

2021 Annual Report

Stroud Public School



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Introduction

The Annual Report for 2021 is provided to the community of Stroud 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

In a strong collaborative environment, we are committed to empowering all learners to achieve their personal best, through the delivery of quality teaching that is driven by evidence based pedagogy and informed by data to ensure every student improves every year. Our core values of care, respect, responsibility and fairness will continue to build empathetic and caring citizens to enable them to participate fully in their community and the global world.

School context

Stroud Public School is located on Worimi Country. Stroud is a small rural town, with strong ties to the local community.

The school has a rich history being established in 1882 and is currently set on ten acres of beautiful grounds with picturesque gardens and trees. There are sporting fields, equipment and outdoor learning areas providing opportunities for a variety of learning experiences. There are currently 59 students, 26 boys and 33 girls, attending the school. Aboriginal students make up 10% of the school population. There are five teaching staff, three administration staff and one teaching principal.

There are high levels of technology for student learning with every child every day being able to access different forms of technology. All classrooms are fitted with Interactive White Boards to enhance their learning.

The school works in close, professional and strategic partnership with a small schools collegial group (CLN) and The Bucketts Way Community of Schools. These partnerships have built strong cohesive professional learning links which will continue to drive teacher learning and student improvement.

As a result of the school's situational analysis, there will be a strong emphasis on reading and numeracy focusing on the implementation of an evidenced based strategy for both reading and numeracy, integrating high impact teaching strategies with the use of evidence and data to monitor student progress and inform teaching practice. We will also continue to use Quality Teaching Rounds to guide our work to ensure feedback to teachers leads to student improvement in both reading and numeracy.

Our school is known for its inclusive, caring and collaborative learning culture.

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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy through explicit, consistent and research-informed teaching.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$37,735.00

Low level adjustment for disability: \$25,223.60

QTSS release: \$12,669.33

Literacy and numeracy: \$9,445.00

Professional learning: \$560.00

School support allocation (principal support): \$1,120.00

Summary of progress

Reading

Our focus for 2021 was to demonstrate our commitment in supporting and driving student learning achievement in reading. In partnership with the Small Schools Collegial Learning Network (CLN), the evidence based teaching pedagogy of Close Reading was carefully selected as a highly effective teaching practice to meet the needs of students at different levels and support identified gaps - in particular - vocabulary knowledge and comprehension.

To support the implementation of this highly effective reading pedagogy in our multi-stage school, a number of activities and initiatives were completed. Two classroom teachers worked a five day fortnight as a way of supplementing the Teaching Principal's role. This ensured continuity in the classroom for students in Years 2 and 3 and enabled the Principal to drive and support other school activities. In addition, high impact professional learning in Close Reading was delivered to all staff. This professional learning was delivered through face to face workshops, online zoom sessions and the provision of suitable close reading resources in a shared cloud-based library.

Although COVID 19 guidelines restricted the opportunities for peer teacher observations and feedback on Close Reading lessons and follow up professional learning sessions, teachers at Stroud Public School continued to engage in regular professional dialogue about the reading pedagogy and how they were attempting to implement it into their classroom practice. A period of home learning due to COVID impacted on teacher ability to deliver Close Reading lessons that reflected the deep purpose of the reading strategy.

In 2022, the CLN have renewed vigour in their approach to implementing this high impact, explicit teaching strategy for reading. Principals, along with the newly appointed Assistant Principal Curriculum and Instruction (APCI), have planned a schedule of times for each teacher at Stroud to observe Close Reading lessons modelled by the APCI. The APCI will then facilitate professional collaboration and support classroom teachers in refining their Close Reading Practice. Students in Years 1 - 6 will be exposed to regular, uninterrupted and sequential Close Reading teaching and learning sequences. Progress will be monitored through a range of assessment strategies.

Numeracy

In 2021, Stroud committed to improving student understanding in Additive Strategies. Developing a student's skills in Additive Strategies aims to support them in manipulating numbers in additive situations. Data collection had demonstrated that students were using number strategies that were awkward when using large numbers, did not allow them to transfer knowledge of place value to more complex problems and that students had difficulty explaining mathematical reasoning.

The Department of Education released high impact professional learning on Additive Strategies which the Small School's CLN collaboratively engaged with. Two teachers and a teaching Principal delivered the Additive Strategies Professional Learning to the CLN through a face to face workshop and two online zoom workshops. The Professional Learning initially targeted number talks and questioning techniques to draw out student reasoning and carefully selected sequences of

learning that build on student knowledge - specifically, moving from informal representations of a mathematics problem to formal recording methods.

Unfortunately, momentum on the intent of making Additive Strategies a part of regular teaching practice in each classroom slowed considerably due to ongoing interruptions from COVID and home learning periods. Although there had been a plan for negotiated classroom observations of number talks and opportunities for providing feedback to improve and refine teaching practice, maintaining the schedule through such a turbulent year proved very challenging.

In 2022, the CLN are focused on ensuring that the evidence based practices of effective number talks, specific questioning techniques and careful selection of rich number tasks are at the forefront of our planning for our professional learning. Teachers will be supported in authentically embedding the practices in their curriculum delivery and be provided with opportunities to observe peer lessons, give and receive feedback and refine teaching practice.

