure equitable access to extra-curricular activities and school activities <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging with the community to assist the school to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$18,494.57</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Orange Grove 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"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$105,826.63</p>	<p>Low level adjustment for disability equity loading provides support for students at Orange Grove Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: the school achieved 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>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the training of SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$21,436.01</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Orange Grove Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$21,436.01</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding.</p>
<p>QTSS release</p> <p>\$175,848.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Orange Grove 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"> • Learning Excellence: Curriculum • Excellence in Collaborative Practice • Excellence in Wellbeing: PB4L and Restorative Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to release staff to assist collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing an APC&I t to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Orange Grove Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 • 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: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$34,416.60</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: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	241	253	272	278
Girls	236	243	253	245

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.9	95.6	93.9	94.9
1	96	94	93.1	94.8
2	96.6	94.8	92.5	95.5
3	95.7	95	93.8	94.3
4	94.7	95.1	94.5	92.8
5	94.9	94.5	93.4	94.9
6	94.5	94.2	94.4	91.3
All Years	95.7	94.8	93.6	94.2
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.91
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	5.16
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	870,163
Revenue	5,579,750
Appropriation	5,011,749
Sale of Goods and Services	1,472
Grants and contributions	565,091
Investment income	1,437
Expenses	-5,577,865
Employee related	-4,636,147
Operating expenses	-941,718
Surplus / deficit for the year	1,884
Closing Balance	872,047

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	157,809
Equity Total	145,457
Equity - Aboriginal	11,956
Equity - Socio-economic	9,180
Equity - Language	18,495
Equity - Disability	105,827
Base Total	3,995,384
Base - Per Capita	131,886
Base - Location	0
Base - Other	3,863,498
Other Total	602,768
Grand Total	4,901,418

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

Each year valuable data is collected to provide insight into student engagement, wellbeing and learning, teacher satisfaction, and parental awareness and involvement in the school.

The Tell Them From Me survey provides us with information to guide our school planning and help to identify school improvement initiatives.

The responses are summarised as follows:

Parents/Carers - highest areas of satisfaction

- Parents support learning at home
- Inclusive School
- Safety at school
- School Supports positive behaviour

Students - highest areas of satisfaction (Years 4-6)

- participation in school sports
- positive relationships and behaviour
- sense of belonging
- positive behaviour at school

Staff - highest areas of satisfaction

- inclusive school environment supporting students with special needs
- parent involvement
- collaboration
- use of data and monitoring student growth to inform teaching practice

Areas for future improvement and focus include:

- a need to focus on differentiation and personalised learning opportunities for students requiring extra support and or challenge
- students feeling a sense of belonging and a positive attitude to homework
- increased support for parents to assist learning at home by developing homework strategies for parents and students

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.