

2021 Annual Report

Perthville Public School



2862

Introduction

The Annual Report for 2021 is provided to the community of Perthville 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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3/4 Class 2021

School vision

At Perthville Public School we work with students, staff, parents and the wider community to promote school excellence. We strive for high expectations and a culture that enables connectedness, inclusion and belonging. By engaging in strong collaborative practices within and beyond our school, all students will achieve their potential and have an engaging, positive and successful school experience.

School context

Perthville Public School is located in the Bathurst region and has a student enrolment of 138. The school is situated in the centre of the village of Perthville. It is comprised of 6 classrooms, 2 learning spaces and a computer lab. The spacious playground looks out over the blue mountains.

The school participates in many extra curricula activities within the greater Bathurst region. Students achieve success in a range of sports, music, band, and academia. The school runs a jazz band, kitchen garden program and is involved in all Premier's Sporting, Reading and Spelling competitions.

Our school is part of the Bathurst Network Education community and together we develop the capacity of leaders and aspiring leaders to improve knowledge, skills and capabilities in systems and instructional leadership. Our work aims to build trust, collaboration, coaching and mentoring within and across schools.

We have completed an in-depth situational analysis that has identified two areas of focus for this strategic improvement plan. We have engaged in authentic consultation with our community and our local AECG to ensure that we build a plan that is inclusive of all voices that engage with our school. It is important to note that this builds on the work undertaken in the previous school planning cycle around explicit teaching and deep engagement with the syllabus, using formative assessment strategies to provide immediate feedback and the use of data to inform practice.

We have identified the need to use data driven, collaborative and explicit teaching practices to ensure all students achieve expected growth and attainment in literacy and numeracy.

While we have historically had high student achievement there has been a decline in value add results for K-2 and a decline in the attainment and growth achieved for students in numeracy 3-6.

We will focus on developing and sustaining whole school processes for analysing student data to inform teaching and learning programs and embed evidence informed teaching strategies in every classroom.

Through the NAPLAN gap analysis, we have identified the need to have an explicit focus on reading and spelling skills, particularly with K-2 students. Measurement and geometry will also require a renewed focus for 3-6 students.

We will engage in evidence based professional learning so that teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs.

We will strategically use our resources to achieve high quality service delivery and improved student outcomes. We will align resources to the initiatives in our Strategic Improvement Plan (SIP) and identify school staffing and other resources that are needed to achieve the desired impact. Regular monitoring of our resourcing through teams such as the finance and school improvement will take place and adjustments to the allocation of resources will occur to ensure effective implementation.



Kindergarten 2021

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling

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 for the collaborative analysis of data to ensure the implementation of appropriate curriculum provision for every student which is underpinned by evidence-informed strategies, explicit teaching and embedded evaluative practice.

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
- Explicit Teaching

Resources allocated to this strategic direction

Professional learning: \$18,800.00

Per capita: \$3,250.00

QTSS release: \$24,441.00

School support allocation (principal support): \$13,604.80

COVID ILSP: \$71,783.00

Low level adjustment for disability: \$14,485.00

Literacy and numeracy: \$6,603.00

Literacy and numeracy intervention: \$11,772.00

Aboriginal background: \$10,754.13

Summary of progress

In 2021, our school commenced Collaboration days which were held every five weeks. These days allowed stage teams to come together to focus on best practice in Reading and Numeracy. Teams completed research using the Reading and Numeracy guides and the What Works Best documents. Other research was also used from Simon Breakspear teaching sprints and lesson content and activities from the Reading and Numeracy Learning Hub. Teams then completed explicit teaching and learning sprints on skills such as skimming and scanning and the TELLS strategy. Teachers also focused on improving tier two and three vocabulary and reading fluency for Years 3-6 and phonological awareness and phonics for K-2 students.

In Numeracy, teachers focused on Measurement and Geometry with 3-6 students and Additive Strategies for K-2 students. There is more work to be done in this space as our work was interrupted due to Covid and Learning from Home in term three.

Tracking student learning using the NSW Learning Progressions in PLAN 2 has occurred for K-2 Phonological awareness, Phonics and Additive Strategies and for 3-6 Understanding Texts and Measurement and Geometry. Assessments such as the 3-6 Reading and Numeracy check in assessments and the Year 1 phonics screener were used to link directly to PLAN 2 data.

