

# 2021 Annual Report

## Quaama Public School



2917

# Introduction

The Annual Report for 2021 is provided to the community of Quaama 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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Quaama Public School

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## School vision

Quaama Public School fosters a community of respect where people feel connected and safe. A strong sense of wellbeing is promoted through a positive practices tailored to meet each individual's needs to support academic attainment and development of the whole child.

## School context

Quaama Public School is a small, community focused school with a current enrolment of 41 students from K-6, situated between Cobargo and Bega on the Far South Coast. School numbers have fluctuated over the past seven years with student numbers ranging from 40 to 70 students. Our FOEI has increased 20 points over the last 3 years indicating a demographic change in the area. The school has 4 classrooms, a library and additional learning space. The school has a variety of areas for students to play and engage in outdoor activities ranging from a football oval, playground equipment, large shaded areas and a covered basketball court. Students also have access to a school bike track and a large orchard resulting from projects initiated by the school P&C.

The whole school approach to learning and wellbeing focuses on the values of Respect, Responsibility and being a great Learner. Teachers reinforce school wide expectations through positively acknowledging student behaviour and explicitly teaching expected behaviours.

Quaama PS is committed to improving the quality of teaching across all classes through targeted ongoing professional development. Teachers are dedicated to quality classroom practise and the training and reflection needed to for continuous improvement. There is a significant focus on improving the quality of numeracy teaching and improving student growth from year 3 to year 5. All students experience high quality music lessons each week with selected students taking part in a large music event at the Sydney Opera House each year. Quaama PS offers Japanese lessons once a week where all students are given the opportunity to learn the language and about the culture.

Quaama Public School is a proud member of the Sapphire Coast Learning Community (SCLC) working collaboratively to strengthen productive partnerships with Bega and Eden Community of Schools and Far South Coast Principals' Network. Together the schools serve a student population of over 3500 students from diverse and complex backgrounds. The schools have strong cultures of excellence in the arts and sporting pursuits and take great pride in the provision of a broad-based curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

Our situational analysis concluded that a strong emphasis on embedding effective classroom practices is a foundation to everything that occurs in the classroom. With a solid understanding of "what works best" in highly effective classrooms, teachers can reflect and coach each other to make the ongoing progress needed into the future. Embedding these quality practices will help build sustainability for any incoming teaching staff and avoid the issues that can pose challenges for small schools.

## Self-assessment and school achievement

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

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
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 maximise the learning outcomes for every student, all staff will develop a deeper understanding of the concepts that underpin numeracy and literacy and how to effectively teach and assess these concepts. Staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future 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.

- Evidence Based Data Driven Numeracy Practices and Interventions
- Embedding Evidence Based Best Practice in Teaching Early Years Reading

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$7,100.00

**Professional learning:** \$4,800.00

**Socio-economic background:** \$1,200.00

**Location:** \$15,899.74

**Per capita:** \$13,311.89

### Summary of progress

Our focus for 2021 was to maximise the learning outcomes for every student in mathematics and support the staff to develop their understanding of evidence-based numeracy practices. Teachers also sought to focus on improving their knowledge of data collection practices to analyse student progress and evaluate growth. The implementation of the 'Essential Assessment' online maths data collection tool enabled teachers to develop a more concise understanding of each student needs in numeracy. Students received specific targeted teaching to meet their immediate needs in numeracy. Teachers also supported student needs by undertaking specific professional development courses aimed at improving their knowledge of current evidence-based research in numeracy. Teachers also collaborated to develop a deeper working knowledge of the new data tools that were used to create more comprehensive summaries of student numeracy growth. With the increase in data skills around numeracy teachers set out to explicitly teach students the content and skills needed to better demonstrate their understanding of each sub-strand. The results of the school initiatives have seen comprehensive improvements in all cohorts and significant growth in some grades. The data gained from the new online tool clearly aligns with the Check-In Assessment data to confirm our steady growth towards meeting our goals in numeracy.

