

# 2021 Annual Report

## Raleigh Public School



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## Introduction

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

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## School vision

Every student will actively engage in learning opportunities, both inside and outside the classroom, with a positive attitude and resilience. They will increase their skills to reflect on their learning and develop future directions and learning goals, based on feedback meetings with their teacher. Every staff member will support students in an inclusive learning environment, to develop the wellbeing of individual students and the whole child. All teaching staff will use effective assessment practices to collect and analyse data and meet with parents and students to discuss future learning goals and directions. They will engage in professional development and collaboratively work with other staff to develop engaging programs, based on data analysis, to meet the needs of all students. School Leaders will guide and support their staff with high impact professional learning and collaborative practice, guided by 'What Works Best'. They will foster a school-wide culture of high expectations and shared responsibility of student learning and success. Parents and the wider community will actively participate in programs that support student learning and promote community engagement. Parents will participate in feedback meetings with their child's teacher to support student learning, progress and goals.

## School context

Raleigh Public School is a school on the flood plain of the Bellinger River, on the Mid North Coast of New South Wales. It was established in 1874 and is one of the oldest schools in the area. We are active members of the Bellinger Valley Community of Schools. We have a current enrolment of 24 students, across two classrooms, with no students identifying as being Aboriginal. Our students have the opportunity to build relationships and work co-operatively with their peers across the school, others in the community and at other schools to support transition to high school.

We have a variety of extra-curricular opportunities that enable our students to excel through a range of different experiences. These include Kids in the Kitchen, Kitchen Garden, Science Technology Engineering and Maths (STEM), mindfulness, sport, buddy reading, choir and recorder ensemble. Our school places a strong value on sustainability practices and are involved in strengthening these skills in our students, staff and wider community. Some of these programs include Riverwatch, Waterwise, 100 Hives for 100 Schools (native bees), Reduce, Reuse and Recycle and Bellingen and Nambucca Sustainable Schools Network. Our extracurricular programs and Key Learning Areas run alongside our Creative and Critical Thinking program.

The school culture is an inclusive, caring and supportive environment where students learn in a fun, friendly, family-like place. The wider community sees our school as being welcoming, friendly, caring and inclusive.

Through our situational analysis we have identified a need to use data driven practices, high expectations and effective partnerships to ensure whole school improvement in numeracy and reading, using effective feedback and collaborative practice to ensure students connect, succeed, thrive and learn.

The school focus will be developing quality assessment schedules and data collection and analysis processes. This will be supported by valuable professional learning, with explicit systems for collaboration and feedback to ensure quality teaching practices. Students will be supported to become reflective learners who set goals and are supported to reach their potential. Parents will work in partnership with the school to develop learning goals and support their child's learning.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: Educational leadership	Delivering
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

To consolidate a culture of high expectations, resulting in measurable whole-school improvement in reading and numeracy. We will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### 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.

- Improving Literacy
- Improving Numeracy

### Resources allocated to this strategic direction

: \$0.00

**Professional learning:** \$3,500.00

**Socio-economic background:** \$2,354.00

**Low level adjustment for disability:** \$27,115.00

### Summary of progress

In literacy and numeracy, baseline, mid and end of year data was collected and analysed. This was collected in reading, spelling and writing. A whole school trial of Soundwaves was initiated and the first year data shows a shift in spelling strategies and improvement of skills. Explicit teaching of reading has shown 67% of students at or above expected growth throughout 2021, however we are seeing students' comprehension levels below their oral skills. The Starting Strong and Big Ideas Mathematics PL have enabled teachers to rethink their teaching of numeracy and look at explicit strategies for building number skills.

With the COVID-19 learning from home disruptions, many students struggled with learning from home and this may have affected our end of year literacy results, with some students showing assessment results lower or not at expected growth.

In the next phase of this strategic direction, we will consolidate the explicit teaching of spelling and numeracy and use data analysis to monitor our progress. We will change our focus to look at reading comprehension to further extend students skills in this area.

