

2021 Annual Report

Tallimba Public School



3153

Introduction

The Annual Report for 2021 is provided to the community of Tallimba 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 Tallimba Public School we work in partnership with students, staff, parents and the community, through a high expectations culture where we understand that together we are focused on, and responsible for, supporting the learning and lifelong success of every student.

We promote an inclusive and collaborative culture where each student is known, valued and cared for, maximising the achievements of every student. High expectation relationships ensure every student is engaged, challenged and given every opportunity to develop their individual gifts, talents and interests while striving for their personal best, enabling them to become responsible, respectful citizens.

Tallimba is a little school achieving big things with aspirations to be the first choice of primary education for the Tallimba region, the envy of the district and a model of a successful small school.

School context

Tallimba Public School is found on the lands of the Wiradjuri people and is located in the Central West of New South Wales, 132 kilometres from Griffith's regional centre. Tallimba has a population of fewer than 20 residents and is located 33km south-west of West Wyalong.

Our school has a current enrolment of 23 students, none of whom identify as Aboriginal. Our students are drawn from the village of Tallimba and the surrounding farming area and are taught in multi-stage classes. Student enrolments have ranged from 19-29 students over the past ten years.

Students come from a diverse range of socio-economic backgrounds, with the student population of the school influenced by local employment opportunities, availability of housing and other services within the local area. The school has a committed staff, a supportive P&C Association and a local community that work together to provide rich learning opportunities and excellent resources for all students.

The school is an active member of the Rural Innovative Educator's Network, a small school collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher capacity and outcomes for all our students.

A range of extracurricular activities is offered to students through alliances with other local schools, including sport, public speaking, debating, curriculum focus days and excursions.

We continue to partner with community groups to provide students and parents with successful transition programs from pre-school to Kindergarten and Year 6 to High School. Each Thursday, Year 6 children participate in the Middle School program at West Wyalong High School.

Through our situational analysis, we identified student growth and attainment, high impact teaching practice and a high expectation culture as future directions. Tallimba Public School will target these three strategic directions systematically. Initiatives will be planned, monitored and evaluated to support student learning, ensuring students are reaching their potential and achieving their goals. These include:

- Data-informed personalised learning
- High impact teaching practice
- Partnerships for success

Tallimba Public School enjoys strong positive relationships with parents and the wider community. The school has co-developed Positive Behaviour for Learning values that drive our school culture and reflect our motto '*be a good citizen*'. Our co-developed values of respect, responsibility and citizenship form the basis of a safe, happy and supportive learning environment and promote equity and excellence. Individualised learning ensures students connect, succeed and thrive as lifelong learners.

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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to ensure every student maximises their learning potential and improves every year in reading and numeracy, staff will use data-driven, evidence-based practices to personalise learning.

Initiatives

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

- Data Informed Personalised Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$30,451.96

Socio-economic background: \$17,154.95

Location: \$13,511.97

School support allocation (principal support): \$7,082.00

Operational Funding Teacher Principal Relief: \$15,294.00

Summary of progress

In 2021, a focus of the school's work was the strengthening of the implementation of student personalised learning goals. Teacher and students co-created dynamic learning goals which addressed student learning at their point of need, resulting in significant progress in the focused areas of reading, writing and numeracy. Families had an increased involvement in this process due to improved communication through regular review meetings.

Teachers have been supported in the area of analysing student data to identify areas of need. By the end of Term 2, teachers completed specific reading professional learning which was titled, 'Effective Reading: Phonics and Understanding Texts'. To complement this learning, the Term 3 School Development Day professional learning focused on reading improvement. As a result, teachers have embedded new strategies into teaching and learning programs. Of note, the school introduced a daily Phonemic Awareness program supporting Early Stage 1 and Stage 1 student learning.

Professional learning has also been implemented in the area of numeracy. Teachers have engaged in training that focused on Additive Strategies and Multiplicative Strategies. This knowledge has been transferred into daily teaching practices and tracked using PLAN2.

In addition to differentiation in the classroom, targeted students requiring intervention in reading and numeracy accessed the COVID intensive learning support program.

Teacher surveys have captured increased teacher confidence, knowledge and understanding of strategies covered in targeted professional learning, as well as identifying the need to upgrade the school's reading resources/space and conduct an assessment audit leading to a review of our assessment schedule which will be completed during 2022.

