

2021 Annual Report

Wingello Public School



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Introduction

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

Wingello Public School

Murrimba Rd

Wingello, 2579

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

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

4884 4317

School vision

At Wingello Public School every student is known valued and cared for. Our students are inspired to achieve in an inclusive environment where every student maximises their potential in all aspects of learning and wellbeing. We foster strong community connections to create a sense of belonging for all.

We are committed to a school-wide culture of high expectations and a shared responsibility that every student and every teacher improves every year.

School context

Wingello Public School is a small rural school located in the Southern Highlands of NSW in a beautiful bushland setting close to the city of Goulburn and the town of Moss Vale. We pay our respects to the Gundungurra people and acknowledge that they are the traditional custodians of the land on which our school sits. The playground reflects the natural beauty of the area with a yarn circle/ indigenous garden being developed in collaboration with National Parks.

Wingello Public school serves a diverse community that is continually growing due to land development and young families seeking a tree change. Student numbers have fluctuated over the last ten years between 14 and 33. Current numbers stand at 28 (7% Indigenous and 8% LBOTE). Currently there are two classes formed (K-2, 3-6). Wingello was severely affected by the bushfires in 2020 with homes being destroyed close to the school. This has had a deep impact on the community.

Wingello Public School is starting its journey as a Positive Behaviour for Learning school with its core values of Respect, Responsibility and Resilience.

A dedicated team of staff ensure that students always reach their potential in a safe, happy, inclusive and creative environment. An outstanding academic, sporting, cultural and creative and practical arts programs are delivered through rich and diverse curriculum. Students are offered music lessons by the Goulburn Hume Conservatorium. The school participates in sporting gala days, creative arts festivals such as Southern Stars and Instrumental of Music. It enjoys strong links with its partner high school -Moss Vale High as well as the Bundanoon pre-school.

The school benefits from the significant support of an active and dedicated Parents' and Citizens' Association which together with the wider community volunteer their time to support student learning and to raise funds for the school.

Through our situational analysis, we have identified that a focus on writing and numeracy, analysis of data skills, effective partnerships and teaching and learning are required to improved evidence based practices leading to improvement in student outcomes. A commitment to the Challenging Learning Project (CLP) will further support teaching practices by building teacher capacity in differentiation, foster student growth mindset, providing timely feedback. This project will enable for high impact professional learning and coaching and mentoring of all staff.

Wingello Public School is part of the a community of schools across the Southern Highlands participating in the Challenging Learning Process. and is one of four schools successful to receive the fair Education grant to prioritise strengthening family and community engagement.

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	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To strengthen the explicit teaching of literacy and numeracy across the school by embedding strong evidence-based teacher practices and systemic data collection to ensure every student makes measurable learning progress.

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.

- Systematic data collection and skills
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$4,000.00

COVID ILSP: \$12,783.00

Low level adjustment for disability: \$30,181.60

School support allocation (principal support): \$13,604.00

QTSS release: \$3,700.00

Literacy and numeracy: \$2,862.05

Per capita: \$5,916.40

Summary of progress

Systematic Data Collection and Skills:

PL: Staff developed and implemented the Assessment schedule for Literacy and Numeracy. PL was undertaken in PLAN 2. However, we needed to delay the Term 3 sessions working with the LaNCA due to unforeseen circumstances. Shorten session undertaken in Week 6 Term 4. More PL will be required on using PLAN 2.. Staff keen to up-skill their knowledge in using PLAN 2.. PLAN 2 is the platform for data collection.used at the school. 2 data days in Term 1,2,3 were beneficial for data entry in google drive.. These entries will be moved to PLAN2 .

Challenging Learning Project continued in an online format. The Challenge by Choice project moved into the phase of parent engagement but circumstances delayed the involvement of parents.

Effective classroom practice:

The school funded a extra 0.6 classroom teacher to provide a second class. The class configurations in Term 1-3 were K-2 17 students and 3-6 11 students. After the period of home learning the Year 2 students continued to work with the 3-6 class for literacy and numeracy (9-1 pm four days a week). This has provided valuable extension opportunities for the Year 2 students. Along with this assistance, the school self funded additional funding was provided for an LS teacher for four half days per week. The Challenging Learning Project began with PL for all staff. This continued in an on-line format for the year. Unfortunately, classroom observations and demo lessons were unable to be undertaken..