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
Meet baseline target of 32% of students in year 3 and year 5 achieve in the top two bands in NAPLAN reading. Meet baseline target of 33% of students in year 3 and year 5 achieve in the top two bands in NAPLAN numeracy.	45% of students in Years 3 and 5 achieved top 2 bands in NAPLAN reading which was above the baseline target of 33%. 30% of students in Years 3 and 5 achieved top 2 bands in NAPLAN numeracy which was slightly below the baseline target of 33%.
Meet baseline target of 61% of students year 5 achieve expected growth in NAPLAN reading. Meet baseline target of 72% of year 5 achieve expected growth in NAPLAN numeracy.	57.14% of students in Year 5 achieved expected growth in NAPLAN reading which was slightly below the baseline target of 61%. 42.86% of students in Year 5 achieved expected growth in NAPLAN numeracy which was below the baseline target of 72%.
School self-assessment of the Teaching domain element Effective Classroom Practice indicates the school is sustaining and growing for explicit teaching and feedback .	School self-assessment of the Teaching Domain element Effective Classroom Practice indicates the school is sustaining and growing for explicit teaching and delivering for feedback .
Attendance Achieve baseline data of 79% of students attending greater than 90% of the time.	56.3% of students attended greater than 90% of the time.

Strategic Direction 2: Effective Data Practice

Purpose

Through collaborative and consistent assessment practices teachers will analyse and interpret data to inform and modify practice to maximise 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.

- Effective Data Practice

Resources allocated to this strategic direction

Professional learning: \$6,720.00

Summary of progress

Effective Data Practice

In 2021, staff participated in high impact professional learning in using data to inform practice. Our assessment schedule was redeveloped in order to embed sustainable practices and processes for whole school collection of student data. Due to COVID-19 restrictions, collaborative practices to ensure consistent teacher judgment (CTJ) with our CLN were unable to take place.

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
Improvement as measured by the School Excellence Framework Teaching Element: Data Skills and Use Focus Themes: Data literacy (Delivering) Data Analysis (Delivering) Data Use in Teaching (Delivering) Data use in Planning (Delivering)	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use in all themes.
Improvement as measured by the School Excellence Framework Learning Domain Element: Assessment Focus theme: Whole School Monitoring of Student Learning (Delivering)	Self-assessment against the School Excellence framework shows in the element of assessment, focus theme whole school monitoring of student learning to be at delivering.
Improvement as measured by the School Excellence Framework	Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Student

<p>Learning Domain</p> <p>Element: Student performance Measures (Delivering)</p> <p>Focus Theme: Internal and external measures against syllabus standards (Delivering)</p>	<p>Performance Measures, Focus Theme: Internal and external measures against syllabus standards.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$23,542.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Stroud 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 <p>The allocation of this funding has resulted in: demonstrated progress towards achievement of personalised learning goals through the provision of personalised learning and support within the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: to allocate some available funding to provide professional development for support staff to ensure student support is targeted to need.</p>
<p>Socio-economic background</p> <p>\$43,621.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stroud 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"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement additional Literacy and Numeracy intervention programs. • employment of additional staff to ensure continuity of teaching and to enable the Teaching Principal to provide instructional leadership across the school. <p>The allocation of this funding has resulted in: all teachers' strengthened capacity to deliver targeted and explicit reading and numeracy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to use additional staffing to provide explicit instruction in reading and numeracy.</p>
<p>Aboriginal background</p> <p>\$3,431.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stroud Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$3,431.84</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: all Aboriginal students having a personalised learning plan developed in consultation with families and carers.</p> <p>After evaluation, the next steps to support our students with this funding will be: to strengthen the process for the development of personalised learning pathways (PLPs) so that all parents and carers are supported to be active participants and PLPs are authentic and dynamic.</p>
<p>Low level adjustment for disability</p> <p>\$32,401.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Stroud 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"> • Reading • Numeracy • Other funded activities <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 learning for staff in targeted numeracy strategies • to provide additional staffing to enable team teaching in Literacy and Numeracy and to provide intervention for identified students. <p>The allocation of this funding has resulted in: teachers' increased capacity to differentiate Literacy and Numeracy teaching for students with additional learning needs resulting in a more consistent approach across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further strengthen teachers' capacity to deliver differentiated learning opportunities, to promote collaboration and sharing of expertise and to refine learning and support processes.</p>
<p>Location</p> <p>\$5,560.00</p>	<p>The location funding allocation is provided to Stroud 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"> • additional staffing for teaching principal release. <p>The allocation of this funding has resulted in: the establishment of a collegial professional network with other teaching principals in the local area.</p> <p>After evaluation, the next steps to support our students with this funding will be: to enable increased collaboration with other local schools to assist in addressing the challenges of isolation.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$7,780.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Stroud 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"> • Reading • Effective Data Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • collaborative monitoring of the school improvement plan to ensure impact on student achievement • implementation of professional learning to strengthen data skills and use. • development of consistent data collection and analysis practices. <p>The allocation of this funding has resulted in: increased capacity of all teachers to analyse and use student progress and achievement data to inform teaching practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide further professional learning so that all teachers use data to plan, identify intervention and modify teaching practice.</p>
<p>School support allocation (principal support)</p> <p>\$13,610.00</p>	<p>School support allocation funding is provided to support the principal at Stroud Public School with administrative duties and reduce the administrative workload.</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"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • participation in the Teaching Principals Collegial Learning Network. <p>The allocation of this funding has resulted in: principals collaborating to enable quality evaluation of shared key initiatives.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the Collegial Learning Network initiatives supported by the newly appointed Assistant Principal Curriculum and Instruction.</p>
<p>Literacy and numeracy</p> <p>\$9,445.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Stroud 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of two additional classroom teachers across a five day fortnight to ensure targeted literacy and numeracy and continuity of learning for students in years two and three. <p>The allocation of this funding has resulted in: targeted literacy and numeracy teaching informed by improved tracking of students through a range of strategies including PLAN2, essential assessment and check-in assessments.</p>