### 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"><li>• At least 2 students will achieve in the top 2 bands in NAPLAN Reading</li><li>• At least 2 students will achieve in the top 2 bands in NAPLAN Numeracy</li></ul>	<p>To maintain the confidentiality requirements of our small student cohort and to enable greater reliability of NAPLAN data, our school has a combined target with the six small schools in the Mid Coast Valley's Principal Network. Our combined results in 2021 saw:</p> <ul style="list-style-type: none"><li>- the proportion of Year 3 &amp; Year 5 students achieving in the top two bands in NAPLAN Reading increase from 34% to 64%</li><li>- the proportion of Year 3 &amp; Year 5 students achieving in the top two bands in NAPLAN Numeracy increase from 22% to 67%</li></ul>
<ul style="list-style-type: none"><li>• The number of students achieving expected growth will be at least 50% in Reading</li><li>• The number of students achieving expected growth will be at least 50% in Numeracy</li></ul>	<p>To maintain the confidentiality requirements of our small student cohort and to enable greater reliability of NAPLAN data, our school has a combined target with the six small schools in the Mid Coast Valley's Principal Network. Our combined results in 2021 saw:</p> <ul style="list-style-type: none"><li>- 67% of students achieve at or above expected growth in NAPLAN reading</li></ul>

<ul style="list-style-type: none"> <li>• The number of students achieving expected growth will be at least 50% in Reading</li> <li>• The number of students achieving expected growth will be at least 50% in Numeracy</li> </ul>	<p>- 37.5% of students achieve at or above expected growth in NAPLAN numeracy.</p>
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## Strategic Direction 2: Focus on Data and Practices

### Purpose

Explicit systems for teacher collaboration and feedback will drive and sustain quality teaching. A full range of assessment strategies and data analysis will be used to evaluate the impact of teaching practices, on student learning outcomes. Explicit teaching of writing SMART goals and regular teacher and student feedback meetings will inform student learning goals.

### 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.

- Quality Teaching Practices
- Assessment and Data

### Resources allocated to this strategic direction

**QTSS release:** \$4,200.00

### Summary of progress

Teaching staff are working towards improving quality teaching practices, by increasing collaboration and participating in regular lesson observations. Lesson observation feedback proformas were established to begin the observation process. Unfortunately the lesson observations were put on hold with the COVID-19 restrictions, with only 50% of staff achieving lesson observations during the year. After continual changes to what was allowed in classrooms with staffing guidelines, we opted to postpone this and re-commence in 2022.

Student and teacher feedback meetings were formalised and these were commenced however, due to COVID-19 restrictions there were limited meetings held. We will recommence the feedback meetings, including developing learning goals in 2022.

Effective data collection and analysis was our other focus in this strategic direction. We created and implemented a yearly assessment timetable and assessments were completed as per timetable. All staff completed data analysis professional learning and this knowledge was used to assist in the analysis of the assessments and data collected. The explicit teaching of reading, spelling and number enabled more students to achieve our progress measures than expected.

In the next phase of this strategic direction, we will recommence lesson observations and student feedback meetings. We will continue explicit teaching and data collection and analysis, that will support further increases in student achievements 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
<ul style="list-style-type: none"><li>• 100% of teaching staff will participate in lesson observations once during second semester.</li><li>• 100% of teaching staff will align Performance and Development Plans with the Australian Teaching Standards.</li><li>• 100% of students will participate in Student and Teacher feedback meetings at least once during the second semester.</li></ul>	<p>Staff lesson observations only saw 50% of staff actively participate to reflect and improve upon teaching practice.</p> <p>100% of teachers aligned their Performance and Development Plans with the Australian Teaching Standards.</p> <p>Delayed initiatives in Semester 2 have required the Student and Teacher Feedback meetings to be postponed to 2022. At the end of 2021, 33% of students participated in student feedback meetings.</p>
<ul style="list-style-type: none"><li>• Pre and post data, in reading, will show the % of students reading above grade level increases from 20% to 25%</li></ul>	<p>27% of students K-6 have achieved above grade level reading results.</p> <p>45% of students in Kindergarten to Year 6, have achieved above their</p>

<ul style="list-style-type: none"> <li>• Pre and post data, in spelling, will show the % of students achieving above their spelling age increase from 35% to 40%</li> <li>• Pre and post data, in Number will show 35% of students K-6, with growth of 10 months or greater in Essential Assessment Common Grade assessments.</li> </ul>	<p>spelling age.</p> <p>50% of students in Years 1 to 6, have achieved greater than 10 months growth in Number based on triangulated data.</p>
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## Strategic Direction 3: School Culture and Wellbeing

### Purpose

To further develop whole school wellbeing processes that supports students and teachers to connect, succeed and thrive in an inclusive learning environment, which includes effective partnerships with the school community.

