

2021 Annual Report

Smithtown Public School



3075

Introduction

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

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

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School vision

At Smithtown Public School we have the belief, skills and personal qualities to be life-long learners and responsible citizens. Our vision is to be partners in learning and collaboratively empower all members of our school community to be confident self directed and successful learners.

School context

Smithtown Public School is a rural school with a current enrolment of 74 students, located on the banks of the mighty Macleay River, 17 kilometres from our nearest regional centre of Kempsey. We have had a steady number of enrolments and we anticipate that this trend will continue in the future. Our numbers are slowly growing as our school is increasingly recognised for our excellence in delivering quality education within a cohesive, supportive learning focused culture. Our FOEI is 139 and ICSEA 944 identifying us as a low socio-economic rural school demographic.

The two strong threads through the previous two school plans focused on continual whole school improvement by focusing on building the capacity of our inspired and passionate teachers and developing reflective and responsible learners. Our school community has worked collaboratively to support a relentless focus on learning at all levels within our school to promote wellbeing and develop learners who have the belief, skills and personal qualities to achieve the dreams for their future. We were successful in attaining the planned improvement measures.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning at all levels: in all teaching and learning practices, student learning opportunities and community engagement. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

The wellbeing and engagement of our students also remains a priority. Internal surveys provided data sets pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-Assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student becoming a confident, self directed and successful learner.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

School wide systems and processes for assessment are expertly used by all stakeholders to promote learning excellence and responsiveness in meeting the needs of all learners and ensure all students achieve or exceed expected growth in literacy and numeracy.

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.

- Systems for Ongoing Assessment
- Data Skills and Use

Resources allocated to this strategic direction

Socio-economic background: \$35,000.00

Aboriginal background: \$15,000.00

Early Action for Success (EAFS): \$34,302.50

Summary of progress

Our focus for 2021 was on whole school assessment with the development of a whole school assessment schedule which allowed for the consistent tracking and monitoring of assessment data and the use of this to inform teaching practice and future focus. In addition, teachers worked collaboratively with our Instructional Leader (IL) to analyse assessment data and identify point of need teaching and differentiation of content.

This involved ongoing professional learning sessions with our Instructional Leader (IL) focused on deepening teacher understanding of different assessment strategies and the application of these in the classroom. Five weekly Learning Sprints have supported teachers' assessment literacy and teachers have worked collaboratively with our IL to analyse their assessment data and implement these Learning Sprints. Teachers were involved in weekly professional learning with our IL providing in-class support and modelling best practice for classroom teachers in literacy and numeracy.

As a result, coaching and mentoring supported the enhancement of the use of both summative and formative assessment to inform teaching and learning. Student learning outcomes were monitored using PLAN2 and analysed for progress on achievement. Teachers used data analysis to track growth supported by our Instructional Leader (IL) and identify areas of student need.

In the next phase of this work, our Assistant Principal Curriculum & Instruction will work collaboratively with staff providing in-class support, modelling best practice and providing support in analysing assessment data and identifying where to next. In addition, we will continue building staff capacity in reflecting on teaching effectiveness through Learning Sprints and student performance data to identify student achievement achievement and evaluate student learning.

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
System Negotiated Targets: Top 2 Bands In NAPLAN Reading Top Two Bands, we achieve an uplift of 7% from the baseline. In NAPLAN Numeracy Top Two Bands, we achieve an uplift of 7.2% from the baseline.	Data indicates 21.4% of students in top 2 bands reading and 28.6% for numeracy, indicating progress yet to be seen toward the annual progress measure.

<p>School Level Targets</p> <p>100% of teacher programs have evidence of ongoing assessment of, as and for learning in reading and writing with the data being utilised inform teacher practice.</p>	<p>Document analysis of learning programs indicate 100% of teacher programs have evidence of ongoing assessment of, as and for learning in reading and writing with data being utilised to inform teacher practice.</p>
<p>Evidence Based Practice: SEF</p> <p>School self assessment against the School Excellence Framework (SEF v2) indicates movement from:</p> <ul style="list-style-type: none"> • Sustaining and Growing to Excelling within the Teaching domain element of <i>Effective Classroom Practice (Explicit Teaching and Feedback)</i>; and • Sustaining and Growing to Excelling in the Teaching domain element of <i>Data Skills and Use (Data Use in Teaching and Data Use in Planning)</i>. 	<p>Data and evidence indicates against the School Excellence Framework (SEF v2):</p> <ul style="list-style-type: none"> • Teaching domain element of Effective Classroom Practice (Explicit Teaching and Feedback) school self assessment currently indicates Sustaining and Growing; and • Teaching domain element of Data Skills and Use (Data Use in Teaching and Data Use in Planning) school self assessment currently indicates Sustaining and Growing.

