

2021 Annual Report

Stanwell Park Public School



3103

Introduction

The Annual Report for 2021 is provided to the community of Stanwell Park 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 Stanwell Park Public School we believe that every minute of every lesson is valuable and important. Our vision is for challenge to be embraced by intrinsically motivated students who strive to achieve their personal best. Teachers facilitate learning that is driven by student data and dialogue to develop critical, creative and reflective thinkers who can articulate what they need to master next. A high expectations school culture supports the learning and wellbeing of every student. Students, parents and staff work actively together to ensure continuous improvement for all.

School context

Stanwell Park Public School is located in the northern Illawarra region and has a student enrolment of 164. 8% of our students have a language background other than English. 2% of students identify as Aboriginal or Torres Strait Islander. The majority of our students come from high socio-economic backgrounds. The school community welcomes and supports extra-curricular opportunities that enhance the wellbeing of our students.

Through our situational analysis, we have identified three areas of focus for this Strategic Improvement Plan.

1. **Student growth and attainment.** NAPLAN trend data shows inconsistencies, in particular, the number of students in the top 2 bands. Whilst Reading results are higher than Numeracy, both areas need to be addressed. Expected growth data indicates that the number of students who achieve in the top bands in Year 3 significantly decrease in Year 5. Providing challenge and appropriately targeted learning for our high performing students is vital. High expectations curriculum provision, quality differentiated explicit teaching and whole school monitoring of student learning will be areas in which we build the knowledge and capacity of all staff. Formative assessment practices will be improved to ensure all students are provided with opportunities to progress in line with aspirational school expectations.
2. **Challenge, Stretch, Differentiate.** Effective classroom teaching practice is required to provide every student with the targeted learning needed to achieve their personal best. A focus on using data in teaching to accurately gauge where students are and then coordinate explicit teaching opportunities and provide timely feedback is important. We will focus on building each teacher's capacity to use a range of assessment strategies and provide opportunities for teachers to work collaboratively. There will be an ongoing effort to collectively and individually improve. Embedded and explicit systems will be put in place to facilitate professional dialogue, classroom observations and the provision of specific and timely feedback on performance.
3. **Continuous Improvement Culture.** A coordinated effort is required to engage the whole school community in the pursuit of excellence. A focus on the relationships the school has with parents will be important as well as the systems in place to keep parents informed of the learning progress of their child. High level engagement of our K-2 parents is evident and we would like to see this across the school. Our goal is to increase the active involvement of parents in learning conversations school wide. When effective partnerships exist students are supported to deliver their best and continually improve.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and refine our differentiated curriculum delivery and assessment practices to achieve learning excellence and responsiveness to all student needs.

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.

- Differentiation
- Whole school monitoring of student learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$42,881.00

Integration funding support: \$68,102.00

QTSS release: \$30,944.57

Aboriginal background: \$2,253.00

Socio-economic background: \$4,435.00

English language proficiency: \$3,992.00

Per capita: \$10,000.00

Literacy and numeracy: \$18,387.00

Summary of progress

In 2021 our focus was to evaluate the ways that targeted reading and numeracy intervention and teaching practice improvements have impacted on student outcomes.

Our NAPLAN results indicate the following

- Increase of 3% from baseline data of students achieving in the top two bands in reading, which exceeds our target.
- Increase of 6% from baseline data of students achieving in the top two bands in numeracy, which exceeds our target.
- 100% of Year 5 students achieved at or above expected growth in reading. This is an increase of over 50% which well exceeds our school target.
- Year 5 students achieving at or above expected growth in numeracy increased by 10% which is well above our target.

Teachers are becoming more adept at showing differentiation in success criteria. Differentiation in planning and programming for the most part is reflected in student groupings. Formative assessment strategies need to be explored and strengthened so that differentiation occurs at point of need and not only after a summative assessment has taken place.

