

# 2021 Annual Report

Urunga Public School



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# Introduction

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

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## School vision

At Urunga Public School, we are committed to creating a supportive and nurturing environment for all to connect, succeed and thrive. We work in partnership with the broader Urunga community to provide an inclusive, and innovative environment. The diverse academic, social, emotional and cultural needs of our students are supported and enhanced to enable them all to become adaptive and responsible global citizens.

## School context

Urunga Public School is located on the Mid North Coast of NSW on the lands of the Gumbaynggirr people.. Its current enrolment is 235 students, including 32 (14%) Aboriginal students. The school has very close ties to its local community and it is a member of the Bellinger Dorrigo Learning Community.

Our school has a dynamic learning culture with dedicated staff committed to continual improvement of student learning outcomes through quality teaching practices and programs. Priority areas are the reviewing and developing of our teaching practices in Literacy and Numeracy, and the use of Technology. We are also committed to delivering innovative and creative learning programs for students.

Our situational analysis in 2020 indicated three areas for further improvement, growth and attainment in Literacy and Numeracy, the use and analysis of data to inform future practices and developing programs and strategies to enhance the wellbeing of our students and staff.

The staff and parents enjoy positive relationships, 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 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                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Delivering             |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Delivering             |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Sustaining and Growing |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |

Management practices and processes were placed at 'excelling' through the External Validation process.

## Strategic Direction 1: Student growth and attainment

### Purpose

Through explicit systems for collaboration and feedback, all teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods and evidence-based strategies for Literacy and Numeracy.

### 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.

- Collaborative High Quality Teaching and Learning Programs
- Collaborative Practice and Feedback

### Resources allocated to this strategic direction

**Socio-economic background:** \$64,207.00

**QTSS release:** \$41,595.00

**Literacy and numeracy intervention:** \$35,317.17

**Low level adjustment for disability:** \$24,014.00

**Per capita:** \$15,000.00

### Summary of progress

The collaborative instructional leader model was implemented on a weekly basis for stage teaching teams.

Researched based professional learning was undertaken to build teacher capacity and deliver high impact and explicit teaching and learning programs.

Collaborative teams have analysed internal and external data and this has led to data-informed explicit teaching practices.

Next steps: The Instructional Leadership model will continue in 2022. During these collaborative meetings, we will continue professional learning and data analysis to develop and implement high-impact teaching and learning programs. This model will also drive the collaborative approach to improve student results in Reading and Numeracy.

### 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   |
|---|--|
| <b>System Negotiated Targets</b><br><br>Increase the percentage of student achieving Top 2 Bands in NAPLAN Reading by 2%<br><br>Increase the percentage of student achieving Top 2 Bands in NAPLAN Numeracy by 3%   | <ul style="list-style-type: none"><li>• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has decreased 7% from 16% in 2019 to 9% in 2021 indicating that progress is yet to be seen..</li><li>• The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased by 2% from 12% in 2019 to 14% in 2021.</li></ul> |
| <b>System Negotiated Targets</b><br><br>There will be an uplift of 2% from baseline data in students achieving expected growth in NAPLAN Reading..<br><br>There will be an uplift of 2.5% from baseline data ins students achieving expected growth in NAPLAN Numeracy. | <ul style="list-style-type: none"><li>• The proportion of Year 5 students achieving expected growth in NAPLAN reading is 65% in 2021 compared to 56% in 2019, displaying an increase of 9%</li><li>• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased from 44% in 2019 to 48% in 2021, displaying an increase of 4%.</li></ul>                       |

|  |   |
|--|---|
| <p><b>School Level Target</b></p> <p>Increase the percentage of students achieving expected outcomes in Check-In Assessment in Reading for years 3 and 5 by 3% from 2020 baseline.</p> <p>Increase the percentage of students achieving expected outcomes in Check-In assessment in Number for Numeracy for years 3 and 5 by 3% from 2020 baseline.</p>  | <ul style="list-style-type: none"> <li>• For Reading, Year 3s showed an increase from 2020 to 2021 of 0.5%, whereas, Year 5s showed an increase of 8.6%</li> <li>• For Numeracy, Year 3s showed an increase from 2020 to 2021 of 0.2%, while Year 5s showed an increase of 7.1%.</li> </ul> |
| <p><b>School Excellence Framework</b></p> <p>In the element of <b>Curriculum</b> in the Learning Domain we maintain Sustaining and Growing in the theme <b>Teaching and Learning Programs</b>.</p> <p>In the element of <b>Effective Classroom Practice</b> in the Teaching Domain we demonstrate maintain Sustaining and Growing in the theme <b>Explicit Teaching</b>.</p> <p>In the element of <b>Effective Classroom Practice</b> in the Teaching Domain we demonstrate maintain Sustaining and Growing in the theme <b>Collaborative Practice and Feedback</b>.</p> | <p>All of these judgements were validated during our 2021 External Validation.</p>  |

