

2021 Annual Report

Warrawee Public School



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Introduction

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

To educate, empower and challenge all students to reach their full potential and to prepare them for success in an ever-changing world.

School context

Warrawee Public School is a vibrant and happy place to be. Our parent community is actively involved in supporting the school and the students both in the classroom and beyond. Each year the Warrawee P&C Association organises both social and fundraising opportunities for our families and this support is greatly appreciated.

Our students are grouped into 28 mainstream classes from Kindergarten to Year 6 and three support classes.

Warrawee students are provided with a multitude of different learning experiences including sport, dance, band and public speaking and debating. Encouraging children to try new things, have a go, have fun and to be an enthusiastic participant in all activities are central to the core values of the school. Our students are encouraged to do their personal best, to be considerate and tolerant of others, to have personal pride and to be responsible citizens.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Departmental support staff will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for support.

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

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

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
- Individualised Learning

Resources allocated to this strategic direction

English language proficiency: \$164,541.00
Low level adjustment for disability: \$92,928.00
Integration funding support: \$175,189.00
Literacy and numeracy intervention: \$44,847.00
COVID ILSP: \$13,274.00
Literacy and numeracy: \$27,649.00
QTSS release: \$70,522.00

Summary of progress

Reading

In Semester one we planned for the development of our Professional Learning Communities (PLC) which then became embedded practice in the school for the delivery of professional learning, collegial discussions and collaborative practice on a weekly basis in Year Groups. The PLC schedule of professional learning topics was strategically created to ensure that teachers had allocated time to identify current practice and current student outcomes. Analysis of student reading data and teaching practice led to discussions of a more consistent approach across the school for assessment, data collection and improved explicit differentiated reading instruction. Analysis of teacher practice identified that we needed to implement consistent practices for assessment across years 3-6 in line with the bench marking undertaken in K-2. The enablers included the deputy principal as Instructional Leader working in group sessions with teachers to provide small group professional learning. Teacher surveys indicated 64% felt that the PLC sessions improved their teaching practice and would continue to do so over time. In 3-6 classrooms teachers are utilising differentiated reading groups to meet the learning needs of students and have an improved awareness of how to use data to inform teaching through the use of data walls. To move towards our progress measures we will continue the PLC sessions and both deputy principals will focus on years 3-6 to implement Fountas & Pinnell.

Numeracy

This initiative will commence in 2022.

Individualised Learning

Throughout semester one all staff undertook professional learning on High Potential and Gifted Education Policy. A register of all students was created and collaborative we created an identification process for HPGE students and procedures in line with the policy for our school context. A committee of identified teachers was formed to support high impact professional learning and analyse practice across the school to identify ways in which to cater for these identified teachers. We engaged the services of the regional English as another language or dialect (EALD) consultant to work with our EALD team to develop and present professional learning to the whole staff on the learning progressions. The EALD and Learning and Support Teachers provided team-teaching opportunities across K-6. As a result of this training there is improved understanding by teachers of the needs of these students which has led to improved student well being. Teaching and learning programs show evidence of adjustments catering for the needs of EALD and High Potential and Gifted Education (HPGE) students. In 2022 we will implement 3-6 data walls to monitor the progress of students. The HPGE committee will start implementing additional opportunities for identified students. All teaching and learning programs will continue to be adjusted to cater for HPGE utilising consistent processes across the school that clearly identifies adjustments.

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
<p>Top two bands - NAPLAN</p> <p>Reading</p> <p>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system negotiated target in reading of 80.1%</p> <p>Numeracy</p> <p>Improvement in the percentage of students achieving in the top two bands to be moving towards the school's lower bound system negotiated target in numeracy of 75.5%</p>	<p>NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading by 1.7% and a decrease in the percentage of students in the top two bands for numeracy by 11.3% from 2019 to 2021.</p>
<p>Expected Growth</p> <p>Reading</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving toward the school's lower bound system negotiated target of 78.4%</p> <p>Numeracy</p> <p>Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving toward the school's lower bound system negotiated target of 80.8%</p>	<p>The proportion of students achieving expected growth in NAPLAN reading has increased from 61.11% in 2019 to 66.67% in 2021.</p> <p>The proportion of students achieving expected growth in NAPLAN numeracy has decreased from 66.67% in 2019 to 58.89% in 2021.</p>

Strategic Direction 2: Teaching and Learning

Purpose

To ensure that teaching practice is evidence-based and data informed and that there is a shared responsibility for student improvement. Individually and collaboratively, teachers will evaluate the effectiveness of their teaching practices, which will include detailed analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

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 Learning
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$58,000.00

