

# 2021 Annual Report

## Waratah Public School



3377

# Introduction

The Annual Report for 2021 is provided to the community of Waratah 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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Waratah Public School

Lambton Rd

WARATAH, 2298

[www.waratah-p.schools.nsw.edu.au](http://www.waratah-p.schools.nsw.edu.au)

[waratah-p.school@det.nsw.edu.au](mailto:waratah-p.school@det.nsw.edu.au)

4960 1836

## School vision

**Success for every student, every day.**

Waratah Public School is a nurturing, inclusive environment with dedicated and passionate staff. Our supportive school setting enhances the wellbeing of all our students. Through high expectations we empower students to be confident, creative and critical thinkers. We value collaborative community relationships where teachers, families and students work in respectful partnership to achieve student growth and social and emotional success.

## School context

Waratah Public School is a larger inner-city Newcastle school, located on traditional Awabakal Lands. The school serves the Waratah/Mayfield/Georgetown community and has a long and proud history of providing students with quality education in a safe, happy and positive environment. The school works in a close, highly professional and strategic partnership with the Callaghan Education Pathways group of schools. Equity and diversity are a priority at Waratah Public School.

Currently the school has an enrolment of 384 students and they are proud of and celebrate the diversity of cultures within the community. Approximately 16 per cent of students identify as having an Aboriginal background and 18 per cent identify with English as an additional language or dialect. Waratah Public School supports an Early Intervention program, has two inclusive support classes and an exemplary preschool.

The school works in close partnership with the Muloobinba Aboriginal Education Consultative Group which provides guidance on Aboriginal Education and has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students. A dynamic, cohesive Parents and Citizens group also works with the school to support all students and their families in their educational journey.

In developing the new School Improvement Plan, the School completed a situational analysis. This situational analysis was a thorough assessment of the schools current state;

- looking inward at qualitative and quantitative data - where we are at;
- looking outward - capturing whole school community views, considering baseline and system-negotiated targets;
- looking forward - to decommission, adapt or improve current high impact practices and initiatives.

Through the situational analysis, three strategic improvement areas were identified for inclusion in the four year School Improvement Plan:

**Student growth and attainment - Reading & Numeracy.** NAPLAN, school assessment and Check-in assessment analysis has identified focus areas of vocabulary, comprehension, number and measurement. Whole school improvement of student growth in Reading and Numeracy will be underpinned by research based approaches in "What Works Best 2020 update" from CESE. This will include embedding consistent school wide practices in assessment and syllabus implementation

**Consistent research based approach to teaching, learning and professional development - Development of improved foundational practices for syllabus delivery, use of evidence based pedagogy, high quality professional learning, feedback and data informed teaching will be used to support a quality learning environment.**

**Engagement, Wellbeing and Belonging - A research informed approach to managing and supporting mental health and wellbeing as well as increasing overall student attendance will be a continual focus.**

## 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

To increase student achievement in Numeracy and Reading through embedding consistent school wide practices in assessment and syllabus implementation.

### Initiatives

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

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$9,883.00

**Literacy and numeracy intervention:** \$17,100.00

### Summary of progress

Our focus in reading for 2021 was to determine and evaluate where the children were at academically as well as purchase of new resources to support reading development. We also implemented and targeted professional learning to assist our teachers improve and maintain student outcomes. The professional learning undertaken by staff allowed continued development of a whole school sustainable process that tracked student growth and achievement. Next year our focus will include refining student tracking processes and continued engagement with staff professional learning to support reading development.