## Strategic Direction 2: Data use to drive improvement

### Purpose

Student assessment data is regularly collected and analysed to identify student progress. Teachers regularly reflect on their 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.

- Whole School Monitoring of student learning
- Data skills and use in teaching

### Resources allocated to this strategic direction

**Socio-economic background:** \$5,400.00

**Literacy and numeracy:** \$5,228.00

**Per capita:** \$18,690.00

**Professional learning:** \$17,980.00

### Summary of progress

Differentiation and adjustments are evident in the teaching and learning programs of all teachers K-6., based on data analysis. Professional learning on data analysis will continue and will support the implementation of differentiation and adjustments in teaching programs.

### 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   |
|--|--|
| <b>School Level Data</b><br><br>In the <b>Tell them From Me Student Survey Student Expectations of Success and Engagement</b> increase by 0.4 from baseline of 8.1 in Survey 2 School Mean in 2020.<br><br>In the Domain <b>Tell them From Me Teacher Survey Data Informs Practice</b> self reflection increases by 0.5 from baseline of 7.9 In 2020.                                  | In the <b>Tell them From Me Student Survey</b> , there was a slight improvement in <b>Student Expectations of Success</b> and <b>Engagement</b> in the 2020 second snapshot survey.<br><br>In the <b>Tell them From Me Teacher Survey</b> , there was a slight increase in <b>Data Informs Practice</b> .  |
| <b>School Excellence Framework</b><br><br>In the element of <b>Data Skills and Use</b> in the <b>Teaching Domain</b> we demonstrate delivering in the theme of <b>Data Use in Teaching</b> ..<br><br>In the element of <b>Assessment</b> in the <b>Learning Domain</b> we demonstrate delivering in <b>Formative Assessment</b> and <b>Whole School Monitoring of student Learning</b> | <ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the <b>Data Skills and Use</b> theme of <b>Data Use in Teaching</b></li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the <b>Assessment</b> themes of <b>Formative Assessment</b> and <b>Whole School Monitoring of student Learning</b></li></ul> |

## Purpose

There is a whole school strategic and planned approach to monitoring and supporting the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

## 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.

- A Planned Approach to Behaviour Support and Wellbeing
- Developing confident, resilient and adaptable learners

## Resources allocated to this strategic direction

Per capita: \$23,000.00

## Summary of progress

Over the year we have continued to implement various strategies to support attendance through our school and local schools' network. Home learning and covid-19 has contributed to a decrease in the number of students attending 90% of the time or more.

## 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  |
|--|---|
| <b>System Negotiated Targets</b><br><br>Achieve an uplift of 3% in students attending more than 90% of the time from baseline..  | <ul style="list-style-type: none"> <li>• The number of students attending greater than 90% of the time or more has decreased by 9%.</li> </ul>  |
| In Tell Them From Me student data we will achieve an uplift of 2.5% from baseline.   | <ul style="list-style-type: none"> <li>• <b>Tell Them From Me</b> data shows a slight decrease in students reporting positive wellbeing. The survey also reflects a decrease of 1% in advocacy at school, 6% decrease in sense of belonging and 2% increase in expectations of success.</li> </ul>  |
| Staff feedback for <b>TTFM Learning Culture</b> will increase by 2% from baseline 2020 data.<br><br>Sentral Behaviour data indicates a decrease in negative incidents by 5% from 2019 baseline.  | In the <b>Tell Them From Me</b> survey results, there were some negative trends in our Learning Culture data from 2020 to 2021.   |
| <b>School Excellence Framework</b><br><br>In the <b>element of Wellbeing</b> we demonstrate <b>sustaining &amp; growing</b> in the theme of <b>A Planned Approach to Wellbeing and Behaviour</b> .<br><br>In the <b>element of Effective Classroom Practice</b> we demonstrate <b>sustaining &amp; growing</b> in the theme of <b>Classroom Management</b> . | In the <b>element of Wellbeing</b> we demonstrate <b>sustaining &amp; growing</b> in the theme of <b>A Planned Approach to Wellbeing and Behaviour</b> .<br><br>Self-assessment against the School Excellence Framework shows the school currently demonstrating <b>sustaining &amp; growing</b> in the <b>Wellbeing</b> theme of <b>A Planned Approach to Wellbeing and Behaviour</b> . and the <b>Effective Classroom Practice</b> theme of <b>Classroom Management</b> . |