In 2022, we will continue our collaboration teams, support staff will be included in the teams and teams will reflect on progress and report on their work in strategic direction one.

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
NAPLAN READING Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 4.5%	16 Year three students and 16 Year 5 students sat the NAPLAN Reading assessment in May 2021. It is important to acknowledge the small cohort when identifying data trends. 28.13% of the total student cohort achieved in the top 2 bands and above in Reading. We did not make this years' progress measure.

<p>NAPLAN READING</p> <p>Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 4.5%</p>	<p>25% of Year 3 students achieved in the top two bands and above in Reading.</p> <p>32% of Year 5 students achieved in the top 2 bands and above in Reading.</p> <ul style="list-style-type: none"> The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 28.13% and progress is yet to be seen towards the lower-bound system negotiated target.
<p>Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands by 1.3% from baseline of 60.1%</p>	<p>16 Year three students and 17 Year 5 students sat the NAPLAN Numeracy assessment in May 2021. It is important to acknowledge the small cohort when identifying data trends.</p> <p>33.33% of the total student cohort achieved in the top 2 bands in Numeracy. We did not make this years' progress measure.</p> <p>31% of Year 3 students achieved in the top two bands and above in Numeracy.</p> <p>36% of Year 5 students achieved in the top 2 bands and above in Numeracy.</p> <ul style="list-style-type: none"> The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 33.33% and progress is yet to be seen towards the lower-bound system negotiated target.
<p>Increase the percentage of students achieving expected growth in NAPLAN Reading by 2.6% from baseline of 51.8%</p>	<p>16 Year 5 students sat the NAPLAN Reading assessment in May 2021. It is important to acknowledge the small cohort when identifying data trends.</p> <p>93% of year 5 students made at or above expected growth in Reading. An outstanding result.</p> <p>The last recorded results from NAPLAN were in 2019 and 59% of year 5 students made at or above expected growth.</p> <p>We did achieve this year's target</p> <ul style="list-style-type: none"> The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 34%.
<p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 0.6% from baseline of 79.5%</p>	<p>17 year 5 students sat the NAPLAN Numeracy assessment in May 2021. It is important to acknowledge the small cohort when identifying data trends.</p> <p>This is a considerable target to achieve In 2021 however 64% of year 5 students made at or above expected growth in Numeracy</p> <p>The last recorded results from NAPLAN were in 2019 and 35% of year 5 students made at or above expected growth.</p> <p>We did not achieve this year's target</p> <ul style="list-style-type: none"> The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 29%.



Year 1 2021

Strategic Direction 2: High Expectations

Purpose

We will embed a school wide culture of high expectations and a shared responsibility with parents/carers and the broader community so that every student will be engaged and will experience a positive sense of wellbeing and success.

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.

- Personalised Learning
- Wellbeing

Resources allocated to this strategic direction

Integration funding support: \$161,822.00

Socio-economic background: \$26,632.05

Aboriginal background: \$10,754.13

Low level adjustment for disability: \$33,635.40

Per capita: \$32,643.00

Location: \$2,130.00

Summary of progress

Personalised Learning - High Expectations

Staff decided to increase the expected student attainment in reading. K-6 Benchmark levels increased in 2021 as a result. We also raised our expectations of student results against the Literacy and Numeracy Learning Progressions.

The ability of staff to critically evaluate Individual Education Plans and track and monitor individual student results for students with high needs has increased.

Staff reported an increase in providing students with explicit feedback and using formative assessment strategies. Establishing Individual goals for students in literacy and numeracy has also shown improvement.

Attendance

There has been a big focus on attendance in 2021. The executive have completed a range of professional learning around the SCOUT attendance app and the Attendance Matters Policy. This learning was completed during Covid lockdown restrictions so no professional learning funds were accessed. The Attendance Policy and Procedures have now been reviewed and communication has commenced with families about the importance of being at school more than 95% of the time. Executive have been more proactive with chasing up non attendance and monitoring students on attendance plans with the support of the Learning Support and District Well being teams. Attendance is also tracked on our data wall and discussed when academic progress is reviewed every five weeks. Student attendance has been rewarded at assemblies and regular communication has occurred through our newsletter about the attendance rates required. We will complete a parent survey on the communication of this policy 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
Increase percentage of students attending school more than 90% of the time by 1.2%	We have not reached the attendance target in 2021. 70.78% of students are attending more than 90% of the time. This is a decrease of 6.38%
High Expectations are established and benchmarks are set for Reading and Numeracy.	As there has been limited opportunities to provide workshops and hold face to face discussions with parents about student expectations there has been a delay in implementing these initiatives in 2021.