Data triangulation has informed decisions for 2022, identifying how groups of students will be placed and their individual learning needs will be planned and catered for. This work will lead the school forward in focusing on reading comprehension, vocabulary as well as number sense, place value and multiplicative 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
(This is a network target) Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top two bands in NAPLAN to be	An increased percentage of students achieved in the top two bands for numeracy at Tallimba Public School. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.

trending upwards, above the baseline towards the system-negotiated target of 30% in numeracy	
<p>(This is a network target)</p> <p>Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top two bands in NAPLAN to be trending upwards, above the baseline towards the system-negotiated target of 35% in reading.</p>	<p>An increased percentage of students achieved in the top two bands for reading at Tallimba Public School. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.</p>
<p>School assessment in the School Excellence Framework (SEF) indicates delivering in the following themes:</p> <ul style="list-style-type: none"> - Data use in teaching - Individual learning needs - Assessment 	<p>The 2021 External Validation process allowed for validation of the following themes to be above the target progress measure.</p> <p>Measured against the School Excellence Framework Tallimba Public School showed improvement in the elements of 'Data use in teaching', 'Individual Learning Needs', and 'Formative Assessment' from Delivering to Sustaining and Growing. In addition, an improvement in the element of 'Summative Assessment' from Delivering to Excelling was also noted.</p>

Strategic Direction 2: High impact teaching practice

Purpose

In order to ensure every student achieves growth in their learning, staff will use high impact, collaborative teaching strategies.

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 Impact Teaching Practice

Resources allocated to this strategic direction

QTSS release: \$4,484.72

Professional learning: \$8,398.45

School support allocation (principal support): \$6,522.80

Literacy and numeracy: \$2,930.51

Operational Funding Teacher Principal Relief: \$10,427.00

Summary of progress

Professional learning (PL) this year has aligned with the Strategic Improvement Plan. Staff have completed up to Module 3, of Lyn Sharratt's Clarity which is a professional learning suite of what matters most in learning, teaching and leading. Thus far, staff have identified areas to focus on including suggested non-negotiables and reading resources that will build on what the school currently uses. From the learning so far, within the classroom, teachers are concentrating on how they are using the environment as a third teacher to support students in taking responsibility and self-regulating their learning. A data wall has been created with a focus on numeracy, which directly links to 2022 planning. Student results have been triangulated from NAPLAN, Progressive Achievement Testing, Essential and Check-in Assessments.

The Goal, Reality Opportunities and Way Forward (GROW) model of lesson observations have been timetabled and occurring during a regular agreed time frame with prompt feedback. To improve on this, staff feedback has included the suggestion of rotating staff roles within this space and allowing for a further variety of combinations of colleagues working together and learning from each other based on expertise and need. Keep Calm and Collaborate (KCAC) has been well received by all teachers involved as it has created the time for professional conversations supporting improved classroom practice. Teacher surveys suggested increased time to debrief after professional learning has been completed.

In 2022, teachers will continue to implement new strategies from Lyn Sharratt's Clarity Learning Suite. KCAC collaboration will continue to focus on data informed practice, visible learning, collaborative inquiry and GROW observations. In response to teacher feedback a check-in system will be established within KCAC to allow for identifying impact of PL and sustaining quality teaching practice as well as directing funds to increase print and digital resources that support instructional practices. A newly established Assistant Principal Curriculum and Instruction position will support the ongoing whole school improvement in reading and numeracy, strengthening our focus on improved student outcomes and effective teacher 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
Increase the number of students achieving at or above expected growth in NAPLAN reading from the baseline towards 2023 target.	There was representation of students achieving expected growth and representation of students who did not achieve expected growth. Due to the small size of the cohort actual percentages cannot be reported. Individual progress is reported directly to parents and carers throughout the year.
Increase the number of students achieving at or above expected growth in NAPLAN numeracy from the baseline towards 2023 target	There was representation of students achieving expected growth and representation of students who did not achieve expected growth. Due to the small size of the cohort actual percentages cannot be reported. Individual progress is reported directly to parents and carers throughout the year.

