

2021 Annual Report

Wyndham Public School



3525

Introduction

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

Wyndham Public School

Monaro St

Wyndham, 2550

<https://wyndham-p.schools.nsw.gov.au>

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

6494 2128

School vision

At Wyndham Public School we have high expectations and continually strive to improve ourselves and our work. We collaborate with our school community to be partners in learning, and challenge our students to continually improve and be successful learners in all opportunities they undertake

We are committed to lifting literacy and numeracy standards to ensure students are given every opportunity to be their best. We have a strong focus on literacy and numeracy skills, to unlock children's academic potential at school, improving their overall academic outcomes and increasing the likelihood they will attain tertiary qualifications.

School context

Wyndham Public School, with a current enrolment of 25 students, is a rural and remote school in the high country of the Bega Valley Shire. Our connection to students, families, carers and the broader community creates a school culture that promotes inclusion, belonging, and a pursuit of excellence. Our students are supported through targeted intervention programs, with teaching and learning programs that are developed through best-practice reflecting the Quality Teaching Principles and the School Excellence Framework. Student growth is monitored in both Literacy and Numeracy using syllabus and PLAN2 (Planning for Literacy and Numeracy), to support the development of future teaching and individualised programs.

Our school community of students, staff and parents was consulted throughout the development of our situational analysis and then collaboratively developed our strategic improvement plan. We have identified the need to continue our focus on quality teaching and data driven practices to ensure that every student is engaged and challenged to continue to learn, with strong foundations in literacy and numeracy.

Through individualised learning plans we know our students and how they learn and provide unique and diverse learning opportunities to support every student.

Wyndham Public school is committed to continuing to strengthen its partnership with the local community. We strive to create partnerships that reflect the rich culture and language of the Yuin land which we are privileged to teach and live on.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Delivering |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Delivering |
| LEADING: Management practices and processes | Delivering |

Strategic Direction 1: Student growth and attainment

Purpose

To develop and refine data collection and analysis to drive quality teaching practices that are responsive to the learning needs of all students; promoting student growth in reading and numeracy and generating success in all other key learning areas.

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.

- Data Driven Practice
- Personalised Learning.

Resources allocated to this strategic direction

QTSS release: \$3,699.89

Literacy and numeracy: \$2,974.00

Low level adjustment for disability: \$28,739.81

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

Socio-economic background: \$19,809.00

Location: \$10,138.26

Early Action for Success (EAfS): \$7,500.00

Professional learning: \$5,570.00

Summary of progress

Data Driven Practice

During 2021 Data Driven Practice has been embedded with students being provided opportunities that allow them to be continuously challenged in their learning, driving high expectations for all students.

Teachers used an instructional model that included a range of differentiated approaches, including explicit instruction to scaffold the learning and used different types of activities to consolidate the instruction - from hands-on, to group activities, paired and individual tasks. In addition to a focus on quality differentiated whole-class instruction, which is common to all teachers, the school apportioned resources to implement Tier 2 and 3 intervention programs in the school. We strategically used our equity funding, not only for individualised learning and support, but also to build the capacity of all staff to provide quality classroom assistance and targeted intervention in literacy and numeracy to ensure all students had the opportunity to learn at their level.

Leadership was developed and professional learning was implemented to drive quality teaching practice through observation, feedback and collegiate analysis of student work samples/data with a focus on curriculum implementation and the teaching standards.

Our next steps in this initiative will include the implementation of the Co-Teaching cycle. This process will strengthen pedagogy through intentional collaboration and will consist of four stages-(1) co-planning; (2) co-teaching; (3) co-debriefing; and (4) co-reflecting. The focus of this initiative will be to continue to drive differentiation, integrate assessment and foster student growth.

Personalised Learning

In 2021, we had a clear focus on student progress and achievement through quality teaching. Teachers sustained a culture of evidenced-based teaching so that every student made measurable learning progress. Following the evidence based practice of Lyn Sharrett through engagement of the Clarity resource, teachers worked through the processes outlined.

Effective partnerships in learning with parents meant students were motivated to deliver their best and continually improve.

Teachers differentiated curriculum delivery to support learning and increase challenge. Programs were refined and adjusted to address individual students learning needs and parents were involved in developing student learning plans.

Students demonstrated articulation of their learning and understood what they needed to learn to enable continuous

improvement on their learning journey.

Our next steps will be to engage students in the personalised learning process. Working alongside students to establish goals, provide feedback and measure progress against syllabus outcomes. Students will be provided with the tools and language to foster a greater sense of self-direction in their learning journey.

