

2021 Annual Report

Tighes Hill Public School



3213

Introduction

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

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

School contact details

Tighes Hill Public School

Elizabeth St

Tighes Hill, 2297

www.tigheshill-p.schools.nsw.edu.au

tigheshill-p.school@det.nsw.edu.au

4969 3720

School vision

To provide an inclusive, welcoming and friendly school, supported by a close-knit community where students receive a dynamic education and are provided with opportunities to foster a lifelong love of learning.

School context

Tighes Hill Public School is situated on Awabakal Land, located in an inner city suburb of Newcastle in the Hunter Region of New South Wales with an enrolment of 366 students.

Tighes Hill Public School is a vibrant and dynamic primary school that has served the Tighes Hill community for over 140 years. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all.

Our school celebrates and values our diverse community, with 7% of students being Aboriginal. All elements of quality teaching are embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs, including an Opportunities Class (OC), across all key learning areas.

Tighes Hill Public School is a proud partner of the Muloobinbah Aboriginal Education Consultative Group (LAECG). The school has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students by identifying and building upon personal, academic and cultural goals to ensure a culturally safe environment for students.

Future focused learning is integral at our school. A computer area in the library, mobile technology and upper and lower hall spaces ensure students are accessing and interacting with technology through learning experiences, including coding, robotics and enrichment lessons.

Our staff include experienced and expert teachers who actively engage in high calibre professional learning to deepen pedagogical knowledge and understanding.

Tighes Hill Public School is deeply committed to the mentoring and development of pre-service teachers through our strong links with the University of Newcastle.

The school completed a situational analysis in 2020 and identified three strategic improvement areas for inclusion in the four year School Improvement Plan.

- Student Growth and Attainment - Reading and Numeracy.
- Embedding effective systems for assessment and feedback.
- Continuous improvement culture through data informed practice.

Our school treasures our passionate and supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including Aboriginal Elders. The staff and parents enjoy a positive relationship, actively promoting the school and its students.

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	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and sustain whole school processes for collecting and analysing data underpinned by embedded evaluative practice.

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.

- Learning Culture
- Professional Learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$24,974.00

English language proficiency: \$10,691.00

Professional learning: \$24,250.00

Literacy and numeracy: \$13,243.00

QTSS release: \$69,625.00

Aboriginal background: \$21,929.00

Location: \$1,000.00

Socio-economic background: \$18,400.00

Summary of progress

Learning Culture: Staff feedback revealed professional learning and provision of School Excellence Days increased teacher confidence and deepened their understanding of evidence-based teaching and learning practices. Executive observations confirmed the successful and consistent implementation of desired learning culture features. Disruption to the scheduled professional learning delivery will see a continuation in 2022. Teachers applied and consistently used a range of evidence-based teaching practices to optimise learning progress for all students. Next year in this initiative/strategic direction, we will continue to work with staff to sustain a learning culture of high expectations and student growth and attainment.

Professional Learning: Staff have undertaken scheduled, high-impact professional learning aligned to strategic directions. As evidenced by staff Professional Development Plans, Professional Learning exit tickets and observed classroom practice, targeted professional learning had impact. Disruption to schedule Professional Learning delivery due to COVID will see a continuation in 2022. Staff have embedded and used pedagogical practices as a result of engagement in professional learning leading to increased teacher capacity. Next year in this initiative/strategic direction, we will continue to work with staff to implement high impact professional learning to support teaching and learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading <ul style="list-style-type: none">• A minimum of 72% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN Reading.• Progress and achievement of equity groups is equivalent to the progress and achievement of all students. Aboriginal and Torres Strait Islander students meet or exceed scores of peers. Numeracy <ul style="list-style-type: none">• A minimum of 54% of Year 3 and Year 5 students achieve in the top 2	Reading and Numeracy <ul style="list-style-type: none">• 69% of Year 3 students and 71% of Year 5 students are now in the top two skill bands (NAPLAN) for reading.• 37% of Year 3 students and 58% of Year 5 students are now in the top two skill bands (NAPLAN) for numeracy.• This indicates some progress toward the annual progress measure. Attendance <ul style="list-style-type: none">• 88% of students attend school greater than 90% of the time, leaving 1.2% to be gained by the end of 2022.

bands in NAPLAN Numeracy.