### 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.

- Wellbeing and Engagement
- Positive partnerships

### Resources allocated to this strategic direction

**Professional learning:** \$1,500.00

**QTSS release:** \$500.00

### Summary of progress

The school has been an active participant in the Mid Coast Valleys attendance program and the Every Day Counts program during Semester 2. This included collecting fortnightly attendance data. Regular newsletter articles and infographics, were used to promote positive attendance and the effects of non-attendance on student learning. We have a weekly attendance award, celebrated in the newsletter and with a small prize. End of term awards are presented for improvement in attendance of more than 5% and attendance of 95% or greater. Students who may become educationally at risk, have received letters home and phone call follow-ups. This has seen improvement in attendance rates and increased attendance over the semester. Attendance rates were affected by compulsory COVID-19 testing.

In future the school will use the state-wide, Tell Them from Me survey data as baseline data to show students' wellbeing data for advocacy, belonging and expectations.

Pre and post school-developed Community Engagement surveys, were used to indicate parent satisfaction about whether they strongly agree that the school works in partnership with families to support learning. Working with parents during 2021 was challenging due to the COVID-19 restrictions placed on schools. This impacted on our abilities to have face-to-face connections with families.

Due to the ever-evolving and changing COVID-19 situation, it was decided that we would postpone the launch of our new Individual Learning and Wellbeing Plans.

The two classroom teachers participated in Creative and Critical Thinking professional learning and hope to be able to further implement this in the classrooms in 2022. With a variety of changes and challenges occurring this year it was decided to postpone the tracking of students on the ACARA Personal and Social Capabilities and Creative and Critical Thinking continuums until 2022.

In the next phase of strategic direction we will continue to promote positive attendance and hope to see further improvements. In 2022, we hope to be able to recommence many of our on site activities with families which will increase parent satisfaction. In 2022 students, in partnership with parents, will participate in Learning and Wellbeing Plan meetings with class teachers. Teachers will track ACARA Personal and Social Capabilities and Creative and Critical Thinking continuums at the beginning and middle of the year.

### 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"><li>• Increased (uplift) percentage of students attending school more than 90% of the time to achieve the system-negotiated target band of at least 50%.</li><li>• TTFM Wellbeing data (advocacy,</li></ul>	<p>The number of students attending greater than 90% of the time or more has increased to 72%.</p> <p>2021 Tell Them from Me data indicates students report 63% advocacy at school, 78% in sense of belonging and 89% in expectations of success.</p>

<p>belonging, expectations) shows baseline data.</p> <ul style="list-style-type: none"> <li>• Improve the percentage of parents indicating that they strongly agree the school works in partnership with families to support learning to at least 77%</li> <li>• At least 61% of parents participate in Learning and Wellbeing Plan meetings.</li> </ul>	<p>72% of parents indicate that they strongly agree the school works in partnership with families to support learning.</p> <p>Delays in implementing the Learning and Wellbeing plan meetings have required this work to be postponed until 2021.</p>
<ul style="list-style-type: none"> <li>• Improve the percentage of students achieving ACARA's Personal and Social Capabilities at estimated grade level from baseline data to at least 50%</li> <li>• Improve the percentage of students achieving ACARA's Creative and Critical Thinking (CCT) Capabilities at estimated grade level from the baseline to at least 50%</li> </ul>	<p>Delayed implementation of the ACARA Personal and Social Capabilities and Creative and Critical Thinking continuums have required this work to be postponed until 2022.</p>