<p>Literacy and numeracy</p> <p>\$9,445.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: to continue the employment of an additional teacher to provide targeted Literacy and Numeracy support for Early Stage One and Stage One students.</p>
<p>QTSS release</p> <p>\$12,669.33</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stroud 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: explicit, targeted teaching in Literacy and Numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: a continued focus on improved professional practice in the teaching of reading and numeracy.</p>
<p>COVID ILSP</p> <p>\$50,150.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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/numeracy <p>The allocation of this funding has resulted in: All students have shown improvement from baseline data in the sight word knowledge of between 24% and 48% and are now confident in identifying single sounds. Students have also demonstrated improvements in comprehensions skills. Students' progress in number skills was monitored through using learning goals in essential assessment and PLAN 2 data.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued employment of an additional teacher to provide targeted, explicit small group instruction.</p>
<p>Per capita</p> <p>\$16,023.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Stroud 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 operational funding include:</p> <ul style="list-style-type: none"> • Providing resources and programs, both physical and digital such as Reading Eggs and Mathletics subscriptions and decodable readers.

Per capita \$16,023.00	<ul style="list-style-type: none"> • Upgrading outdated technology with the purchase of IWBs in some classrooms and laptops in the 4/5/6 classrooms. <p>The allocation of this funding has resulted in: teachers delivering explicitly taught literacy and numeracy programs to students that are targeted to their individual needs. Students have more equitable access to technology.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Evaluate effectiveness of digital programs and physical resources on student achievement and how teachers use these in their teaching. * Build student and teacher capacity in using upgraded technology and purchasing more laptops to increase student - device ratio.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	42	31	29	28
Girls	42	38	36	34

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.8	91.1	87.3	94.5
1	90.7	94.9	88.2	77.7
2	92.2	91.8	89.2	90.1
3	94.6	91.7	86.9	87.3
4	96.1	90.7	87	86
5	92.6	94.4	90.1	90.3
6	92.2	93.1	90.4	92.6
All Years	93.2	92.7	88.5	89.3
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	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)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*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	119,453
Revenue	900,116
Appropriation	884,869
Sale of Goods and Services	36
Grants and contributions	15,022
Investment income	189
Expenses	-865,605
Employee related	-747,323
Operating expenses	-118,282
Surplus / deficit for the year	34,511
Closing Balance	153,964

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	23,542
Equity Total	79,456
Equity - Aboriginal	3,432
Equity - Socio-economic	43,622
Equity - Language	0
Equity - Disability	32,402
Base Total	699,387
Base - Per Capita	16,024
Base - Location	5,559
Base - Other	677,804
Other Total	32,057
Grand Total	834,442

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

- Each year schools are required to seek the opinions of parents, students and teachers about the school. At Stroud Public School this was achieved through participation in the Tell Them From Me Survey towards the end of 2021.

Parent survey responses indicate that:

- 90% of parents agree or strongly agree that our school promotes positive behaviour and wellbeing across all settings.
- 90% of parents agree or strongly agree that they feel welcome when they visit the school
- 90% of parents agree or strongly agree that the school supports their child to do their best.
- 82% of parents felt supported by the school during the home learning periods

Staff survey responses indicate that:

- 100% of staff agree or strongly agree that our school is a welcoming and culturally safe place for all students.
- 90% of staff agree or strongly agree that they strive to deliver learning opportunities that are planned, engaging and relevant.
- 85% of staff agree or strongly agree that school leaders in our school are leading improvement and change.

Student survey responses indicate that:

- 87% of students indicated that they feel accepted and valued by their peers and others at school
- 96% of students believe that schooling is useful in their everyday life and has a strong bearing on their future
- 87% of students indicate that they try hard to succeed in their learning
- 96% of students indicate that they display appropriate behaviour at school and are not disruptive.

Areas for future focus:

- To continue to strengthen community connections
- To continue to implement strategies to meet the diverse individual needs of students and their families.
- To continue to build positive relationships with parents.
- To encourage high expectations of parents and teachers for students in achieving short and long term learning goals.

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.