| Funding sources                                       | Impact achieved this year  |
|---|--|
| <p>Integration funding support</p> <p>\$55,550.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Urunga Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• In class support with School Learning Support Officers</li> <li>• Teacher release for Individual Learning Plans and Behaviour Support Plan development</li> <li>• Teacher release to collaborate with parents and carers</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>100% of our funded students had an ILP or a PLP developed and implemented.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>All of our funded students were supported with an individual and differentiated learning program. Teachers were supported to deliver high quality individual programs for students by SLSOs. Parents and carers were involved in the development and evaluation of IEPs and ILPs</p>  |
| <p>Socio-economic background</p> <p>\$129,702.00</p>  | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Urunga Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative High Quality Teaching and Learning Programs</li> <li>• Whole School Monitoring of student learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engage with external providers to support student engagement and retention</li> <li>• staff release to increase community engagement (Community Liaison Officer)</li> <li>• employment of additional staff to support Minilit program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• additional staffing to implement in class support to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Students who are on Individual Learning Plans being supported to improve their learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>To continue a high level of in class support through the employment of SLSOs to support learning programs</p> |
| <p>Aboriginal background</p> <p>\$32,557.00</p>       | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Urunga 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</p>   |

|   |   |
|---|---|
| <p>Aboriginal background</p> <p>\$32,557.00</p>               | <p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>All Aboriginal students were supported by a Personalised Learning Pathway and an SLSO that was accepted by our Aboriginal community.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue and improve current level of support for our Aboriginal students through the employment of an Aboriginal SLSO and through increasing the involvement of our Aboriginal community.<br/>Professional learning for staff in the 8 Ways of Learning</p>  |
| <p>Low level adjustment for disability</p> <p>\$91,285.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Urunga Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative High Quality Teaching and Learning Programs</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Teachers being supported to develop Individual Learning Plans for targeted students. Access requests developed and submitted for new students with disabilities and for students with new disability diagnoses. A Whole school database of needs and support for identified students was developed.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue to provide support for teachers to develop ILPs for students with special needs. Further develop and increase the use of the data in the K-6 Learning and Support database.</p> |
| <p>Location</p> <p>\$39,658.00</p>                            | <p>The location funding allocation is provided to Urunga Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>All students were able to participate in all incursions and excursions offered.</p>  |

|  |  |
|--|--|
| <p>Location</p> <p>\$39,658.00</p>                           | <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue to subsidise events in order to increase student participation in them.</p>   |
| <p>Literacy and numeracy</p> <p>\$5,228.00</p>               | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Urunga Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Monitoring of student learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher release to engage staff in development and implementation of whole school scope and sequence for English and Mathematics.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>All teachers implementing K-6 scope and sequence for both English and Mathematics.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue to implement scope and sequences and revise with new curriculum.</p>   |
| <p>QTSS release</p> <p>\$41,595.00</p>                       | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Urunga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative High Quality Teaching and Learning Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Teachers participating in collaboration on a weekly basis through an instructional leader model. Teachers participating in analysis of student work samples, data, teaching and learning programs, assessment and student progress reports which has resulted in improved teacher practices in Literacy, Numeracy and consistent teacher judgement in assessments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue the same support for 2022 using a similar model. Research alternative models at other schools.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$35,317.17</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Urunga Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative High Quality Teaching and Learning Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>   |