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$3,186.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Raleigh 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>• Other funded activities</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>• online program subscriptions to support literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  27% of students K-6 have achieved above grade level reading results.  45% of students in Kindergarten to Year 6 have achieved above their spelling age.  50% of students in Years 1 to 6 have achieved greater than 10 months growth in Number based on triangulated data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued employment of School Learning Support Officer (SLSO) to support literacy and numeracy across the two classes.</p>
<p>Socio-economic background</p> <p>\$2,354.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Raleigh 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>• Improving Numeracy</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 SLSO to support literacy and numeracy across the two classes. This money supplements the COVID Intensive Support Learning Program (CISLP) funds to employ SLSO for 2 full days.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The impact of combining our funds to employ an SLSO has resulted in:  27% of students K-6 have achieved above grade level reading results.  45% of students in Kindergarten to Year 6 have achieved above their spelling age.  50% of students in Years 1 to 6 have achieved greater than 10 months growth in Number based on triangulated data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The SLSO will continue to offer additional support in the multi-grade, multi-stage classroom to support literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$27,115.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Raleigh 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>• Improving Numeracy</li> </ul>

<p>Low level adjustment for disability</p> <p>\$27,115.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employ SLSO to support literacy and numeracy across the two classes. This money supplements the CISLP funds to employ SLSO for 2 full days.</li> <li>• A teacher is employed 0.2 FTE to make classes smaller to support Literacy and Numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The impact of combining our funds to employ an SLSO and teacher time to reduce class sizes to support literacy and numeracy has resulted in: 27% of students K-6 have achieved above grade level reading results. 45% of students in Kindergarten to Year 6 have achieved above their spelling age. 50% of students in Years 1 to 6 have achieved greater than 10 months growth in Number based on triangulated data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The SLSO will continue to offer additional support in the multi-grade, multi-stage classroom to support literacy and numeracy.</p>
<p>Location</p> <p>\$8,570.00</p>	<p>The location funding allocation is provided to Raleigh 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>• Other funded activities</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>• The Location funding has been combined with other funds. Employ SLSO to support literacy and numeracy across the two classes. This money supplements the CISLP funds and flexible funding to employ SLSO for 2 full days. This money is also used to supplement the employment of a temporary teacher one day a week.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The impact of combining our funds to employ an SLSO has resulted in: 27% of students K-6 have achieved above grade level reading results. 45% of students in Kindergarten to Year 6 have achieved above their spelling age. 50% of students in Years 1 to 6 have achieved greater than 10 months growth in Number based on triangulated data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The SLSO will continue to offer additional support in the multi-grade, multi-stage classroom to support literacy and numeracy.</p>
<p>QTSS release</p> <p>\$9,409.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Raleigh 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>• Quality Teaching Practices</li> <li>• Positive partnerships</li> <li>• Other funded activities</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>• Lesson Observations - Teachers teach for buddy teacher- Bernadette/Jamie, Katrina/Danielle</li> <li>• Student/Teacher feedback meetings- each term teachers meet individually with children and discuss progress and set goals</li> <li>• Consistent Teacher Judgement (CTJ) of Writing Samples</li> </ul>