- Progress and achievement of equity groups is equivalent to the progress and achievement of all students. Aboriginal and Torres Strait Islander students meet or exceed scores of peers.

Attendance

- Proportion of students attending greater than 90% of the time - 89.2%.

- A minimum of 60% of Year 3 and Year 5 students achieve expected growth in NAPLAN Reading.
- A minimum of 45% of Year 3 and Year 5 students achieve expected growth in NAPLAN Numeracy.

Growth targets

62% of Year 3 and Year 5 students achieved expected growth in NAPLAN Reading 2021.

48% of Year 3 and Year 5 students achieved expected growth in NAPLAN Numeracy 2021.

Strategic Direction 2: Embedding effective systems for assessment and feedback

Purpose

In order to maximise student learning outcomes we will develop and refine assessment and feedback practices that are responsive to the learning needs of all students.

Initiatives

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

- Assessment
- Feedback

Resources allocated to this strategic direction

Summary of progress

Assessment: Staff have begun to engage in consistent teacher judgement and assessment evaluation practices. Due to the disruption in 2021, this will continue to be a focus area in 2022.

Feedback: Staff have engaged in professional learning to support Embedding Formative Assessment practices within History/Geography and PDHPE. Staff have collaboratively devised a collection, collation and storage system consistent with best practice processes across all key learning areas. Executive analysis of teaching and learning programs across the school, demonstrates EfA practices embedded within delivery. Next year in this strategic direction, we will continue to deliver the remaining Efa modules to staff.

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
• Embedded systems in place for assessment within History/ Geography and PDHPE (<i>formative and summative</i>).	Teachers continue to review and embed Efa practices within teaching and learning programs for History/Geography and PDHPE.
• Completion of part 1 of Dylan Wiliam Embedding Formative Assessment CEP initiative.	All teachers have completed all but two modules of Part 1 of the Dylan Wiliam Embedding Formative Assessment initiative. The final two modules are due to be completed early 2022.

Strategic Direction 3: Continuous improvement culture through data informed practice

Purpose

In order to maximise student learning outcomes we will target professional learning towards the analysis and use of student assessment data. Collaborative practice in this area will lead to improved consistent teacher judgement and evaluative processes.

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 Analysis
- Evaluative Processes

Resources allocated to this strategic direction

Location: \$1,500.00

Summary of progress

Data analysis: Throughout 2021, school executive have reviewed data with staff as a focus area for improvement. This has been supported by professional learning to analyse student assessment data to identify areas of need across all key learning areas. Teachers have delivered updated teaching and learning programs and captured data to evaluate student progress. School executive have led reflective sessions on what worked well and why, what didn't work and why, and what further support is needed. Next year in this strategic direction, all teaching staff will continue to refine data collection systems and analysis to ensure whole school consistency.