Staff understanding around the purpose of, and the teaching opportunities that can come from, assessments has improved greatly. Where data was once collected, at times, for the benefit of someone else (leadership), individual staff, particularly in K-2, have begun to review and modify their teaching based on trends in data and individual needs. Our confidence in using internal data measures to shape programming is strong but we need to improve how we use the external measures available.

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
Percentage of Year 3 and 5 students achieving in the top two bands in reading increases from baseline data by 2%.	<ul style="list-style-type: none">• Increase of 3% from baseline data of students achieving in the top two bands in reading, which exceeds our target.• Increase of 6% from baseline data of students achieving in the top two bands in numeracy, which exceeds our target.

Percentage of Year 3 and 5 students achieving in the top two bands in numeracy increases from baseline data by 3%.	
<p>Percentage of 5 students achieving expected growth in reading increases from baseline data by 4%.</p> <p>Percentage of 5 students achieving expected growth in numeracy increases from baseline data by 2%.</p>	<ul style="list-style-type: none"> • 100% of Year 5 students achieved at or above expected growth in reading. This is an increase of over 50% which well exceeds our school target. • Year 5 students achieving at or above expected growth in numeracy increased by 10% which is well above our target.
<p>SEF Elements</p> <p>Curriculum: Teachers differentiate curriculum delivery to meet the needs of all students, with a particular focus on increasing challenge for our high potential students.</p> <p>Data Skills and Use: All teachers contribute to the gathering and analysis of student progress and achievement data in order to reflect on their teaching effectiveness.</p>	<p>Teachers are becoming more adept at showing differentiation in success criteria. Differentiation in planning and programming for the most part is reflected in student groupings. Formative assessment strategies need to be explored and strengthened so that differentiation occurs at point of need and not only after a summative assessment has taken place.</p> <p>Staff understanding around the purpose of, and the teaching opportunities that can come from, assessments has improved greatly. Where data was once collected at times for the benefit of someone else (leadership), individual staff, particularly in K-2, have begun to review and modify their teaching based on trends in data and individual needs. Our confidence in using internal data measures to shape programming is strong but we need to improve how we use the external measures available.</p>

Strategic Direction 2: Challenge, Stretch, Differentiate

Purpose

To develop an expert teaching team who are confident and capable to use evidence-informed practice, high quality feedback and engage with data analysis to maximise all student outcomes.

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.

- Professional learning
- Collaborative practice and feedback

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.00

Professional learning: \$16,960.00

Per capita: \$12,675.00

Summary of progress

In 2021, our focus has been to evaluate how classroom practice has improved as a result of strong collaborative relationships between staff, students and parents.

Opportunities offered to staff to work together are greatly valued. Staff professional learning was appreciated and the way in which it deeply connected to the school plan and agreed future directions. Teaching methods reflect an application of our primary focus areas i.e. dialogue and questioning, and staff appreciate when successes and failures are shared as a group. To continue to grow in this area, opportunities for staff to provide timely and authentic feedback to one another on teaching effectiveness needs to be prioritised.

Particular areas of focus for K-2 have been phonemic awareness and phonics as a direct result of ALAN data exploration and consideration. Staff are making adjustments to their day-to-day teaching to try and bridge gaps quickly so children can progress to higher levels of understanding. Teachers 3-6 regularly discuss Maths Mastery and Spelling Mastery data to review and adjust student groupings. Check-in data and other external sources have been discussed and considered however the direct implications for daily teaching and learning still need to be strengthened.

All staff have been using explicit dialogue facilitation strategies in their planning to develop in this area. Professional readings have been deeply considered and practical aspects of the learning have been experimented with. Self-reflection is frequent and ongoing and staff benefit when given the opportunity to reflect on their individual growth with colleagues. Our next step is to use lesson observations as a further point of reflection and focus for buddy conversations around key areas in dialogue and high-level questioning.