Strategic Direction 2: Enhanced Learner Capabilities

Purpose

A whole school culture that assists students to develop the belief, skills and qualities to be life-long learners.

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.

- Highly Effective Learning Cultures
- Student Agency

Resources allocated to this strategic direction

Socio-economic background: \$21,000.00

Early Action for Success (EAFs): \$34,302.50

Low level adjustment for disability: \$10,000.00

Aboriginal background: \$10,000.00

Summary of progress

Our focus for 2021 was on providing ongoing professional development to staff on effective feedback to ensure the engagement of students in the learning process. In addition, teachers were supported to embed learning intentions and success criteria into their practice, providing students with information which was timely and directly related to their learning.

This involved ongoing professional learning sessions focused on deepening teacher understanding of effective feedback strategies and the application of these in the classroom. Teachers have worked collaboratively to analyse their assessment data and identify effective feedback strategies.

As a result, teachers have used data analysis to identify appropriate learning intentions and success criteria. Coaching and mentoring has supported the enhancement of effective feedback strategies. Student learning outcomes were monitored using both internal and external assessment data measures and analysed for student progress on achievement.

In the next phase of this work, we will continue to provide professional learning on effective feedback strategies to support students to become self-directed and regulated in their learning. In addition, walkthroughs will be embedded to support the process of effective feedback strategies.

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
System Negotiated Targets We achieve an increased percentage of students attending school more than 90% of the time by 2% or above.	Data indicates that in 2021, 46.5% of students attended school more than 90% of the time, indicating progress yet to be seen toward the annual progress measure.
School Level Targets In maths, 25% of students can identify what they are learning, why they are learning it and if they are successful from the baseline. In reading, 25% of students can identify what they are learning, why they are learning it and if they are successful	Internal measures indicate an increased percentage of students identifying what they are learning, why they are learning it and if they are successful in literacy and numeracy.

from the baseline.

In writing, 25% of students can identify what they are learning, why they are learning it and if they are successful from the baseline.

Evidence Based Practice: SEF

School self assessment against the School Excellence Framework (SEF v2) indicates movement from:

- Sustaining and Growing to Excelling within the Learning Domain element of Wellbeing (*Individual Learning Needs*).

Learning domain element of Wellbeing (*Individual Learning Needs*) school self assessment currently indicates Sustaining and Growing.

Strategic Direction 3: The Learner

Purpose

Through a climate of care and positivity, students experience a sense of belonging and connectedness. They are self aware and can regulate their own emotions and behaviours to develop and maintain positive relationships with each other, their teachers and the 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.

- A Whole School focus on Emotional Regulation

Resources allocated to this strategic direction

Aboriginal background: \$10,000.00

Socio-economic background: \$18,042.00

Low level adjustment for disability: \$33,635.00

Summary of progress

Our focus for 2021 was on providing ongoing professional development to staff focused on wellbeing practices specifically Choice Theory and the effects of trauma on our students. In addition, a Wellbeing Teacher was employed to promote the engagement of all students. .

This involved ongoing professional learning sessions focused on deepening teacher understanding of how the brain works and Choice Theory. Additionally, the Wellbeing Teacher ran an number of initiatives to support our students designed to support their engagement and attendance.

As a result, teachers have are developing a greater awareness of trauma informed practice and the effect that trauma has on the brain. Our students have been able to build positive relationships with with our staff that have allowed them to feel supported through the learning process.

In the next phase of this work, we will continue to provide professional learning on trauma informed practice and Choice Theory to support teachers to become trauma aware and support students to connect, succeed, thrive and learn. In addition, our current we will review our current wellbeing strategies.

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
System Negotiated Targets We achieve an increased percentage of students attending school more than 90% of the time by 2% or above.	Data indicates that in 2021, 46.5% of students attended school more than 90% of the time, indicating progress yet to be seen toward the annual progress measure.
School Level Targets We achieve a 7.5% reduction in negative recorded behaviours from the baseline. We achieve a 4% increase in TTFM Wellbeing Data (advocacy and belonging).	Data indicates a 17% increase in recorded negative behaviours from our baseline 2020 data. TTFM Wellbeing data indicates we achieved 81% of students experience a positive sense of belonging and advocacy at school, indicating progress yet to be seen toward the annual progress measure.

Evidence Based Practice: SEF

School self assessment against the School Excellence Framework (SEF v2) indicates movement from:

- Sustaining and Growing to Excelling within the Learning Domain element of Wellbeing (*Caring for Students, A planned approach to Wellbeing, Behaviour and Attendance*).