Evaluative Processes: Staff feedback revealed professional learning and the provision of School Excellence Days increased teacher confidence and deepened their understanding of evaluative processes. Executive observations confirmed the successful and consistent implementation of evaluative processes including the use of consistent teacher judgement. Disruption to the scheduled professional learning delivery will see a continuation of this focus in 2022. Teachers worked in stage teams to collate and compare work samples and evaluate against each achievement standard. Next year in this initiative/strategic direction, we will continue to work with staff to sustain consistent teacher judgement and compile an evidence bank to support this process.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Establish an agreed approach for the analysis of evidence across the school for individual KLAs and Stages.	A systematic approach has been adopted by all teaching staff in the analysis of assessment data across the school.
<ul style="list-style-type: none">• Whole school/Stage based school driven PL (provision of time) to begin development of student work samples (in relation to achievement standards-above, at and below stage expectations) in core subjects for CTJ	Delayed initiatives in 2021 have required this work to be postponed to 2022.. This will be a major focus of professional learning utilising School Excellence Days involving all staff.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$114,775.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tighes Hill Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>All students receiving Integration Funding Support were allocated equitable Student Learning and Support Officers support, ensuring high quality personalised learning took place through the year. SLSOs worked side by side with classroom teachers and support staff to ensure quality differentiated learning for students. Student Learning and Support Officers were integral in connecting with parents, developing Personalised Learning and Support Plans and undertook professional learning throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to utilise the in-class support model to support students.</p>
<p>Socio-economic background</p> <p>\$18,400.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tighes Hill 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"> • Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement team teaching, extra support groups targeting reading and numeracy - CEP transition project • equitable access to specialist resources • staff release to increase CEP transition project engagement <p>The allocation of this funding has resulted in:</p> <p>The school has been an integral member of the CEP transition project and will continue with this focus given the strong connections established with the feeder high school and local network schools. The school purchased additional laptops so that every Stage 3 students has access to a computer.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the 2021 model of CEP transition project targeting support for all students by further employing teachers to work in tandem with the classroom teachers to enhance differentiation, support or extend students through small groups and to maximise learning impact around reading and numeracy. The school will continue to invest to learning resources for students.</p>

<p>Aboriginal background</p> <p>\$21,929.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tighes Hill 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"> • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <p>Aboriginal students being support in literacy and numeracy through targeted differentiated learning in individual, small group and whole class settings.Strong Personalised Learning Pathways (PLPs) were established by creating meaningful relationships with families. Tighes Hill PS staff are part of the Callaghan Education Pathways Aboriginal Education Team. In 2021, the team drove consistent PLPs across the network and Aboriginal students from Tighes Hill worked with other students across the network to create an Acknowledgement to Country.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To train staff in Connecting to Country and Aboriginal Pedagogies in order to ensure a deep understanding of how to support our Aboriginal students. Funding will continue to be used to support students in data driven,differentiated learning.</p>
<p>English language proficiency</p> <p>\$10,691.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tighes Hill 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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • • additional teacher time to provide targeted support for EAL/D students andfor development of programs • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in:</p> <p>The EAL/D coordinator supported all teachers in implementing quality programs aimed at improving the literacy and numeracy abilities of EAL/D students, along with implementing a New Arrivals Program.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to employ EAL/D support in all appropriate classes within the school. The school will also continue to implement a co-teaching model aimed at catering for all students learning abilities in the classroom.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Tighes Hill Public School in mainstream classes who have a</p>

<p>\$24,974.00</p>	<p>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"> • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Learning and Support staff working in stage teams to target and support the learning of students requiring extra assistance in their learning. 'Ready to Learn' data meetings took place twice a term in stage teams. This identified the students who required targeted assistance and allowed teams to timetable small group intervention to support students. All students across the school have individual goals set and students with a diagnosed disability have Personalised Learning Support Plans. The school worked hard to streamline learning & support process in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with the 2021 model of in-class support structures and our 'Ready to Learn' data meetings. This will consolidate teacher practice and ensure high level differentiated learning is taking place.</p>
<p>Professional learning</p> <p>\$24,250.00</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 Professional Learning for Teachers and School Staff Policy at Tighes Hill 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"> • Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teams to be released to reflect, review and respond to WWB, SEF and classroom based assessment data. • CTJ and assessment moderation • Feedback <p>The allocation of this funding has resulted in: Staff feedback clearly shows improvement in assessment moderation and feedback using EFA processes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Executive and staff will continue this 2021 model of School Excellence days as feedback was overwhelmingly supportive of the approach and the productive nature of the time spent.</p>
<p>Literacy and numeracy</p> <p>\$13,243.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tighes Hill 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"> • Learning Culture