93% of students have a positive sense of well being.

Staff self-assessment against the School Excellence framework shows the element of High Expectations to be sustaining and growing.

92.67% of students responded positively for wellbeing in the Tell Them From Me survey. This is very close to achieving the annual target.



5/6 Class 2021

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$161,822.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Perthville 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"> • Wellbeing <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 high-level learning needs • staffing release for individual case conferences and development of Individualised Education Plans (IEPs) • staffing release to build teacher capacity around behaviour strategies. • consultation with external providers for the implementation of mental health strategies. <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their individual education goals (IEPs)</p> <p>All IEPs 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:</p> <p>To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p> <p>The use of integration funding will be adjusted throughout the year in response to student IEPs reviews to ensure funding is used to specifically to address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$26,632.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Perthville 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in:</p> <p>An increase in the ability of staff to critically evaluate IEPs and track and monitor individual student results.</p> <p>Staff reported an increase in providing students with explicit feedback and using formative assessment strategies.</p> <p>The creation of individual goals for students in literacy and numeracy has also shown improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Moving to an online PLP and IEP program where there will be direct student input and regular reporting to families.</p> <p>A focus on attendance will continue and students will be monitored every five weeks and rewarded for both regular and improving attendance.</p>

<p>Socio-economic background</p> <p>\$26,632.05</p>	<p>Staff will have a thorough understanding of attendance procedures and play an active role in liaising with families and encouraging student attendance and engagement whilst at school.</p>
<p>Aboriginal background</p> <p>\$21,508.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Perthville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing • Explicit Teaching <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>All students have had small group tuition to support their literacy and numeracy development.</p> <p>Students were involved in indigenous art activities for reconciliation which were then used as murals on the poles around our school.</p> <p>54% of our indigenous students had attendance greater than 90%</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to ensure all indigenous students receive small group tuition so they achieve expected targets in literacy and numeracy.</p> <p>Move to an online PLP program which will enable students to have direct input into goal setting and more regular reporting to families.</p> <p>The use of the storylines program to promote indigenous culture and understanding through good news stories.</p>
<p>Low level adjustment for disability</p> <p>\$48,120.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Perthville 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"> • Wellbeing • Explicit Teaching <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 • 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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in:</p>

<p>Low level adjustment for disability</p> <p>\$48,120.40</p>	<p>Assistant Principal Learning and support was employed to monitor all student data including the tracking of academic, attendance and wellbeing data.</p> <p>Strategies that were implemented in the area of Measurement showed an increase in students understanding in Check in Data.</p> <p>Improvements in reading benchmarks and reading fluency were also achieved.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Strategic support in reading comprehension, language features and understanding of author and purpose.</p> <p>A focus on Multiplicative strategies in Numeracy</p>
<p>Location</p> <p>\$2,130.00</p>	<p>The location funding allocation is provided to Perthville Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in:</p> <p>Support for students in remote areas who required technology and hardware so they were able to access Learning From Home activities and engagement with class and teacher.</p> <p>Improved levels of engagement in second round of Learning From Home.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To ensure our students continue to have access to appropriate technology.</p>
<p>Professional learning</p> <p>\$18,800.00</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 Perthville 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"> • Collaboration • Explicit Teaching <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 reading and measurement and explore modelled, interactive, guided and independent activities. <p>The allocation of this funding has resulted in:</p> <p>Teachers having a clearer understanding of the literacy block, the resources hub, strategies from the Reading and Numeracy guides as well as the sprint process and analysis of data</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to monitor and track students data against literacy and Numeracy Progressions.</p> <p>Continue to implement high quality teaching activities using the universal hub and evidenced based practice.</p>
<p>School support allocation (principal support)</p>	<p>School support allocation funding is provided to support the principal at Perthville Public School with administrative duties and reduce the administrative workload.</p>

