

2021 Annual Report

Toomelah Public School



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Introduction

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

Our vision is to have a school with strong community links, cultural learning, and perspectives that provide a challenging and stimulating learning environment. All students are supported to learn, to ensure they are powerful, skilled and educated lifelong learners who achieve academic success.

School context

School context

Toomelah Public School is a Connected Communities primary school located in the far north west New South Wales and stands proudly on Gomeroi Country. We have a current enrolment of 45 students, all of whom are Aboriginal. School numbers have increased over the past four years which is a positive trend. Due to the transient nature of our school community numbers can fluctuate throughout a year. Our FOEI is 226 identifying us as a low socio-economic rural and remote school. We receive a high level of funding due to these combined circumstances. Toomelah has a high staff mobility.

Toomelah Public School is committed to excellence in education. There is a strong ethos of inclusion and commitment to education of the whole child through the provision of quality education and welfare practices. We value a culture of teamwork, with community involvement encouraged in all aspects of school life. The school works closely with the local AECG and its community reference group.

Toomelah is a Positive Behaviour for Learning school and also uses the Berry St model school wide. Language and Cultural teaching is a feature of the school and students have weekly lessons delivered by the Aboriginal Education Officer, Community Elders and local community members.

The Connected Communities (CC) strategy, positions Toomelah Public School as a community hub. It broadens the influence of our community and school leadership, to play a role in the delivery of key services and supporting, inspiring and motivating children from birth through to transition to school and transition to high school.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance all staff will use evidence-informed strategies and embed evaluative practice to meet the needs of individual students. Students will become resilient and confident lifelong learners who are aware of their own progress. There is a culture of high expectations from students, staff and community.

Initiatives

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

- Quality Literacy and Numeracy
- Attendance

Resources allocated to this strategic direction

: \$48,900.00

Socio-economic background: \$42,600.00

Integration funding support: \$35,999.00

Low level adjustment for disability: \$62,776.00

Literacy and numeracy intervention: \$23,545.00

Professional learning: \$3,000.00

Flexible Funding for Wellbeing Services: \$3,000.00

Summary of progress

Data indicates that 0% of students in top 2 bands reading and 0% of students in top 2 bands numeracy showing minimal change from baseline data. The provision of a quality curriculum for all students continued in 2021 with the delivery of targeted professional development for all teachers in evidence based teaching practises. Whole school professional learning provided support to deliver evidence based initiatives. In 2022, all staff will be trained in InitiaLit and MultiLit literacy program, as well as enhancing professional capabilities of staff to implement syllabus documents, engage with the Performance and Development Framework and maintain Teacher Professional Standards.

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">• At least a 10% increase of Year 3 & 5 students achieve in the top 2 bands in Reading as measured in NAPLAN. Numeracy <ul style="list-style-type: none">• At least a 10% increase of Year 3 & 5 students achieve in the top 2 bands in Numeracy as measured in NAPLAN.	No students achieved top two bands for reading or numeracy in 2021.
Attendance: <ul style="list-style-type: none">• A growth of 5% of students achieving 90% attendance or more.	The number of students attending greater than 90% of the time or more has increased by 3%.
Reading <ul style="list-style-type: none">• An increase of 5% of students in year 3 and 5 achieving expected growth in Reading as measured in NAPLAN. Numeracy <ul style="list-style-type: none">• An increase of 5% of students in year 3 and 5 achieving expected growth in Numeracy as measured in NAPLAN.	In Reading and Numeracy our average scaled growth exceeded statistically similar and state percentages.

Strategic Direction 2: Effective Teacher Practice

Purpose

Teachers participate in evidence based professional learning to build knowledge and understanding of best practice that ensures continuous improvement of all students. Students are highly engaged across all KLAs.

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.

- Continuous improvement through best practice
- Students engaged through innovative practice.

Resources allocated to this strategic direction

Location: \$55,903.00

Socio-economic background: \$1,800.00

Professional learning: \$15,665.00

Early Action for Success (EaFS): \$85,000.00

QTSS release: \$8,185.00

Literacy and numeracy: \$1,469.00

: \$15,000.00

Summary of progress

We have continued to establish school-wide strategies and associated professional development to build the capacity and confidence of staff to design and deliver effective 21st century teaching and learning experiences across the school.

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
Achieve "Delivering" in Underpin professional learning with strong evidence-based research, as mentioned in High Impact Professional Learning (HIPL) school self-assessment tool.	A systematic focus on sustained consistent professional learning for where staff are placed on their own learning journey.
Achieve Sustaining and Growing in "Professional Learning" in the domain of Teaching and Learning as measured in the School Excellence Framework.	We had the assistance of a Deputy Principal Instructional Leader to team teach and provide demonstration lessons. We concentrated on looking into the current teaching strategies and the language that supports the curriculum in our learning environment.
Achieve Sustaining and Growing in "A Planned Approach to Wellbeing" in the domain of Learning as measured in the School Excellence Framework.	Toomelah Public School is participating in the Aboriginal and Torres Strait Islander Mathematics Alliance (ATSIMA). Numeracy program is linked to real world and local culture. A Deputy Principal Instructional Leader is supporting staff to implement units of work.