<p>Literacy and numeracy</p> <p>\$13,243.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher for 0.2 <p>The allocation of this funding has resulted in: Increased the ability to support more students across the week on the LST schedule/ timetable</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this increased allocation of LST support into 2022</p>
<p>QTSS release</p> <p>\$69,625.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tighes Hill 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"> • Learning Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The Executive worked with teams each week to unpack and refine classroom programs to point of need. The Executive took classroom teachers and support teachers through class data and assisted them to target the learning of students. The Executive also worked with all staff to address their Professional Development Plan through multiple sessions a semester.</p> <p>After evaluation, the next steps to support our students with this funding will be: Feedback through informal conversations from staff, along with meeting minutes, have suggested a need to continue with the current QTSS model adopted by the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tighes Hill Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy (0.4) <p>The allocation of this funding has resulted in: The majority of the identified students in the program achieving significant progress towards their Personalised Learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>After annual review with all staff the current model is to continue into 2022.</p>
<p>COVID ILSP</p> <p>\$61,949.88</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students who were identified through assessment. <p>The allocation of this funding has resulted in:</p> <p>All students in the program achieved progress towards their learning goals as evidence by NAPLAN and check in results/data.. Educators using PLAN2 effectively to plan, observe and monitor student learning.</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 model of having CILSP educators working in classrooms has minimised disruption to students and will be utilised again in 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	189	205	202	198
Girls	168	164	165	169

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95	94.7	94.5	96.4
1	95.4	94.3	94.8	93.5
2	95.2	94.3	94.1	93.1
3	94.3	94.2	94.6	93.6
4	93.7	93.5	93.9	94.1
5	93.8	94.1	94.5	91.3
6	93.7	94.5	92.9	92.5
All Years	94.4	94.2	94.2	93.4
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)	3
Classroom Teacher(s)	12.81
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	2.82

*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	405,064
Revenue	3,660,646
Appropriation	3,565,442
Sale of Goods and Services	3,276
Grants and contributions	91,743
Investment income	185
Expenses	-3,801,259
Employee related	-3,346,185
Operating expenses	-455,074
Surplus / deficit for the year	-140,612
Closing Balance	264,452

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	90,217
Equity Total	143,264
Equity - Aboriginal	21,929
Equity - Socio-economic	18,400
Equity - Language	10,691
Equity - Disability	92,244
Base Total	2,565,699
Base - Per Capita	90,472
Base - Location	0
Base - Other	2,475,227
Other Total	462,869
Grand Total	3,262,048

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, the school sought the opinions of parents, students and teachers about the school through TTFM and internally generated surveys.

Their responses are presented below

- Parents are overwhelmingly supportive of the school's educational programs.
- Community participation continues to be high in all forums.
- Student evaluations indicate positive engagement in learning.
- Staff participation in all school programs demonstrates a high level of commitment to the school and its students.
- Student participation in school activities continues to be high.
- Staff collegiality levels are high.
- Tell Them From Me teacher surveys indicate that we are above NSW DoE average norms in Collaboration, Leadership and Inclusivity.
- Tell Them From Me parent surveys indicate that we are above State average norms in making parents feel welcome and parents feel informed.
- Tell Them From Me student surveys show students feel strong advocacy at school higher than state average and positive learning climate was rated above state average.

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.

Aboriginal Education - School statement

In 2021 our students were supported in the following ways:

*Personalised Learning Plan development with students and families.

*Authentic perspectives being embedded across all stage curriculum.

*NAIDOC week celebrations in school.

*Learning and Support targeted intervention in literacy and numeracy.

*Leadership opportunities for students to present the Acknowledgement of Country at assemblies.

*The Callaghan Education Pathways Aboriginal Education Team was supported by school staff to develop the vision 'Shared histories, empowered futures'.

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.

Multicultural and anti-racism education - School Statement

In 2021 our students were supported in the following ways:

*Harmony Day celebrations.

*Targeted Learning and Support interventions to provide learning assistance.

*EAL/D teacher to enhance learning opportunities for our students.

*Wellbeing support for families during the Learning from Home period.

*Social worker support.