The main focus in numeracy was to determine and evaluate where the children were academically, which allowed targeting of individual core numeracy skill development. A mathematics focus team was also created with representation from all stage areas. The team is focusing on consistency in teaching numeracy across the school and development of a teacher handbook to guide and formalise expectations around all teaching and learning. A school wide process for resourcing mathematics teaching and learning activities has begun. Professional learning for staff will be a continued focus for next year.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands (and ATSI top 3 bands) of NAPLAN Reading and Numeracy to be above the baseline of:  Reading baseline: 33.1%  Numeracy baseline: 16.8%  Reading top 3 band baseline: 28.2%  Numeracy top 3 band baseline: 30%	The percentage of students in the top 2 bands of:  Reading - 43.62%  Numeracy - 25.53%  The percentage of students in the top 3 bands (Aboriginal and Torres Strait Islander):  Reading - 66.67%  Numeracy - 53.33%
Increase the percentage of students achieving expected growth in NAPLAN Reading and Numeracy to be above the baseline of:  Numeracy: 57.7%	The percentage of students achieving expected growth in NAPLAN:  Numeracy - 68.89%  Reading - 76.09%

Reading: 49.8%

## Strategic Direction 2: SD 2 - Research based practice

### Purpose

To provide a consistent approach to teaching and learning P-6 we will implement research based pedagogy and quality learning programs through excellence in professional learning.

### Initiatives

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

- Professional Development
- Whole school approach to teaching and learning

### Resources allocated to this strategic direction

**Professional learning:** \$3,330.00

**Socio-economic background:** \$35,690.00

### Summary of progress

Whole school professional learning was targeted at building all staff capacity in formative assessment, teaching reading and 'what works best' strategies. This included use of learning progressions (recording), analysis software as well as diagnostic use of data. All staff built their capacity to identify personal professional learning needs. The professional learning positively impacted classroom practice and student outcomes. In future years a focus will be placed on streamlining and strengthening professional learning opportunities and school wide processes for all staff.

Data use that informs teaching and learning has positively impacted teacher programming and student achievement. Evidenced based pedagogies have been used throughout the school to facilitate this process. Teachers have utilised the National Literacy and Numeracy progressions to monitor and identify individual student strengths and learning opportunities which has led to improved results. The increase in quality data has enabled a more comprehensive way to longitudinally monitor and reflect on student academic progress which in turn feeds the planning and teaching cycle to deliver greater positive learning progress for all students. Future steps in this area will include the implementation of new literacy and numeracy syllabus materials and teaching sequences.

### 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
Baseline measures will be set using a school developed survey instrument to measure staff satisfaction in the areas of: <ul style="list-style-type: none"><li>• Availability of professional learning to support their needs.</li><li>• Utilising professional learning to enhance practice.</li><li>• Supportive, ongoing learning culture.</li></ul>	<ul style="list-style-type: none"><li>• Delays in implementing initiatives in term 3 have required the work on developing a survey instrument to be postponed to 2022. To date there has been an increase in teacher identification of professional learning to support their PDP goals. Teacher satisfaction has been demonstrated in stage based and whole school based meetings. Anecdotal evidence through informal lesson observation, program review and stage based collegial discussions demonstrate positive adjustments to teaching and learning which has been reflective in improved student outcomes.</li></ul>
Teaching and learning programs show advancements in planning and assessment strategies with a direct correlation to PL undertaken in Formative Assessment, Learning Progressions and Scope and Sequence reviews.	Internal measures indicate a majority of teachers are utilising formative assessment processes, Learning Progressions data and collegial planning sessions to refine and adjust teaching and learning processes and planning in their classes.

## Strategic Direction 3: SD 3 - Engagement, Wellbeing and Belonging

### Purpose

In order to build student and staff wellbeing and engagement we will promote a safe school environment and increased sense of belonging.