Beginning teacher support: \$28,962.00

QTSS release: \$70,522.00

Literacy and numeracy: \$2,000.00

Summary of progress

Professional Learning

In Semester one we planned for the development of our Professional Learning Communities (PLC) which then became embedded practice in the school for the delivery of professional learning, collegial discussions and collaborative practice on a weekly basis in year groups. The PLC schedule of professional learning topics was strategically created to ensure that teachers had allocated time to identify current practice and current student outcomes. The enablers included the deputy principal as Instructional Leader working in group sessions with teachers to provide small group professional learning. Teacher surveys indicated 64% felt that the PLC sessions improved their teaching practice and would continue to do so over time. In 3-6 classrooms teachers are utilising differentiated reading groups to meet the learning needs of students and have an improved awareness of how to use data to inform teaching through the use of data walls. To move towards our progress measures we will continue the PLC sessions and both deputy principals will focus on years 3-6 to implement Fountas & Pinnell.

Data Driven Practices

In 2021, professional learning relating to data, was delivered to all staff during the PLC sessions. A variety of data walls were viewed and Lyn Sharratt's work on data walls, was discussed. A K-2 Reading Level Data Wall was created, analysed and presented to staff, in order to ensure that we 'know' all of our students, whether they be High Potential and Gifted, or requiring additional support. This assists us to cater for the diverse learning needs of our students. In 2022 we will implement 3-6 data walls to monitor the progress of students. In addition, the importance of the triangulation of data has been emphasised with staff. The two deputy principals delivered the NAPLAN results to the staff and these were analysed in stage 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
Percentage of teachers who are effectively collaborating to drive ongoing school improvement through professional learning communities (PLCs) is moving towards the school identified target of 100%.	All teachers participated in weekly PLC sessions in Terms 1 and 2 with a focus on improving student outcomes in line with our school SIP. 94.4% of staff surveyed (36 responses) felt that the PLCs enhanced collaboration with their colleagues and found these sessions useful. 63.9% of staff believed that the PLCs will have a significant impact on their professional learning, as time progresses.

Percentage of teachers who clearly understand, develop and apply a full range of assessment strategies is moving towards the school identified target of 100%.

Analysis of teaching and learning programs indicates the 75% of teachers are implementing a full range of assessment strategies.

Strategic Direction 3: Leadership and Community

Purpose

In order to provide for the highest levels of learning, we aim to foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Through a planned and proactive approach with the school community, we will improve leadership and communication across the whole school and broader 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.

- Communication and collaboration
- Community Connectedness
- Strengthening Leadership

Resources allocated to this strategic direction

English language proficiency: \$1,000.00

Summary of progress

Communication, Collaboration and Community Connectedness

Sentral (School Management System) has been purchased and is currently being implemented to be utilised from 2022. This should have a significant impact on communication across all areas of the school including community. Staff have received professional learning on how to use this and it will be the main platform for communication between staff and also the school and our families.

Strengthening leadership

Due to the impact of COVID-19, the aspiring leaders program has not begun, but will be implemented in 2022. In 2021 an opportunity was given to four aspiring leaders, to fulfill Relieving Assistant Principal positions. Two of them have now been successful in becoming a permanent Assistant Principal.

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
Communication and Collaboration • The percentage of staff effectively utilising digital communication and software programs to support collaborative practice and communication across the school is moving towards the school identified target of 100%.	• Analysis of the usage of digital programs indicates that 62% of staff are utilising the communication and collaboration software which is moving towards the school identified target.
Community Connectedness • Self-assessment against the School Excellence Framework shows the school moving towards excelling in the theme of community engagement.	• Self-assessment against the School Excellence Framework shows the school is excelling in the theme of community engagement.
Strengthening Leadership The percentage of teachers engaging with the Aspiring Leadership program is moving towards the school identified	• In 2021 the Aspiring Leadership Program was developed for implementation in 2022.

target of 20%.	
<p>Attendance</p> <p>Increase the percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system negotiated target of 92.3%</p>	<ul style="list-style-type: none"> • The number of students attending school greater than 90% of the time is currently 89.92%. This is an increase of 2.82% from 2019.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,526.00</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>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"> • provision of support, resources and financial aid for students with refugee background • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in: parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students with this funding will be: to sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. Purchase of resources to support language development of identified students.</p>
<p>New Arrivals Program</p> <p>\$5,550.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Warrawee 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: improved vocabulary and confidence in class participation through intensive one-on-one support for all identified new arrival students</p> <p>After evaluation, the next steps to support our students with this funding will be: providing class teachers with programs and resources to utilise in T & L programs</p>
<p>Integration funding support</p> <p>\$175,189.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warrawee 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"> • Individualised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>Integration funding support</p> <p>\$175,189.00</p>	<ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,518.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warrawee 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: equitable access to the curriculum leading to improved student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support families in need of economic assistance.</p>
<p>Aboriginal background</p> <p>\$2,831.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warrawee 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: all First Nations families engaging in the PLP process in an authentic way as a result of the welcoming and informal setting.</p>