<p>School assessment in the School Excellence Framework (SEF) indicates <i>Delivering</i> in the following themes:</p> <ul style="list-style-type: none"> - High expectations - Explicit teaching - Assessment 	<p>The 2021 External Validation process allowed for validation of the following themes to be above the target progress measure.</p> <p>Measured against the School Excellence Framework Tallimba Public School showed improvement in the elements of 'High Expectations', 'Explicit Teaching', and 'Formative Assessment' from Delivering to Sustaining and Growing. In addition, an improvement in the element of 'Summative Assessment' from Delivering to Excelling was also noted.</p>
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Strategic Direction 3: High expectations culture

Purpose

In order to ensure the educational and wellbeing aspirations of all students, the school and community will partner together to strengthen a culture of high expectations.

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.

- Partnerships for Success

Resources allocated to this strategic direction

Operational Funding Teacher Principal Relief: \$12,494.00

Summary of progress

During Semester 1, all teachers completed the Wellbeing Framework professional learning, which resulted in a deeper understanding of the many aspects of student wellbeing and engagement. The area of social and emotional learning (SEL) was identified as a future direction for Tallimba Public School. The Positive Living Skills program and Smiling Minds were identified by the school as programs that could address and support SEL for students. Smiling Minds was introduced in 2020 and was delivered throughout 2021 and will continue on into next year across the whole school. Staff have been up-skilled in delivering lessons and students have benefited from journal writing, meditating and building skills in regulating. The combination of Smiling Minds and a Positive Behaviour for Learning (PBL) weekly focus have assisted with behaviour regulation and engagement in learning with the intention to introduce Positive Living Skills in 2022.

Also during this year, the principal participated in the Aboriginal cultural awareness program 'Stronger Smarter' which led to the development of a relationship with the West Wyalong Lands Council. Engaging educational visits followed and have resulted in increasing staff and student knowledge of Aboriginal culture.

The attendance target of 90% has been supported in an ongoing manner throughout the year. Attendance systems have been reviewed and improved. Staff became familiar with the 'Everyday Counts' document and completed a survey which resulted in themes and strategies to review. Messaging around attendance has increased through teacher dialogue and the newsletter. The in-school flowchart for attendance has been updated and partial attendance procedures have been clarified. Documented data to track individual attendance is monitored weekly and shared with staff using tiers of intervention. High attendance is celebrated through the end of semester assemblies. Continued use of data analysis along with informed planning will see teachers, parents and the community working together to ensure absences do not impact student learning outcomes.

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
(This is a school-level target) Increased percentage of students attending school more than 90% of the time trending above the baseline towards the school-level target.	Data indicates that in 2021, 96% of students attended school more than 90% of the time which is trending above the baseline towards the school-level target.
Levels of wellbeing as assessed by school-based measures and TTFM (advocacy, belonging, expectations) show improvement above the baseline.	Internal Wellbeing data in the areas of 'Advocacy at school' (90%), 'Sense of belonging' (71%) and 'Expectations for success' (95%) is tracking at or above Tell Them From Me state average.
School assessment in the School Excellence Framework (SEF) indicates <i>Delivering</i> in the following themes:	The 2021 External Validation process allowed for validation of these themes to be at or above the target progress measure.