Strategic Direction 3: Community, Connection and Culture

Purpose

There is a school and community wide, collective responsibility for student wellbeing and learning. Parents and community are active participants and regularly engage in school events.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation and collaboration with parents and community. Community support the students and school to connect to their culture and engage in learning opportunities.

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.

- Language and Culture
- Partners in Learning
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$120,700.00

School support allocation (principal support): \$13,605.00

Socio-economic background: \$40,000.00

Flexible Funding for Wellbeing Services: \$112,800.00

Summary of progress

The school addresses feedback on school performance from students, staff and parents and the School Reference Group. Participation and engagement was difficult due to COVID-19 and the cancelling of most school based events.

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
Achieve <i>Delivering</i> in "Community Engagement" in the Leading domain as measured in the School Excellence Framework.	Due to COVID - 19, community engagement was minimal in 2021.
At least a 5% increase of students reporting Expectations for Success, Advocacy and Sense of Belonging at school as measured in the Tell Them From Me survey.	Year 6 students reported 83% felt a sense of belonging in 2021, above state average.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$35,999.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toomelah 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"> • Quality Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Integration funding support allocations support eligible students at Toomelah Public School in mainstream classes who require moderate to high levels of adjustment. • Funds have been targeted to provide additional support to students enable initiatives in the school's strategic improvement plan including: analysis of data. • Overview of activities partially or fully funded with this targeted funding include: employment of specialist additional staff (SLSO) to support students. <p>The allocation of this funding has resulted in:</p> <p>Students requiring adjustments and learning support are catered for within the classroom through differentiated programming and teaching. SLSOs are employed to support students who receive targeted funding and students identified as having low level adjustment disability needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to utilise SLSO to support students on Integration Funding in and outside the classroom.</p>
<p>Socio-economic background</p> <p>\$84,400.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toomelah 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"> • Quality Literacy and Numeracy • Attendance • Continuous improvement through best practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • supplementation of extra-curricular activities • additional staffing to implement [program/initiative] to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <p>Funding was used in this equity area to support students in accessing areas of the curriculum, increasing student engagement and participation and through the provision of necessary resources for staff and positive reinforcement for students. Supported families suffering financial hardship with excursions, fees and payments. Improved the quality of teaching programs for students requiring support and improving student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ongoing support for students and community ensuring equity for all. The</p>

<p>Socio-economic background</p> <p>\$84,400.00</p>	<p>funding of targeted school reading program as an ongoing focus. Continue the use of funds and the reduction of negative incidents in and outside the classroom.</p>
<p>Aboriginal background</p> <p>\$120,700.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toomelah 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"> • Language and Culture • Partners in Learning • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <p>Funding was used to support students in the classroom with the provision of resources to ensure equity in access to the curriculum. 100% of Aboriginal and Torres Strait Islander students have a current Personalised Learning Plan that has been negotiated with carers/parents and students. Students have access to quality healthy and nutritious food. Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toomelah 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>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, Aboriginal Background funding will continue to support students in being able to achieve their PLP goals. Funding will be used to help celebrate student success and connection with culture, the environment and access to Aboriginal elders.</p>
<p>Low level adjustment for disability</p> <p>\$62,776.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Toomelah 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"> • Quality Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists

<p>Low level adjustment for disability</p> <p>\$62,776.00</p>	<p>The allocation of this funding has resulted in: Low level adjustment for disability equity loading provides support for students at Toomelah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. Overview of activities fully funded with this equity lading include: employment of specialist additional staff (SLSO) to support students learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: During 2022, the school will continue with the employment of an SLSO's to support students in implementing a tiered approach to support. The school will strengthen its newly established Learning and Support processes by aligning school resources and intervention based on student need.</p>
<p>Location</p> <p>\$55,903.00</p>	<p>The location funding allocation is provided to Toomelah 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"> • Continuous improvement through best practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • Explicit Reading resources <p>The allocation of this funding has resulted in: This has resulted in students gaining access to quality texts that are relatable and engaging. The increased purchase of technology has seen an increase in student engagement and a shift in teaching pedagogy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff and students will collaboratively refine and develop their skills in embracing technology to use as a tool in everyday learning.</p>
<p>Professional learning</p> <p>\$18,665.00</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 Toomelah 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"> • Quality Literacy and Numeracy • Continuous improvement through best practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Due to COVID - 19 QTR did not take place. Whole school professional learning was support through our deputy principal instructional leader.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further develop all staff capacity through targeted high impact professional learning. Our focus will be to identify 'what is it our students need', to be best supported in their learning journey.</p>
<p>School support allocation (principal</p>	<p>School support allocation funding is provided to support the principal at</p>