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
SEF Elements Effective Classroom Practice: Teachers collaborate within and across stage teams to share curriculum knowledge, data and feedback to inform the development of lessons that address the needs of all students.	The opportunities offered to staff to work together are greatly valued. The range of professional learning that has been offered is appreciated and the way in which it is deeply connected to the school plan and the school's agreed future directions is important. The most successful and beneficial learning opportunities have been those that address an identified need and have a clear and well-thought out agenda. Teaching methods reflect an application of our primary focus areas i.e. dialogue and questioning, and staff appreciate when successes and failures are shared as a group. To continue to grow in this area, opportunities for staff to provide timely and authentic feedback to one another on teaching effectiveness needs to be prioritised.
SEF Elements	Particular areas of focus for K-2 have been phonemic awareness and

<p>Data Skills and Use: Student learning goals are informed by the analysis of quality, valid and reliable data.</p>	<p>phonics as a direct result of ALAN data exploration and consideration. Staff are making adjustments to their day-to-day teaching to try and bridge gaps quickly so children can progress to higher levels of understanding. Yr 3-6 teachers regularly discuss Maths Mastery and Spelling Mastery data to review and adjust student groupings. Check-in data and other external sources have been discussed and considered however the direct implications for daily teaching and learning still need to be strengthened.</p>
<p>SEF Elements</p> <p>Learning and Development: Staff evaluate professional learning opportunities to identify and implement the most effective strategies to improve teaching and learning.</p>	<p>All staff have been using explicit dialogue facilitation strategies in their planning to develop in this area. Professional readings have been deeply considered and practical aspects of the learning have been experimented with. Self-reflection is frequent and ongoing and staff benefit when given the opportunity to reflect on their individual growth with colleagues. Our next step is to use lesson observations as a further point of reflection and focus for buddy conversations around key areas in dialogue and high-level questioning.</p>

Strategic Direction 3: Continuous Improvement Culture

Purpose

Establish and maintain strong partnerships within the school community to ensure a high performance school culture focused on continuous improvement exists.

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.

- High expectations school culture
- Community engagement

Resources allocated to this strategic direction

Per capita: \$18,000.00

Summary of progress

In 2021, our goal has been to closely align the aspirations for educational excellence and ongoing improvement between students, parents and staff.

Of the 167 students enrolled, only 4 currently enrolled have an attendance record of less than or equal to 90%. This places our school percentage of students attending >90% of the time at 97.6% which is above our target of >90%.

When evaluating student expectations for success, advocacy and a sense of belonging our focus group reported outcomes below our targets. The significant impact of the Learning from Home period has resulted in greater levels of disconnection for many of our students. Our next step is to delve deeper into the influencing factors and to build our understanding of how we can positively impact in identified areas. Student voice and collaboration will be key to our future progress in this area.

At this stage, staff have indicated that they receive feedback from the majority of parents approximately once a term. Whilst there are a few select parents who are in contact as frequently as daily or fortnightly the trend is that there are still many who rarely or never make contact. Alarming this number increases as our students get older. Building stronger connections with parents will continue to be a focus.

Our data sources show discrepancies in the expectations held by parents, students and staff. Whilst the concept of challenge is being spoken about more often, student behaviour still seems to reflect uncertainty and reluctance in striving for personal best goals. We recognise that shifting a school's culture is a process that takes time. We have made progress in the language used, the focus we place on personal effort and determination and the way in which feedback is being sought by students and staff. High expectations will continue to be something we strive for and data will need to be explored to establish if we are making the long-term sustainable changes to the culture of the school we are aiming for.