<p>QTSS release</p> <p>\$9,409.00</p>	<ul style="list-style-type: none"> <li>• Maths Assessment - SENA and IfSA</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  50% of the teachers participated in lesson observations, due to COVID restrictions the decision was made to postpone this until 2022.  The feedback meetings allowed individual specific feedback and support to students, including goal setting and well being check-ins for all students. Feedback meetings were linked to CTJ of writing samples and math assessments.  50% of students in Years 1 to 6, have achieved greater than 10 months growth in Number based on triangulated data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  A Lesson Observation program will be set up with implementation to begin in 2022. Work within the Small Schools' network will develop a proforma for lesson observations. Student-teacher meetings will continue with a focus on goal-setting.</p>
<p>COVID ILSP</p> <p>\$16,800.00</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><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>• Implement intensive small group tuition program, meeting students 'point of need' in literacy and/or numeracy as identified through rigorous student assessments.</li> <li>• All students K-6 complete assessments on Essential Assessment for Numeracy and English, Waddington's Spelling &amp; Reading and Reading Running Records (RR)</li> </ul> <p>Identify students needing additional support through CILSP  Create Individual Learning plans and record data on school based assessment records.</p> <ul style="list-style-type: none"> <li>• Implementation and Ongoing Assessment-  SLSO/CILSP tutor delivers small group tuition.  Year 3 (3 students), Year 4 (1 student) and Year 5 (2 students) - receive tailored literacy intervention - intensive reading, writing and spelling and small group numeracy support.  Regular RR of 3 x Yr3 and 1x Yr4 student.  Each term monitor student writing via CTJ of writing tasks and class work.  CILSP tutor to work with teachers to use data to monitor and assess student progress and achievements and design future learning on group and/or individual needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Student pre and post writing samples showed increased use of segmenting sounds when spelling, for 71% of students participating in tuition. 80% of students have shown increased and more consistent use of rudimentary paragraphs and 86% have shown consistency with sentence structure. When looking at growth in spelling, using Waddington Spelling assessment, 71% of the students participating in tuition showed growth of 12 months or greater.  57% of students participating in tuition showed growth of 12 months or greater in the Waddington Reading assessment. When bench marking, 29% of the students are now reading at grade level with increasing comprehension.  In Numeracy, 67% of students showed results in the expected level for Numeracy, however in the Term 4 Check-In Assessments only 33% were at the expected level.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>COVID ILSP</p> <p>\$16,800.00</p>	<p><b>funding will be:</b></p> <p>Continued assessments to identify students at need in literacy and numeracy. This will then allow individual or small groups to work with the CILSP tutor to develop their identified skills.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	16	14	13	13
Girls	12	10	12	11

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.5	91.8	91.8	80
1	89.8	89.3	88.1	90.7
2	87.8	87.8	86.2	
3	92.6	95.8	86.5	86.6
4	94.2	94.1	89.3	84.1
5	83.8	86.8	82.2	89.9
6	95.9	91	87.8	86.9
All Years	91.2	90.3	88	87.3
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	
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

Our attendance data was severely affected by students isolating while displaying symptoms like COVID-19. We also had a small number of students whose families opted not to have them tested for COVID-19 and they therefore needed to isolate for longer before returning to school.

### 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)	0.5
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	73,749
<b>Revenue</b>	472,522
Appropriation	454,683
Sale of Goods and Services	2,118
Grants and contributions	15,654
Investment income	67
<b>Expenses</b>	-503,692
Employee related	-468,453
Operating expenses	-35,239
<b>Surplus / deficit for the year</b>	-31,170
<b>Closing Balance</b>	42,579

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>	0
<b>Equity Total</b>	29,468
Equity - Aboriginal	0
Equity - Socio-economic	2,354
Equity - Language	0
Equity - Disability	27,114
<b>Base Total</b>	388,937
Base - Per Capita	6,163
Base - Location	8,570
Base - Other	374,204
<b>Other Total</b>	13,560
<b>Grand Total</b>	431,965

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.

In 2021, Year 3 and Year 5 sat the annual NAPLAN online tests. In order to maintain confidentiality and comply with the NSW Department of Education guidelines, we are unable to comment on the students' Literacy or Numeracy results as there were less than 10 students per grade.

## Parent/caregiver, student, teacher satisfaction

In 2021, we increased our return rate of parent surveys from 83% of families returning the pre-survey to 95% of families returning the post-survey. All students completed pre and post surveys.

In the pre-survey 7% of families said that they did not know if 'At this school high expectations are set for my child's learning'; the other 93% all agreed or strongly agreed with the statement. In the post-survey 100% of families agreed or strongly agreed, with an increase of 14%, from 53% to 67% of families feeling strongly about this.

There was an increase of families strongly believing that school attendance is valued and encouraged, from 73% to 83%. There was also a significant increase between the pre and post surveys when asked if 'Positive partnerships exist between home and school' from 40% strongly agreeing to 72% strongly agreeing with this in the post survey.

All of our students from K-6 were surveyed.

# 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.