<p>Aboriginal background</p> <p>\$2,831.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: provide more opportunities for our First Nations students to be involved in AECG initiatives focusing of student strengths. Purchase resources for the library around First Nations histories and culture.</p>
<p>English language proficiency</p> <p>\$178,688.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warrawee 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"> • Individualised Learning • Community Connectedness • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions, with the majority of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. K-6 teachers participating in professional learning where the EAL/D teacher provided workshops on the learning progressions and provided understanding on where a student is levelled on the progressions. increased EAL/D support to classroom teachers leading to increased teacher capacity in embedding EAL/D strategies into teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to use the EAL/D Progressions to assist in developing strategies to support identified students. 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>\$92,928.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Warrawee 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"> • Individualised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students

<p>Low level adjustment for disability</p> <p>\$92,928.00</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: students achieving improved educational outcomes. 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>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$29,649.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Warrawee 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"> • Data Driven Practices • Individualised Learning <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 • employment of an additional Learning and Support intervention teacher • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: students undertaking MiniLit and MultiLit demonstrated improved reading phonics outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ an SLSO to implement the MultiLit and MiniLit programs. provide a parent workshop to encourage reading volunteers.</p>
<p>QTSS release</p> <p>\$141,044.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warrawee 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"> • Professional Learning • Individualised Learning <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 • assistant principals provided with additional release time to support

<p>QTSS release</p> <p>\$141,044.00</p>	<p>classroom programs</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: High Potential and Gifted education students supported to reach their potential through participating in enrichment programs in writing and mathematics. a consistent approach by teachers of bench-marking and reading assessment using Fountas and Pinnell.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Warrawee Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. 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.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$29,197.00</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>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"> • Individualised Learning • 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 numeracy • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: improved student confidence in numeracy through targeted areas of focus for improvement, for equivalent numbers and number combinations. and the majority of the students in the program achieving progress towards their</p>

<p>COVID ILSP</p> <p>\$29,197.00</p>	<p>personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue a numeracy focus for identified students through learning and support teachers (LAST, L& N Intervention teacher) and the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	352	369	370	380
Girls	301	318	342	360

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.4	96.1	95.4	95.3
1	95.7	95.4	95.3	96.1
2	95	95.7	94.9	96.1
3	96.9	95.7	96.1	96.2
4	94.5	96.2	95.1	95.1
5	95.4	94.7	95.5	94.7
6	94.8	93.8	95.7	94.6
All Years	95.4	95.4	95.4	95.5
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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	29.01
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	1.2
School Administration and Support Staff	7.67

*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	2,100,891
Revenue	6,902,502
Appropriation	6,488,716
Sale of Goods and Services	3,523
Grants and contributions	407,340
Investment income	2,324
Other revenue	600
Expenses	-6,931,864
Employee related	-5,874,588
Operating expenses	-1,057,276
Surplus / deficit for the year	-29,362
Closing Balance	2,071,529

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	167,866
Equity Total	277,968
Equity - Aboriginal	2,832
Equity - Socio-economic	3,519
Equity - Language	178,689
Equity - Disability	92,929
Base Total	5,599,476
Base - Per Capita	179,972
Base - Location	0
Base - Other	5,419,504
Other Total	383,021
Grand Total	6,428,331

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

Each year we ask students, parents and carers, and staff for their valuable feedback to help guide decisions around the future directions of our school. The survey data assists us to form part of the Strategic Improvement Plan for 2021-2024.

In the Years 2-6 Student Survey (236 respondents):

92% of students feel happy and safe at school

75% of students feel they are achieving their best in reading

74% of students feel they are achieving their best in numeracy

In the Parent Survey (274 respondents):

75.2% of parents reported that their child's overall learning from home experience was positive

82.4% of parents reported that the amount of work provided was good

92.8% of parents reported that the online instructions were easy to follow

In the Staff Survey (36 respondents):

94.4% of staff find the collaborative Professional Learning Community time helpful

64% of staff believe the Professional Learning Community sessions will have a positive impact on their professional learning over time

100% of staff wanted more consistency in assessment and teaching across the school

Our school's strengths as identified in the surveys included: the quality of our teaching programs, our strength in collaborative practice, our focus on high impact, quality professional development and that the school provides a happy, safe and nurturing environment for students, to achieve their best.

Our school's areas of development, or ways to improve as identified in the surveys included: a more consistent approach to assessment and teaching across the school, and the inclusion of an aspiring leaders program.

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.