Teachers worked collaboratively to effectively plan and program literacy and mathematics activities. The Learning and Support team review was undertaken and areas of improvement were actioned.

Teacher's professional skills were enhance in the online learning period with all Yr 1- 6 students utilising a school device for use at home. Lessons were prepared and students participated in zoom session. Kinder students worked in zoom sessions using home devices where possible. Some ipads were distributed to students who needed support. Hard copies were also supplied as a backup.

Impromation Report system was used to generate reports and to also support the collection of data for students.

A School Learning Support Officer was employed 1 day per week to support student engagement, transition to school program (Pre-school -Kinder. Yr 6-7). An additional Learning and Support teacher was employed for 2 days per week to provide intensive support to students during and after the home learning period.

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
A minimum of 40% of students achieve in the top bands of NAPLAN Reading to met the baseline target.	66% of students in Year 3 achieved Band 6 in Reading. The 33% of students who did not reach the baseline data improved throughout the year as shown in internal data.
A minimum of 39.1% of students achieve in the top bands of NAPLAN Numeracy to met the baseline target.	66% of students in Year 3 achieved higher than Band 5 in numeracy. 33% of students were in Band 4.
A minimum of 55% of students will achieve at or above expected growth in NAPLAN Reading	Year 5- We have 1 students in this year group. They achieved a growth from 254.80 in Year 3 to 450.30 in Year 5.
A minimum of 55% of students will achieve at or above expected growth in NAPLAN Numeracy	There was only one student in Year 5 this year. Insufficient data to show percentage.
<p>In the School Excellence Framework, school self assessment in the area of Data-Skills and Use will be maintained at delivering</p> <p>In the School Excellence Framework the school self assessment in the area of Effective Classroom Practice will be maintained at Sustaining and Growing</p>	<p>Data-Skills and Use- The school has moved into Sustaining and Growing. Professional Learning (PL) in PLAN 2 has been undertaken utilizing the LaNSA. PL has taken place in staff meetings, 2 days per term planned for PL days (What works Best, PLAN 2, Challenging Learning Project (CLP).</p> <p>Effective Classroom Practice will remain at Sustaining and growing. Explicit teaching using evidence base resources will be unpacked in 2022. The CLP will deliver PL in this area. Observations, teaching sprints , collaborative teaching sessions will occur.</p>

Strategic Direction 2: Positive School Culture

Purpose

Strengthening effective partnerships with family and community coupled with effective learning and development leads to a positive school culture where every child is known, valued and cared for at Wingello Public School.

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.

- Partnerships and community engagement
- Collaborative practice and feedback

Resources allocated to this strategic direction

Professional learning: \$1,856.94

Socio-economic background: \$12,408.35

Location: \$3,152.00

Summary of progress

Partnerships and community engagement:

Positive Behaviour for Learning is continuing throughout the school. Presentations at assemblies did not happen due to Department restrictions. However, at our end of year presentation assembly, certificates, awards and medal were handed out.. The number of students reaching platinum and gold achievement levels decreased because of the Home Learning period.

The Safeguarding Kids Team presented 3 workshops to the staff. Implementing effective consultation which assisted the school to consult with the staff safely and effectively to improve engagement and motivation for decisions made within the school. Establishing a shared process for addressing workplace concerns supported staff to develop and implement an agreed process to address process to address and resolve workplace concerns. These workshops were followed by discussions at communication meetings.. We were involved in a workshop to identify elements of effective communication to embed within a school-based communication system. We will move to setting up an additional See-saw account for administration inform such as newsletters to improve communication to parents.. Sentral will be purchased for attendance, LST and wellbeing data storage .The team assisted with student attendance through a revision of school attendance procedures. This was completed and the school's procedures now align with procedural attendance documents with the Department of Education School Attendance policy to clearly outline the school's actions to manage, support and promote attendance.We reflected on our currrent school-based attendance and supervision strategies and these are clearly documented. Student, parents and carers are informed and involved in the development of these strategies to address student engagement and attendance. One member of the staff is a member of the Goulburn Network Attendance committee which meets twice a term to look at attendance data. This staff member report back at staff meetings the findings about our school to alert staff of trends.