<ul style="list-style-type: none"> - A planned approach to wellbeing - Individual learning needs - High expectations culture 	<p>Measured against the School Excellence Framework Tallimba Public School showed improvement in the elements of 'Individual learning needs' and 'High expectations culture' from Delivering to Sustaining and Growing. With the element of 'A planned approach to wellbeing', remaining at Delivering.</p>
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$17,154.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tallimba 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"> • Data Informed Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development for staff to support student learning in data-driven areas of need. • additional staffing to provide support to identified students with additional needs • staffing release for individual case conferences and development of Personalised Learning Plans • staff release to increase community engagement <p>The allocation of this funding has resulted in: Students were provided with increased personalised learning opportunities to improve learning outcomes through the provision of an additional teacher to reduce class sizes and provide targeted teaching for three days. Targeted students accessed the Centre for Effective Reading program facilitated by a School Learning Support Officer. All students demonstrated progress towards their personalised learning goals. All Personal Learning Plans were regularly reviewed, updated and responsive to student learning needs ensuring students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to personalise learning for students, with personalised goals in reading, writing and numeracy. These goals will be dynamic, data-driven, reviewed every five weeks and target both individuals and in small group tuition at point of need.</p>
<p>Low level adjustment for disability</p> <p>\$30,451.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Tallimba 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"> • Data Informed Personalised Learning <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, through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the whole school setting <p>The allocation of this funding has resulted in: The Learning and Support Teacher along with our School Learning Support Officers provided additional learning support. Intervention programs were on an individual or small group basis across the school setting. Classroom teachers ensured Individual Learning Plans were developed and implemented for targeted students to address individual needs. External agencies were sourced to address individual needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Low level adjustment for disability</p> <p>\$30,451.96</p>	<p>Support targeted intervention programs and student learning by maintaining staff at the current level. Regularly analyse data using a case management approach and make adjustments to student learning programs as required. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Location</p> <p>\$13,511.97</p>	<p>The location funding allocation is provided to Tallimba 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"> • Data Informed Personalised Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • 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: To continue to collaborate with our small school network to bring our students together to overcome isolation. Increase the staff and student use of technology within the classroom.</p>
<p>Literacy and numeracy</p> <p>\$2,930.51</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tallimba 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"> • High Impact Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in Lyn Sharratt's Clarity Learning Suite • resources to support the quality teaching of literacy and numeracy • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy <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. Making connections with Lyn Sharratt's Learning Suite and improved classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teachers will continue to work collaboratively ensuring dynamic class programs which are responsive to student needs and support personalised learning in Literacy and Numeracy.</p>
<p>QTSS release</p> <p>\$4,484.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tallimba 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"> • High Impact Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$4,484.72</p>	<ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • continuation of observation rounds to strengthen quality teaching practices • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Timetabled collaboration time for teachers to analyse student data, co-plan, and implement learning from targeted professional learning within observation rounds.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to facilitate a collaborative inquiry model to improve teacher practice responsive to student needs.</p>
<p>COVID ILSP</p> <p>\$21,868.97</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 a teacher to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in: Most of the students in the program achieved significant progress toward their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the implementation of literacy and numeracy tuition using data sources to identify specific student needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	12	12	10	10
Girls	12	15	14	13

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.3	91.7	91.5	97.3
1	94.7	92.3	93.8	93.5
2	93.1	93.3	92.8	94.5
3	95.3	93.6	97.6	93.4
4	90.5	92.2	92.9	94.6
5	95.3	93.2	93	91.9
6	87.9	90.1	94.8	89
All Years	93.4	92.3	93.7	92.9
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)	1.81
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*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	130,064
Revenue	699,197
Appropriation	697,017
Grants and contributions	1,760
Investment income	19
Other revenue	400
Expenses	-692,756
Employee related	-642,365
Operating expenses	-50,391
Surplus / deficit for the year	6,441
Closing Balance	136,505

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	0
Equity Total	47,607
Equity - Aboriginal	0
Equity - Socio-economic	17,155
Equity - Language	0
Equity - Disability	30,452
Base Total	554,366
Base - Per Capita	5,916
Base - Location	13,512
Base - Other	534,938
Other Total	27,847
Grand Total	629,819

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

In 2021, our school sought the opinions of parents, students, and teachers about our school culture and feedback through the Tell Them From Me survey platform. A sample of their responses are listed below.

From our parent respondents:

- 76% of parents feel welcome, and 72% feel well informed.
- 72% reported school supports learning, with 48% of parents supporting learning at home.
- 76% believe the school supports positive behaviour, with 73% reporting the school promotes safety.

From our Year 6 student focus group respondents:

- 73% reported a positive learning climate, with 82% indicating a positive teacher-student relationship.
- 100% have a positive sense of belonging and 100% report positive relationships with other students.
- 100% value schooling outcomes, with 60% of students reporting to be interested and motivated.

From our teachers:

- 79% discuss learning goals with other teachers while 83% talk to other teachers about strategies to increase student engagement.
- 83% reported using formal assessment tasks to help students set challenging goals and 75% agree to discussing with the class the learning goals for most lessons.
- 85% agree that their assessments help understand where students are having difficulty and 80% report using two or more teaching strategies in most lessons.

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.