### 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.

- Attendance
- Wellbeing and Belonging

### Resources allocated to this strategic direction

**Socio-economic background:** \$50,000.00

**Per capita:** \$61,997.00

**Aboriginal background:** \$54,895.00

### Summary of progress

A review and refining of school processes has been undertaken to strengthen the procedures that target higher levels of student attendance. An attendance team was established which included a full-time staff member to case manage individual and group concerns. This team has identified higher levels of engagement from families and greater self-awareness by students about their attendance levels. Learning sprints have been developed to target specific types of non-attendance as well as promotion of high levels of attendance throughout the school community. Through these measures, student attendance rates have increased across all year groups.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending greater than 90% to be at or above the baseline of 71.7%	Percentage of students whose attendance is greater than 90% is 70.1%
Increase the percentage of student Tell Them From Me Wellbeing satisfaction level to be at or above the baseline of 84%	Tell Them From Me Wellbeing satisfaction level is 85.24%
Incremental Improvement of processes, practices and procedures as measured by the School Excellence Framework (SEF) from Sustaining and Growing to: <ul style="list-style-type: none"><li>• Learning - Learning culture - High Expectations &amp; Attendance - Excelling</li><li>• Learning - Wellbeing - Excelling</li><li>• Teaching - effective classroom practice - classroom management - Excelling</li><li>• Leading - Educational Leadership - Excelling</li></ul>	Current School Excellence Framework measures are: <ul style="list-style-type: none"><li>• Learning - Learning culture - Sustaining and growing</li><li>• Learning - Wellbeing - Sustaining and growing</li><li>• Teaching - effective classroom practice - Sustaining and growing</li><li>• Leading - Educational Leadership - Sustaining and growing</li></ul>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,440.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Extra in class support to assist newly arrived students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue this model of support.</p>
<p>Integration funding support</p> <p>\$134,585.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Waratah 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>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased student engagement with curriculum and specialised programs. Student wellbeing has been supported in this process.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to work with the Learning Support Team. The team will engage quality support staff with capacity to delivery specialised programs where needed and support the wellbeing needs of students.</p>
<p>Socio-economic background</p> <p>\$142,690.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Waratah 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>• Whole school approach to teaching and learning</li> <li>• Attendance</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>• additional staffing to implement Learning and Support programs to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul>

<p>Socio-economic background</p> <p>\$142,690.00</p>	<ul style="list-style-type: none"> <li>• professional development of staff through group programming to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Improved student attendance  Improved student academic results in response to combined stage planning and data analysis activities  Provision of STEM and IT equipment</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue this model of support</p>
<p>Aboriginal background</p> <p>\$70,175.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Waratah 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><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>• Wellbeing and Belonging</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 additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Aboriginal student individual education plans were created and monitored. Aboriginal student results in standardised testing and school based testing have increased.  Cultural activities with Aboriginal students have been implemented. Student engagement in these activities has enhanced student academic and social engagement in the school  Increased connection between our Aboriginal school community and the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Engage an Aboriginal support worker to be a constant contact point for our Aboriginal students, families and the school</p>
<p>English language proficiency</p> <p>\$32,248.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Waratah 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>• 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 bilingual staff to support communication</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>English language proficiency</p> <p>\$32,248.00</p>	<p>* Student progress showing high growth on the EAL/D learning progressions, with a majority of EAL/D students achieving expected or above expected growth.</p> <p>* EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$166,047.26</p>	<p>Low level adjustment for disability equity loading provides support for students at Waratah 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>• 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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• targeted students are provided with evidence-based intervention to increase learning outcomes, including the Quicksmart Maths program</li> <li>• employment of SLSO to improve the development of students by implementing programs developed by specialists and the Learning Support Team</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue and enhance the current program to maintain student growth and achievement</p>
<p>Literacy and numeracy</p> <p>\$9,883.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Waratah 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>• Reading</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>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Student reading results in year 3 NAPLAN are above state levels. Year 5 levels are above statistically similar groups</li> <li>* Greater student uptake in library borrowing</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continue to improve the guided reading materials available in stage 2 and</li> </ul>