Community Engagement Plan:

A draft plan has been created but has not been presented to the community. A survey was conducted to enlist parent feedback for home learning communication at the beginning of Term 4. This survey found parents liked the use of See-saw as the main means of communication between class teachers and home. It was extremely beneficial during the home learning period.

The socio-economic background funding was redirected into employment of SLSOs to support student learning. 2 additional days were provided to support all students.

A new phone system was installed throughout the school. This ensured all WHS issues were addressed. Communication has significantly improved.

The individual private lessons music program continued in Term 4.

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
.By the end of 2022 students reporting a positive sense of Wellbeing as reported in the Tell Them From Me survey is at or above 55% (Agreed target)	At the end of 2021 the student Tell Them For Me survey reported 75% of students had a positive sense of belonging.
By the end of 2022 students attending 90% or more of the time will be at least 60%	At the end of 2021 we are sitting at 66.7% of students attending 90% or more. Our school is involved in an Attendance Reference Group which meets twice a term to look a trend.
By the end of 2024 the School Excellence Framework self-assessment of the element of Learning Culture will be sustained at delivering	At present , Wingello PS is on track for achieving sustaining and growing by the end of 2024. Areas of improvement consist of Attendance with the establishment of the Goulburn Attendance task group. This group meets in each term to examine attendance patterns and data. Members report back to school at staff meetings giving updates and suggestions to improve attendance at school.
By the end of 2024 the School Excellence Framework element of Learning and Development will be sustained at delivering	At present, Wingello PS is on track for achieving Sustaining and Growing by the end of 2024. Areas of improvement consist of explicit PL through the Challenging Learning Project and Challenge by Choice program. The teachers engaged in professional discussion and collaborate to improve teaching and learning in their classes , as a a longitudinal view K-6.. Formal mentoring has been undertaken especially in the field of IT to improve teaching and learning. This has developed aspiring leaders and support teachers who have request support.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$12,408.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wingello 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"> Partnerships and community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> An internal school assessment using the Strengthening Family and Community Engagement reflection matrix was undertaken at a school level professional development of staff through the Safeguarding Kids Team to support student learning additional staffing to implement initialit and multilit program to support identified students with additional needs <p>The allocation of this funding has resulted in:</p> <p>Funding planned for this initiative was redirected into a SLSO (2 day per week Term 4)to support students return from home learning. Staff meetings were conducted where the Strengthening family and Community Engagement matrix was discussed.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Parent engagement will continue through the involvement of the community in the reflection matrix, The school will also be involved in community engagement through the Challenge by Learning project in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$30,181.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Wingello 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"> Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> LaNCA involved in workshop with staff to support implementation of PLAN 2 , programming and data collection. targeted students are provided with an evidence-based intervention MultiLit/Initialit to increase learning outcomes Additional teacher employed to provide a second teacher on class in a full time capacity. 2 classes formed K-2, 3-6. LS teacher targetted individual students in literacy and numeracy- using programs purchased. PAT test purchases and used to track student progress. Report and Student well being software purchase for the year. <p>The allocation of this funding has resulted in:</p> <p>The establishment of a second class which has enable continuity of learning (1 full time teacher v 2 part time teachers) for the 3-6 class. L/S teacher able to target students with additional needs. SLSO employed to support students with additional needs. Quality reports sent home -one per semester, students information stored in a centrally located system.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of funding the second class</p>