<p>support)</p> <p>\$13,605.00</p>	<p>Toomelah 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"> • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff reflect and evaluate their own teaching and learning to embed Berry St model daily. <p>The allocation of this funding has resulted in: Staff reflection looking at own teaching and learning to best support all students as individuals. An ongoing understanding of the Berry St model and its implications in daily learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, we will continue to develop a positive culture for all students to achieve their best.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$115,800.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Toomelah 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"> • Attendance • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the development and implementation of trauma informed resources • During the learning from home period, students were connected to their teacher through Google Classroom and hands on activities. • Within this initiative our aim is to embed strategic and planned approaches to further develop wellbeing practices in the school, strengthen communication and improve on-time regular attendance. This included the positive reward system and developing staff relationships to contact parents/carers both via phone, online and in person. <p>The allocation of this funding has resulted in: The students and staff are better equipped in technology and up-skilled in the use. Teachers have a solid understanding of attendance and the individual students issues. Students feel a greater connection to their culture and a greater recognition and respect for Aboriginal culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue in 2022 to focus on the development of staff and students in use of technology as a learning tool.</p>
<p>Literacy and numeracy</p> <p>\$1,469.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Toomelah 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"> • Continuous improvement through best practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy

<p>Literacy and numeracy</p> <p>\$1,469.00</p>	<ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Staff have quality literacy and numeracy resources to assist in differentiating lessons, for all students to succeed.</p> <p>After evaluation, the next steps to support our students with this funding will be: A focus on reading and whole number in 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$85,000.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Toomelah Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous improvement through best practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: The Deputy Principal, Instructional Leader analysed whole school data and led demonstration lessons with staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: This position is not funded in 2022.</p>
<p>QTSS release</p> <p>\$8,185.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Toomelah 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"> • Continuous improvement through best practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Additional class teacher employed to provide small class sizes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Re-evaluate progress and success in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,545.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Toomelah Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$23,545.00</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"> • Quality Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • explicit teaching in Reading • explicit teaching in Numeracy • knowledge of pedagogy and Data Skills Use <p>The allocation of this funding has resulted in:</p> <p>School employed a Deputy Principal Instructional Leader to oversee whole school literacy and numeracy programs. Purchase of reading and numeracy materials. Time for staff to understand data use in the classroom and link to pedagogy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, have a true focus of 'hands on' literacy and numeracy, to drive student engagement. This will be evident through links to quality mentors to assist quality teaching and learning.</p>
<p>COVID ILSP</p> <p>\$31,971.39</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-reading. <p>The allocation of this funding has resulted in:</p> <p>Literacy: analysis of assessment data showed that online small group tuition had been effective in improving literacy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Align the online tuition with class programs in 2022, including the MultiLit program. Continue to communicate with classroom teachers about students' progress and monitor the point where students are able to transfer skills learnt in small-group tuition to the classroom environment.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	16	19	21	19
Girls	20	23	24	22

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.3	68.8	61.1	64
1	85	80.1	59.2	80.4
2	81.2	92.2	60.2	70.6
3	87.2	72.7	69.7	79.8
4	93.6	89.5	65.4	73.1
5	94.9	86.3	66.9	66.4
6	89.3	78.5	68.9	66.6
All Years	87.6	80.4	63.6	71.9
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)	2.43
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.17
School Administration and Support Staff	1.9
Other Positions	1

*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	266,523
Revenue	2,036,900
Appropriation	1,978,660
Sale of Goods and Services	264
Grants and contributions	57,543
Investment income	433
Expenses	-1,813,266
Employee related	-1,635,833
Operating expenses	-177,434
Surplus / deficit for the year	223,634
Closing Balance	490,157

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	50,648
Equity Total	383,017
Equity - Aboriginal	185,911
Equity - Socio-economic	134,330
Equity - Language	0
Equity - Disability	62,776
Base Total	476,021
Base - Per Capita	11,093
Base - Location	55,903
Base - Other	409,025
Other Total	523,293
Grand Total	1,432,979

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

Our school is committed to seeking the opinions of parents, students and teachers about the school. Our school participated in the Tell Them From Me surveys. Students in Years 4-6 were surveyed, as well as parents and teachers. The student survey responses were positive with the majority of respondents showing higher than average participation in school sports, are interested and motivated in their learning and try hard to succeed. Our parent survey was also very positive and gave us insight into how parents feel about their engagement with the school and our school programs. Our teacher's survey had respondents with lots of positive feedback. In particular, teachers identified learning culture and teaching strategies as their most important of the eight drivers of student learning.

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.