Learning domain element of Wellbeing (*Caring for Students, A planned approach to Wellbeing, Behaviour and Attendance*) school self assessment currently indicates Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$58,376.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Smithtown Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure that student PLSPs are regularly reviewed to ensure they are relevant to student need.</p>
<p>Socio-economic background</p> <p>\$122,104.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Smithtown 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"> • A Whole School focus on Emotional Regulation • Data Skills and Use • Student Agency • Highly Effective Learning Cultures • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of staff through to support student learning • additional staffing to provide support to identified students with additional needs <p>The allocation of this funding has resulted in: Student improvement evidenced by: - Numeracy NAPLAN Top 2 Bands results achieving above statistically similar school groups</p> <p>After evaluation, the next steps to support our students with this funding will be: to utilise our AP C&I to support our trajectory towards achieving our targets. Our AP C&I will support our staff in analysing their assessment data to inform their Learning Sprints and teaching practice supporting students' continued growth.</p>
<p>Aboriginal background</p> <p>\$45,904.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Smithtown 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</p>

<p>Aboriginal background</p> <p>\$45,904.00</p>	<p>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"> • Data Skills and Use • Student Agency • A Whole School focus on Emotional Regulation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the Personalised Learning Pathway process. Tell Them From Me survey data indicated that 83% of students feel their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to deliver differentiated support to our Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$45,100.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Smithtown 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"> • A Whole School focus on Emotional Regulation • Student Agency • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • 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 <p>The allocation of this funding has resulted in: the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the Learning Support Team, the school will provide additional support for identified students through the employment of an additional Learning and Support Teacher.</p>
<p>Location</p> <p>\$17,231.00</p>	<p>The location funding allocation is provided to Smithtown 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses

<p>Location</p> <p>\$17,231.00</p>	<ul style="list-style-type: none"> • technology resources to increase student engagement • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: increased opportunities for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$7,230.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Smithtown 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group literacy and numeracy intervention programs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Smithtown Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Highly Effective Learning Cultures <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - an increase in percentage of students in the top two bands in Numeracy in Year 5 by 21%; - an increase in percentage of students in the top two bands in reading in Year 5 by 14%; - an increase in percentage of the number of students in the middle two

<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>bands in reading in Year 3 by 3.8%; and - an increase in percentage of the number of students in the middle two bands in numeracy in Year 3 by 12%.</p> <p>After evaluation, the next steps to support our students with this funding will be: Formative assessment will be prioritised across the school, focusing on the use of effective feedback.</p>
<p>QTSS release</p> <p>\$13,454.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Smithtown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and formative assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide mentoring opportunities for staff supporting collaboration, co-teaching and co-planning.</p>
<p>COVID ILSP</p> <p>\$62,933.21</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy with a focus on comprehension. • providing intensive small group tuition for identified students who were below stage expectations in literacy. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	28	34	41	35
Girls	34	33	34	34

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.9	90.3	83.4	92.1
1	93.2	92.3	82.6	87.1
2	95.8	93.3	86.7	85.1
3	94.2	92.5	86.9	84.1
4	85.7	89.1	89.7	89.7
5	95.5	80.8	88.3	88.1
6	88.2	91.9	84.1	87.5
All Years	93.4	90.8	86.3	87.5
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

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)	2.51
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
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 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	223,071
Revenue	1,248,320
Appropriation	1,234,672
Sale of Goods and Services	606
Grants and contributions	12,930
Investment income	112
Expenses	-1,207,016
Employee related	-1,087,631
Operating expenses	-119,385
Surplus / deficit for the year	41,304
Closing Balance	264,375

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	58,376
Equity Total	213,109
Equity - Aboriginal	45,904
Equity - Socio-economic	122,104
Equity - Language	0
Equity - Disability	45,101
Base Total	707,035
Base - Per Capita	18,489
Base - Location	17,231
Base - Other	671,316
Other Total	110,090
Grand Total	1,088,610

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students

The results from the Tell Them From Me survey indicate that 93% of students identified that they demonstrate positive behaviours at school, 64% of students identified that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback and 65% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Staff will continue to monitor student welfare as a priority in 2022.

Parents/Caregivers

Parent responses were generally positive about the school with school responses being above the state norm in all areas. Of the parents surveyed, 89% indicated that they feel welcome when they visit the school. In addition, 86% identified that teachers listen to concerns they may have. Furthermore, 77% of parents indicated that teachers have high expectations for their child to succeed.

Teachers

Staff were surveyed about their satisfaction with the programs and activities that the school provides for students. 94% of teachers indicated that they set high expectations for student learning. Additionally, 88% identified that they establish clear expectations for classroom behaviour. 84% indicated that students become fully engaged in class activities.

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.