<p>Low level adjustment for disability</p> <p>\$30,181.60</p>	<p>changing provider for reports and students well being information. new provider will support staff in attendance, students wellbeing information/ meeting minutes. for communication meetings.</p>
<p>Location</p> <p>\$3,152.00</p>	<p>The location funding allocation is provided to Wingello Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnerships and community engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • phone system installed at the school <p>The allocation of this funding has resulted in: School provided with new phone system has enabled teachers to communicate during lesson time without leaving the classroom or sending a student. Lockdown drill now able to be professionally carried out for the safety of all.. Phone calls/ messages can be received by the teachers in classrooms if the office is unattended.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will purchase an answering machine.</p>
<p>Professional learning</p> <p>\$5,856.94</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wingello 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"> • Systematic data collection and skills • Partnerships and community engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff engaged in 4 workshops with the Safeguarding kids team • parents were involved in a school survey concerning communication between school and home • Staff involved in teaching sprint workshops and online PL sessions. <p>The allocation of this funding has resulted in: Due to circumstance and the period of home learning this money was redirected into classrooms in the form of School Learning Support Officers support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Set up an admin communication See-saw to ensure notes and messages that are for the whole school are sent on the one platform.</p>
<p>Literacy and numeracy</p> <p>\$2,862.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wingello 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy

<p>Literacy and numeracy</p> <p>\$2,862.05</p>	<ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Classroom resources have been expanded and updated Teachers have been involved in PL to support data collection Teachers have collaboratively developed learning programs to ensure explicit teaching /learning opportunities are provided to all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue collaborative planning and analysis of data and trends Classroom resources will be used to enhance student learning</p>
<p>QTSS release</p> <p>\$3,700.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wingello 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional staff member to enable the school to run a second class. This activity has allowed for a K-2 class and a 3-6 class. <p>The allocation of this funding has resulted in: two classes being formed. Both classes have a full time teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of formation of a second class. This has allowed the Teaching Principal to provide support in QTSS . This has lead to strengthening quality teaching practices through the analysis of student data to drive ongoing, school wide improvement in teaching practice and student results.</p>
<p>COVID ILSP</p> <p>\$12,783.00</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing intensive small group tuition for identified students who were in need of additional support • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: Class teachers have undertaken data day analysis days per term. This data has been placed on PLAN. LaNCA involvement in Professional Learning. Learning Support Team review undertaken and recommendations implemented. 0.2 COVID intensive support for students. 0.6 teacher employed to supplement a second class.</p>

COVID ILSP

\$12,783.00

After evaluation, the next steps to support our students with this funding will be:

Continue to support students with additional needs - individual withdrawal/
small group withdraw from class/ in class support.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	9	16	16
Girls	13	8	8	12

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	92.9	93.3	93.8
1	92.1	95.8	94.4	93.6
2	77.3	95.7	92.3	90.3
3	92.8	82.8	93.6	92.5
4	92.4	95.1	90.4	88.3
5	92.2	100	95.3	91.4
6	90.4	92.9	92.5	92.7
All Years	90.5	93.8	93.5	91.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	54,168
Revenue	602,672
Appropriation	587,166
Grants and contributions	14,676
Investment income	30
Other revenue	800
Expenses	-603,319
Employee related	-536,780
Operating expenses	-66,539
Surplus / deficit for the year	-647
Closing Balance	53,521

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	0
Equity Total	42,590
Equity - Aboriginal	0
Equity - Socio-economic	12,408
Equity - Language	0
Equity - Disability	30,181
Base Total	494,700
Base - Per Capita	5,916
Base - Location	3,153
Base - Other	485,631
Other Total	16,164
Grand Total	553,454

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

Tell Them from me Surveys as well as school designed surveys were conducted to elicit feedback from parents, staff and students.. In these surveys parents were very supportive of the school.

A school survey was conducted in relation to Communication. Parents were very impressed with the introduction and implementation of Seesaw. In particular, parents found this site to be reliable and timely in order to contact teachers and view what is happening in the school. 100% of parents use this mode of communication to access information from the school and more than 50% of parents use this method as their preferred contact point for staff.

Students are appreciative of the photos and work samples sent home.

During the period of home learning, staff, students and parents worked harmoniously to ensure the continuity of learning. Years 1-6 students were each supplied with a school device facilitating access to online learning via Zoom. Our senior class were particularly successful as they were online for the majority of the day participating in their regularly programmed learning programs. Parents were particularly complimentary of this process: "The very organised home schooling learning kits and zoom classes has to be recommended. It really improved our home schooling experience", "Our school has been phenomenal dealing with the year we've been dealt, I highly commend you all, appreciate all your hard work and thank you for all the support we've received", "I feel that communication and parent relations at the school have improved [this year].

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.