Next year in this initiative we will work on expanding the use of the data tool into ES1 and Stage 1. Teachers will continue to use the assessment data collected online to plan targeted lessons and learning tasks to support all students in mathematics. We will continue to work closely with the LANSAs to find appropriate development opportunities for all teachers according to their specific needs.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students in Numeracy NAPLAN Top 2 bands to be trending towards the lower bound target.	<p><i>The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Lead with these two sentences for all NAPLAN Progress Measures.</i></p> <p><i>Our progress in relation to Top 2 Bands in Numeracy has been supported by comprehensive data analysis informed the targeted professional learning for teachers and explicit teaching. Progress has been measured by internal data and Check-In Assessments confirming achievement has been made in statistics and probability aligned to state and like-school groups results.</i></p>

<p>Increase the percentage of students in Numeracy NAPLAN Top 2 bands to be trending towards the lower bound target.</p>	<p><b>Additive strategies MBB4N</b></p>
<p>Increase the percentage of students in reading NAPLAN Top 2 bands by an uplift of 15.6% or more.</p>	<p><i>The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Lead with these two sentences for all NAPLAN Progress Measures.</i></p> <p><i>Our progress in relation to Top 2 Bands in Reading has been supported by and measured by internal data and Check-In Assessments comprehensive data analysis informed the targeted professional learning for teachers and explicit teaching. <b>Phonics... and diagnostic assessments and PLAN2 mapping</b></i></p>

## Strategic Direction 2: High quality, high impact evidence informed teaching practice

### Purpose

In order to maximise the learning outcomes for every student, all staff will investigate the evidence that supports high impact evidence informed teaching practice. To ensure teachers become highly effective practitioners they need to understand and implement practices that have the most impact on student learning and wellbeing.

### Initiatives

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

- Explicit Teaching and Targeted Purposeful Feedback
- Whole School Wellbeing and Effective Classroom Management

### Resources allocated to this strategic direction

**Professional learning:** \$5,000.00  
**Socio-economic background:** \$36,741.00  
**Aboriginal background:** \$6,426.00  
**English language proficiency:** \$2,400.00  
**Low level adjustment for disability:** \$32,156.00  
**School support allocation (principal support):** \$13,604.00  
**QTSS release:** \$10,763.00

### Summary of progress

Our focus for 2021 was on improving student wellbeing and engagement in the classroom. Focusing on high impact professional learning was the first step to engaging teachers and staff through the process of developing effective classroom practices. Teachers were given time and structures to support the implementation of these practices. With feedback being delivered in a clear and timely manner, teachers were able to maintain or make adjustments to their developing practices. The whole-time teachers were formally and informally collaborating to share their thoughts and reflections. As time progressed throughout the year teachers were seeing first-hand the improvements in behaviour and increased engagement time in class. The results of the increased engagement time were known to teacher but clearly reinforced with NAPLAN and Check-in assessment data detailing significant progress across most grades.

QPS initiatives to support improvement in attendance have included:

- Increased, strategic communications with and between the school and parents;
- Regular communication and collaboration with the Home School Liaison Officer and the Senior Psychologist supporting QPS students;
- Newsletter information focusing on the value of regular school attendance;
- Working with students to appreciate their understanding of their attendance patterns and the benefits of regular attendance

Next year we will need to reflect on the processes that worked and ensure we maintain the high standards that have seen the growth in engagement and academic results.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending more than 90% of the time to be above 81.11%	2021 students attending school more than 90% of the time is 71.36%. This is below the anticipated attendance goal for 2021 and relates to only a very small proportion of students at the school.
Increase the proportion of students reporting a positive sense of wellbeing through Tell Them From Me towards 3.6%.	QPS school academic results are significantly trending upwards as reflected in 2021 NAPLAN and Check In assessment data in addition to internal diagnostic assessment results. There has been an 85% reduction in behavior referrals of negative incidents in 2021 as reflected in school based data collection. Suspension data for 2021 indicates a 75% reduction in

<p>Increase the proportion of students reporting a positive sense of wellbeing through Tell Them From Me towards 3.6%.</p>	<p>students being suspended for serious misbehavior and/or aggressive behaviors.</p>
<p>Improve SEF-SaS in all elements of the Teaching domain through a thorough external validation of school practices.</p>	<p>2021 QPS engaged in the external validation process in Term 4. Through reflection on evidence presented in the submission, as a result staff are confident they have a clearer understanding of student need based on diagnostic and formative assessments, collaboration and data analysis to inform the teaching cycle.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$124,467.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Quaama Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of staff to provide additional support for students who have high-level learning needs.</li> <li>• Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 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><b>After evaluation, the next steps to support our students with this funding will be:</b> 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>\$37,941.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Quaama Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Data Driven Numeracy Practices and Interventions</li> <li>• Whole School Wellbeing and Effective Classroom Management</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through additive strategies to support student learning</li> <li>• employment of additional teacher to work as a Literacy and Numeracy mentor with students performing below the expected stage level.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) for year 3. Significant growth in Check-In assessment Numeracy for Year 4 and Year 6 cohort</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be: continue to engage the numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Quaama Public School. Funds under this</p>