|  |   |
|--|---|
| <p>Literacy and numeracy intervention</p> <p>\$35,317.17</p> | <p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Instructional leader model of weekly professional learning for teachers focusing on teaching, learning, assessment and effective feedback</li> <li>•</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>All classroom teachers participated in weekly professional learning. All teachers reported changes to their practice as a direct result of this professional learning. They also reported an increase in the engagement of their students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Continue this model in 2022. Research other schools' successful models in order to enhance our current practice.</p>   |
| <p>COVID ILSP</p> <p>\$153,400.00</p>                        | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition for 3 days per week</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing intensive small group tuition for identified students who were achieving below grade level</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Targeted students in Years 1 to Years 6, received small group intensive intervention, occurring 3 to 4 times per week. We have employed 2 Intensive Learning Support Teachers to work with the targeted groups. The intervention groups have been focussing on improving student outcomes in Reading with a particular focus on (Fluency, Vocabulary and Comprehension skills) through reading and viewing a range of texts. Numeracy was also targeted around the focus of Quantifying Numbers, Additive Strategies and Multiplicative Strategies. ILSP Teacher data has shown that in Reading Intervention across Years 1-6, 82% of students have demonstrated growth and in Mathematics 87% of students have demonstrated growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>The next steps are that all students in Years 1-6 will be reassessed and consultations with the classroom teachers to determine if further intervention support is required in the specific focus area. From here the identified students will be working in Intensive Learning Support Program groups 3 times per week focussing on Numeracy. and Reading for 2022.</p> |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 82         | 100  | 102  | 107  |
| Girls    | 114        | 122  | 128  | 118  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 93.5 | 93.8 | 95.1 | 92.5 |
| 1         | 93.8 | 90.5 | 94.2 | 91.1 |
| 2         | 90.9 | 92.8 | 92.5 | 91.3 |
| 3         | 91.8 | 90.8 | 96.1 | 87.8 |
| 4         | 93.9 | 89.4 | 94   | 91   |
| 5         | 91.8 | 92   | 92.9 | 89.2 |
| 6         | 93.1 | 92.2 | 91   | 90.2 |
| All Years | 92.5 | 91.6 | 93.8 | 90.4 |
| 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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Assistant Principal(s)                  | 2    |
| Classroom Teacher(s)                    | 8.15 |
| Literacy and Numeracy Intervention      | 0.32 |
| Learning and Support Teacher(s)         | 0.6  |
| Teacher Librarian                       | 0.6  |
| School Administration and Support Staff | 2.52 |

\*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 <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 143,497                 |
| <b>Revenue</b>                        | 2,650,984               |
| Appropriation                         | 2,598,594               |
| Sale of Goods and Services            | 185                     |
| Grants and contributions              | 52,163                  |
| Investment income                     | 41                      |
| <b>Expenses</b>                       | -2,677,193              |
| Employee related                      | -2,430,062              |
| Operating expenses                    | -247,131                |
| <b>Surplus / deficit for the year</b> | -26,209                 |
| <b>Closing Balance</b>                | 117,288                 |

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 55,550                            |
| <b>Equity Total</b>     | 253,544                           |
| Equity - Aboriginal     | 32,557                            |
| Equity - Socio-economic | 129,702                           |
| Equity - Language       | 0                                 |
| Equity - Disability     | 91,285                            |
| <b>Base Total</b>       | 1,820,988                         |
| Base - Per Capita       | 56,699                            |
| Base - Location         | 39,658                            |
| Base - Other            | 1,724,631                         |
| <b>Other Total</b>      | 137,611                           |
| <b>Grand Total</b>      | 2,267,693                         |

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents and carers were surveyed asking for feedback on our:

- Student progress reports
- Channels/ methods of communication
- Learning from Home support/ approach
- Canteen
- Gymnastics program

Their feedback is valued, and we will consider the feedback in our planning for 2022. A summary of the trends reflected in their answers showed that:

### **Student Progress Reports:**

- 96% find our Student Progress Reports easy to read
- 90% find the learning goals and future directions helpful
- 85% are happy with current progress reports

### **Learning from home support/ packages:**

- 50% found them easy to implement at home and 26% sometimes did
- 81% found the work appropriate to their child's needs most of the time and 13% for some of the time

### **Communication channels:**

- 87% find emails extremely or very useful, 13% find them somewhat useful
- 87% find weekly newsletters extremely or very useful, while 11% find them somewhat useful
- 45% find Facebook extremely or very useful, while 30% find it somewhat useful
- 40% find Zoom extremely or very useful, 36% find it somewhat useful

### **Canteen**

- 4% of our families use the canteen every day, 62% of our families use the canteen on a weekly basis, 23% use it monthly
- Of those that use it, 85% are happy with the range of food offered on our 2021 menu
- 53% are using the online ordering system and most are happy with it
- 91% are happy with the days that the canteen is open
- 51% said that they would like an Eftpos in the canteen uniform shop, while 49% said that they would not.

### **Gymnastics**

- 96% would like to see the gymnastics program continue

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.