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
SEF Elements Learning Culture: Every minute of every lesson, every day is valued by students, staff and parents. Students attending >90% of the time is >90%. Wellbeing: 10% increase in the proportion of Year 6 students reporting Expectations for Success, Advocacy, and Sense of Belonging at school.	Of the 167 students enrolled, only 4 currently enrolled have an attendance record of less than or equal to 90%. This places our school percentage of students attending >90% of the time at 97.6% which is above our target of >90%. In 2021, our focus cohort continued to report expectations for success, advocacy and a sense of belonging below our targets. The significant impact of the Learning from Home period has resulted in greater levels of disconnection for many of our students. Our next step is to delve deeper into the influencing factors and build our understanding of how we can positively impact in identified areas. Student voice and collaboration will be

<p>SEF Elements</p> <p>Learning Culture: Every minute of every lesson, every day is valued by students, staff and parents. Students attending >90% of the time is >90%.</p> <p>Wellbeing: 10% increase in the proportion of Year 6 students reporting Expectations for Success, Advocacy, and Sense of Belonging at school.</p>	<p>key to our future progress in this area.</p>
<p>SEF Elements</p> <p>Learning Culture: Parents are seen as partners in learning and feel the school effectively demonstrates a deep commitment to the progress of all students.</p> <p>Educational Leadership: The leadership team work collaboratively with staff to review the school culture and ascertain whether high expectations are held for and by all.</p>	<p>At this stage, staff have indicated that they receive feedback from the majority of parents approximately once a term. Whilst there are a few select parents who are in contact as frequently as daily or fortnightly the trend is that there are still many who rarely or never make contact. Alarming this number increases as our students get older. Building stronger connections with parents will continue to be a focus.</p> <p>Our data sources show discrepancies in the expectations held by parents, students and staff. Whilst the concept of challenge is being spoken about more often, student behaviour still seems to reflect uncertainty and reluctance in striving for personal best goals. We recognise that shifting a school's culture is a process that takes time. We have made progress in the language used, the focus we place on personal effort and determination and the way in which feedback is being sought by students and staff. High expectations will continue to be something we strive for and data will need to be explored to establish if we are making the long-term sustainable changes to the culture of the school we are aiming for.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,102.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Stanwell Park 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"> • Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: All students are supported to make meaningful progress towards their personalised learning goals. All Individual Education Plans were regularly updated and responsive to student learning and physical needs ensuring 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: Funding will not be required in 2022.</p>
<p>Socio-economic background</p> <p>\$4,435.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stanwell Park 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students and enhance individualised learning programs • professional development of staff to support student learning <p>The allocation of this funding has resulted in: Year 5 Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Writing above both state and SSSG 100% of Year 5 students achieved at or above expected growth in Reading</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage a Teacher - Learning Enrichment, to support our trajectory towards achieving targets. Next year, the school will diversify the role to enable more staff to team teach across classroom contexts in order to challenge and support students at all learning levels.</p>
<p>Aboriginal background</p> <p>\$2,253.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stanwell Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$2,253.00</p>	<ul style="list-style-type: none"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students and enhance individualised learning programs • professional development of staff to support student learning <p>The allocation of this funding has resulted in: An increase in Aboriginal families engaging in the Personalised Learning Pathway process and, importantly, authentic conversations focused on individual learning goals set by the student, their parents and the teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to deliver differentiated and personalised support to Aboriginal students with progress closely tracked and monitored in order to help every student reach their potential.</p>
<p>English language proficiency</p> <p>\$3,992.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Stanwell Park 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students and enhance individualised learning programs • professional development of staff to support student learning <p>The allocation of this funding has resulted in: Year 5 Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Writing above both state and SSSG 100% of Year 5 students achieved at or above expected growth in Reading</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage a Teacher - Learning Enrichment, to support our trajectory towards achieving targets. Next year, the school will diversify the role to enable more staff to team teach across classroom contexts in order to challenge and support students at all learning levels.</p>
<p>Low level adjustment for disability</p> <p>\$42,881.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Stanwell Park 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • professional development of staff to support student learning <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and</p>