<p>Literacy and numeracy</p> <p>\$9,883.00</p>	<p>stage 3</p>
<p>QTSS release</p> <p>\$74,894.82</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Waratah 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>• Other funded activities</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>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Increased levels of time for classroom teachers to meet with their supervisor to review student data and relevant changes to teaching and learning</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* Continue this model of support</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$49,100.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Waratah 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>• Numeracy</li> <li>• Other funded activities</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>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Engagement of additional teaching staff using other flexible funding to extend intensive small group intervention programs.</p>
<p>COVID ILSP</p> <p>\$158,808.02</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>COVID ILSP</p> <p>\$158,808.02</p>	<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</li> <li>• timetabling changes to allow staff to analyse school and student data to monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in numeracy - fundamental numeracy concepts</li> <li>• employing/releasing staff to coordinate the program</li> <li>• providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Internal measures indicate that a majority of students involved in the program show increased ability to demonstrate stage outcomes in 'whole number' and improved fundamental numeracy and computational skills . An accurate measure (using ALAN) of student ability in reading has been made and has allowed for explicit instruction based on individual student need. This has seen students progress toward and in some cases beyond stage expectations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>A new baseline level of student ability using the ALAN progressions tool will be used to determine the new cohort of students that will be engaged with the program. Students engaged on the program will continue to have individual needs met through explicit teaching opportunities utilising existing learning approaches already successfully established in this program.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	184	178	167	171
Girls	170	170	171	166

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	91.1	93.2	93.7
1	89.9	92.5	90.1	93
2	93.1	91.2	94.1	89.1
3	93.2	93.7	90.7	93.2
4	93.6	90.5	94	88.9
5	89.6	92.6	90.6	90.2
6	93.2	89.4	90	86.8
All Years	92.2	91.6	92	90.8
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)	4
Classroom Teacher(s)	17.32
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.62

\*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>	482,106
<b>Revenue</b>	5,009,329
Appropriation	4,934,086
Sale of Goods and Services	-4,154
Grants and contributions	77,848
Investment income	449
Other revenue	1,100
<b>Expenses</b>	-5,043,215
Employee related	-4,458,205
Operating expenses	-585,010
<b>Surplus / deficit for the year</b>	-33,886
<b>Closing Balance</b>	448,220

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>	136,025
<b>Equity Total</b>	411,163
Equity - Aboriginal	70,175
Equity - Socio-economic	142,692
Equity - Language	32,248
Equity - Disability	166,047
<b>Base Total</b>	3,165,008
Base - Per Capita	89,742
Base - Location	0
Base - Other	3,075,266
<b>Other Total</b>	751,126
<b>Grand Total</b>	4,463,323

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

Each year schools seek the opinions of parents, carers, students and teachers about various aspects of the school and its operations. Data has been captured from a number of sources including the Tell Them From Me survey. The following key results have been identified:

- Students have strongly identified they have positive relationships with friends at school who they trust and who encourage them to make positive choices. They identify that staff consistently provide them with encouragement and advice and are responsive to their needs. Students (97%) believe that they have positive behaviour at school and strive hard to succeed in their learning. They strongly assert that teachers set clear goals for their learning, have clear expectations and provide feedback that assists them. Students have noted very low levels of bullying type behaviours (10% less than the NSW state norm) and can identify people who can help and provide advice. Students have identified lower attitudes toward homework but highly value school and believe that it will help them into their future.
- Parents strongly agree the school provides clear rules and that the school supports positive student behaviour. Parents and carers also strongly agree that they are kept informed about the behaviour of their children but would like more information regarding positive behaviours and progress in school subjects. Parents have identified their children feel safe at school and that they are encouraged to do their best. Parents have also positively supported learning from home and that they feel welcome when they visit the school.
- Teachers strongly agree that the leadership team support them during stressful times and work together to create a safe and orderly environment across the school. Teachers have identified high levels of collaborative practice, especially in strategies that support student engagement, assessment and assisting students who have learning challenges. Teachers strongly identified they have very high expectations around student learning. They provide students with appropriate learning goals and deliver timely feedback to students which supports their ongoing learning. Teachers have identified high levels of data use that is used to drive their planning and lesson delivery which positively affects student outcomes.

# 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.