<p>\$6,426.00</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing and Effective Classroom Management</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increase in engagement in numeracy lessons by Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to engage SLSO in this position to support targeted students in numeracy.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Quaama Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing and Effective Classroom Management</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employ additional teacher to support the needs of the students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students receiving additional support in numeracy to support their individualised learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to fund the additional teaching to enable the targeted support to continue.</p>
<p>Low level adjustment for disability</p> <p>\$32,156.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Quaama Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing and Effective Classroom Management</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase of students achieving at expected growth for Check-in assessments numeracy in Year 4 and Year 6</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Low level adjustment for disability</p> <p>\$32,156.00</p>	<p>to further expand the impact of the SLSOs in classrooms to provide targeted additional support for identified students.</p>
<p>Location</p> <p>\$15,899.74</p>	<p>The location funding allocation is provided to Quaama Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Data Driven Numeracy Practices and Interventions</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased understanding of numeracy data for teachers to plan lessons that are targeted to students needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$7,100.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Quaama Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Data Driven Numeracy Practices and Interventions</li> <li>• Embedding Evidence Based Best Practice in Teaching Early Years Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in numeracy</li> <li>• updating and maintaining resources to meet the needs of students</li> <li>• teacher release to engage staff in Essential Assessment data program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase in student growth in numeracy in the Check-in assessments</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to access high-impact training via the Department of Education Digital Learning Resource hub and broaden knowledge of data skills related to Essential Assessment.</p>
<p>QTSS release</p> <p>\$10,763.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Quaama Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Wellbeing and Effective Classroom Management</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the SIP and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>QTSS release</p> <p>\$10,763.00</p>	<p>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><b>After evaluation, the next steps to support our students with this funding will be:</b>  continue to access high-impact training via the Department of Education Digital Learning Resource hub and broaden knowledge of data skills related to Essential Assessment.</p>
<p>COVID ILSP</p> <p>\$36,383.26</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	29	25	26	16
Girls	34	29	28	25

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	91.9	92.5	88.8
1	94.4	91.9	92.5	82.3
2	93	89.6	94	91.8
3	95	93.1	93.8	96.8
4	90.1	92.6	93.8	93.3
5	89.5	89.6	93.2	92.6
6	91.9	91.2	89.3	90.5
All Years	92.4	91.3	92.7	90.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

# Financial information

## Financial summary

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

	2021 Actual (\$)
<b>Opening Balance</b>	94,811
<b>Revenue</b>	1,020,391
Appropriation	986,103
Grants and contributions	25,238
Investment income	161
Other revenue	8,889
<b>Expenses</b>	-948,612
Employee related	-862,272
Operating expenses	-86,341
<b>Surplus / deficit for the year</b>	71,779
<b>Closing Balance</b>	166,590

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



## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	27,524
<b>Equity Total</b>	79,325
Equity - Aboriginal	6,427
Equity - Socio-economic	38,341
Equity - Language	2,400
Equity - Disability	32,157
<b>Base Total</b>	693,856
Base - Per Capita	13,312
Base - Location	15,900
Base - Other	664,644
<b>Other Total</b>	30,415
<b>Grand Total</b>	831,120

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Parent and caregiver feedback has emphasised a wide range of issues and initiatives. Parents have acknowledged the positive support their children receive in class by teachers and specifically mention the improvements in teaching maths. They would like more stability in the staffing at the school to support students for an extended period of time. Parents are keen to see a more diversified teaching approach where possible to ensure students are not feeling disengaged.

Student feedback has confirmed the school provides students with significant opportunities to participate in sport and extra curricular activities. They believe their behaviour is positive at school and they try hard to succeed in their learning. Students have indicated that important concepts are taught well and class time is used efficiently. They find the classroom relevant and teachers set clear goals for learning as well as check for understanding. Students feel they have someone they can turn to for advice and receive constant encouragement. They report low levels of bullying and a high percentage of students feel safe in all areas of the school environment.

Staff indicated high levels of satisfaction with the support they receive in a formal and informal capacity. They enjoy the strong culture of collaboration across the school and the willingness of other to offer help when needed. Staff have indicated the noticeable improvements in student behaviour have made the school a calmer and more settled place to learn and play.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.