<p>Low level adjustment for disability</p> <p>\$42,881.00</p>	<p>subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further streamline the impact of the support for learning team, in order to provide flexible and fluid intervention and support targeted at emerging student needs.</p>
<p>Literacy and numeracy</p> <p>\$18,387.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Stanwell Park 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"> • Whole school monitoring of student learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy differentiated practice • teacher release to engage staff in collaborative planning and reflection <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment and implementation of targeted literacy and numeracy programs.</p> <p>Evidence can be seen in a combination of reading and numeracy assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the upper bands in NAPLAN increased and the students attaining the lower bands decreased. Expected growth of Year 5 students in reading and numeracy increased significantly.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide personalised and targeted professional learning in the form of mentoring and co-teaching to assist teachers in the evaluation and improvement of their teaching practice.</p>
<p>QTSS release</p> <p>\$30,944.57</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stanwell Park 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"> • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • professional development of staff to support student learning <p>The allocation of this funding has resulted in: Year 5 Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Writing above both state and SSSG 100% of Year 5 students achieved at or above expected growth in Reading</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage a Teacher - Learning Enrichment, to support our trajectory towards achieving targets. Next year, the school will diversify the role to enable more staff to team teach across classroom contexts in order</p>

<p>QTSS release</p> <p>\$30,944.57</p>	<p>to challenge and support students at all learning levels.</p>
<p>COVID ILSP</p> <p>\$24,583.29</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"> • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>All students in the program achieving significant progress towards their personal learning goals.</p> <p>Targeted literacy and numeracy intervention that continued throughout the Learning from Home period and resulted in high levels of support and engagement for all students.</p> <p>A school tracking process that identifies individual areas for development and documents the progress and achievement of students K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring and tracking of student progress in line with student learning goals. Providing additional in-class support for some students will continue to be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	72	68	77	73
Girls	84	100	88	91

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	94.3	98	95.3
1	93.4	93.7	94.9	95.2
2	92.8	94.9	95.6	94.3
3	89.6	93.6	96.7	95.5
4	93.3	94.9	94.1	95
5	94.6	93.7	95.5	94.7
6	91.6	94.4	94.7	93.3
All Years	92.8	94.2	95.7	94.8
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
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*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	165,767
Revenue	1,692,661
Appropriation	1,654,060
Sale of Goods and Services	6,407
Grants and contributions	32,062
Investment income	132
Expenses	-1,713,341
Employee related	-1,539,906
Operating expenses	-173,435
Surplus / deficit for the year	-20,680
Closing Balance	145,087

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	68,102
Equity Total	46,121
Equity - Aboriginal	2,253
Equity - Socio-economic	4,435
Equity - Language	3,992
Equity - Disability	35,440
Base Total	1,438,937
Base - Per Capita	40,675
Base - Location	0
Base - Other	1,398,262
Other Total	71,218
Grand Total	1,624,378

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

The leadership team measures school and community satisfaction to evaluate management practices and processes. There is an ongoing commitment to improve service delivery and for the school to be seen as responsive to community feedback.

When surveyed, our community identified these key areas of strength.

Students

- Percentage of students participating in school sports and extracurricular activities is well above state average.
- Have friends at school they trust and who encourage them to make positive choices.
- Try hard to succeed in their learning above state average.

Parents

- Believe teachers take an active role in making sure all students are included in school activities.
- Feel welcome and school administrative staff are helpful when answering questions and problems.
- Teachers show interest in student learning and encourage students to do their best work.

Teachers

- Work with school leaders to create a safe and orderly school environment.
- Collaborate with other teachers about strategies that increase student engagement.
- Set high expectations for student learning.

Our community data indicates we could improve in the following areas.

Students

- Number of students who value completing work at home and in a timely manner.
- Student expectation for success below state average.
- Percentage of students who value school outcomes.

Parents

- Find different platforms of communication more useful than others.
- The number of parents that are informed of their child's social and emotional development.
- School maintenance.

Teachers

- Encourage all parents to be involved in reviewing and commenting on student's work.
- Sharing student's learning goals with their parents.
- Develop a learning culture where all students are fully engaged in class activities throughout the day.

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.