<p>\$13,604.80</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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional Assistant Principal and Supervisor of K-2 <p>The allocation of this funding has resulted in: An Assistant Principal has worked closely with each stage group. They have developed a strong PDP process and worked collaboratively on analysing data. Staff have focused on effective classroom practice through short teaching sprints .</p> <p>After evaluation, the next steps to support our students with this funding will be: The allocation of this funding will change in 2022 as a new Assistant Principal has been appointed. The funding will now support Strategic Direction two with a focus on developing parent partnerships and supporting high expectations.</p>
<p>Literacy and numeracy</p> <p>\$6,603.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Perthville 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: The purchase of decodable texts, THRASS resources and online programs to enhance engagement and support Learning From Home. AP Learning and Support created class resources for additive strategies</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluate program and resources and ensure these are meeting the needs of our students</p>
<p>QTSS release</p> <p>\$24,441.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Perthville 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"> • Collaboration <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 <p>The allocation of this funding has resulted in: A more cohesive Professional Learning approach that embeds collaboration, data analysis and evidenced based practice.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>QTSS release \$24,441.00</p>	<p>funding will be: Continue to use the funding to add an additional 0.2 day to our Assistant Principal Curriculum & Instruction (APC&I) allocation.</p>
<p>Literacy and numeracy intervention \$11,772.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Perthville 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"> • Explicit Teaching <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 <p>The allocation of this funding has resulted in: Increased student engagement in reading and numeracy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilising APC&I position in 2022.</p>
<p>COVID ILSP \$119,664.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>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 • 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 to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups. • development of resources and planning of small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - Reading and Measurement <p>The allocation of this funding has resulted in: Targeted support to both identified red and orange focus students Improvement in results in reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide CILS program ensuring orange and red focus students receive small group tuition and achieve improved results.</p>
<p>Per capita \$35,893.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Perthville 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"> • Collaboration • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Resource purchases to support teaching of Key Learning Areas

Per capita
\$35,893.00

The allocation of this funding has resulted in:

New Resources for all Key Learning Areas
Increased teacher understanding of KLA content
Supported Collaboration days and professional learning

After evaluation, the next steps to support our students with this funding will be:

Adequately resource all key learning areas so that students are engaged in learning across the whole school curriculum.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	71	69	62	64
Girls	62	71	69	71

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.2	93.4	97.3	94.5
1	97.9	93.4	93.2	88.1
2	93.8	94.9	89.9	92.5
3	97	92.4	95.5	87.8
4	96.1	96	92.7	94.8
5	94.7	92.1	95.3	89.8
6	95	94.2	92.6	93.3
All Years	95.7	93.7	93.8	91.6
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.



Year 2 2021



Craig - Athletics at Dubbo

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.77
Literacy and Numeracy Intervention	0.11
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.66

*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	117,868
Revenue	1,703,107
Appropriation	1,636,377
Sale of Goods and Services	500
Grants and contributions	65,239
Investment income	191
Other revenue	800
Expenses	-1,702,421
Employee related	-1,551,564
Operating expenses	-150,857
Surplus / deficit for the year	686
Closing Balance	118,555

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	161,822
Equity Total	85,507
Equity - Aboriginal	10,754
Equity - Socio-economic	26,632
Equity - Language	0
Equity - Disability	48,121
Base Total	1,226,865
Base - Per Capita	32,294
Base - Location	2,130
Base - Other	1,192,441
Other Total	76,457
Grand Total	1,550,651

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.



4/5 Class 2021



K-2 Easter Dance

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

Students

I have enjoyed learning through Google Classroom and seeing all of my friends on line in our microsoft team.

I loved our 'Where Will you Read' competition and seeing all of the places my friends were reading at home.

Parents

The new library is fantastic, such a lovely space to work and read.

Morning club has been a wonderful initiative to help our students who need a little extra support in the mornings.

Parent Learning From Home Survey

Reading online with the teacher has been great.

Online programs that were successful when learning from home were Google Classroom, Mathletics and Reading Eggs.

30% of families found the Learning From Home space difficult.

Online Learning at home is still difficult for some families with 41% having inconsistent technology and internet access.

Teachers

Collaboration days held twice a term have been excellent. Sessions pre-planned that allow time to reflect on latest research and what works best. I enjoyed the learning sprints we did with our students and the time to analyse assessment data.

The wellbeing team do an amazing job, making sure all of our students feel safe and happy at school. The effort they put in and the procedures they have in place are second to none. All of our students are definitely known, valued and cared for.





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.