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 NAPLAN reading from the 2017/2018 baseline to be trending towards the lower bound system negotiated target. | There was an increased percentage of students achieving in the top two bands NAPLAN reading from the 2017/2018 baseline. Progress is yet to be seen towards the lower bound target. Due to the small size of the cohort actual/accurate percentages can not be reported. |
| Increase the percentage of students achieving in the top two bands numeracy from the 2017/2018 baseline to be trending towards the lower bound system negotiated target. | There was an increased percentage of students achieving in the top two bands NAPLAN numeracy from the 2017/2018 baseline. Progress is yet to be seen towards the lower bound target. Due to the small size of the cohort actual/accurate percentages can not be reported. |
| Increase in the percentage of students achieving expected growth in reading from the 2017/2018 baseline to be trending towards the lower bound system negotiated target. | There was a decreased percentage of students achieving expected growth in reading from the 2017/2018 baseline. Progress is yet to be seen towards the lower bound target. Due to the small size of the cohort actual/accurate percentages can not be reported. |
| Improvement in the percentage of students achieving expected growth in numeracy from the 2017/2018 baseline to be trending towards the lower bound system negotiated target. | There was a decreased percentage of students achieving expected growth in numeracy from the 2017/2018 baseline. Progress is yet to be seen towards the lower bound target. Due to the small size of the cohort actual/accurate percentages can not be reported. |

Strategic Direction 2: Community as partners in learning

Purpose

To build mutually beneficial relationships with families, other schools, external organisations and the local community for the purposes of sharing experiences and expertise; enhancing opportunities for students, and better meeting individual learning and wellbeing needs.

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.

- Building effective partnerships.
- Engagement in learning.

Resources allocated to this strategic direction

Integration funding support: \$19,750.00

Summary of progress

Building Effective Partnerships

School leadership developed and lead a school environment that supported partnerships with students, parents, staff and the broader community to enrich student learning and wellbeing. Staff fostered relationships between the school and the broader community to enhance student wellbeing and learning outcomes through being approachable and open in communication with parents, working collaboratively with the school in positive and respectful relationships that supported optimal learning conditions for all students. This resulted in students feeling well-supported by the school with their individual needs being met in partnership between home and school.

Our next steps are to continue to build effective partnerships through school open days where parents and community are invited to take part in learning activities and contribute their expertise to enhance learning outcomes.

Engagement in Learning

School leadership worked in collaboration with staff to professionally develop the implementation of evidenced-based practices to build capability in engaging both staff and students as life-long learners. Student Learning Support Officers were employed to work alongside teachers within the classroom to support individual student goals. Parents shared an understanding of their child's learning pathway and individual education plans. They were active partners in their child's learning. Staff worked through the quality teaching cycles and revised and adjusted practice to support student engagement in learning through high impact teaching strategies. This was evidenced by student engagement in learning opportunities that were designed to meet their individual needs and had a clear understanding themselves of where their learning is headed. Teachers shared assessment criterion with students actively creating opportunities to provide students with feedback on their learning.

Next steps are to build leadership capacity among our students and increase opportunities for student voice. The implementation of a student parliament will provide leaders with a platform to establish collective learning goals, develop skills in collaboration and an opportunity to increase student engagement in authentic learning opportunities.

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 attending school 90% of the time or more from the 2018 baseline to be trending towards the lower bound system negotiated target. | There was an increased percentage of students attending school 90% of the time or more from the 2018 baseline. Progress is yet to be seen towards the lower bound target. Due to the small size of the cohort actual/accurate percentages can not be reported. |
| The School Excellence Framework | Self assessment against the School Excellence Framework shows the |

| | |
|--|---|
| elements of Learning Culture and Wellbeing are assessed to reflect growth from Delivering. | school is currently performing at Delivering in the element of Learning Culture and Sustaining and Growing in the element of Wellbeing. |
| Processes undertaken to develop a baseline on wellbeing data for success, advocacy and a sense of belonging. | Processes were developed in partnership with Be You as well as internal system monitoring to develop a baseline on wellbeing data for success, advocacy and a sense of belonging. |
| Processes undertaken to develop a baseline on recorded incidents. | Processes were developed to gather a baseline of recorded incidents. Monitoring indicated that consistent and strong implementation of new processes resulted in a reduction in suspension data and negative incidents requiring reporting. |

| Funding sources | Impact achieved this year |
|---|---|
| <p>Integration funding support</p> <p>\$19,750.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Wyndham 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"> • Engagement in learning. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Targeted support for identified students. Data collected in PLPs shows evidence of adjustments and modifications, which demonstrated student growth and attainment of specific learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continually review and adjust PLPs to meet student need. Continuation to employ SLSO support to student learning outcomes.</p> |
| <p>Socio-economic background</p> <p>\$19,809.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyndham 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"> • Personalised Learning. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to support identified students with additional needs • Professional development of staff to support student learning <p>The allocation of this funding has resulted in: The school combined Low level adjustment for disability - staffing, School support allocation (principal support), Socio-economic background - flexible, Low level adjustment for disability - flexible and Location to employ an additional teacher to support personalised teaching and learning programs K-2 and 3-6. Internal school measures demonstrate growth in student achievement and a stronger sense of belonging due to infants and primary students being separated.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted support to ensure quality teaching programs and internal assessments are consistent with external assessments. Continue to employ an additional classroom teacher to support learning outcomes and wellbeing.</p> |
| <p>Aboriginal background</p> <p>\$1,465.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyndham 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>Aboriginal background</p> <p>\$1,465.00</p> | <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: Improved cultural competency of staff which resulted in authentic indigenous content being embedded into school learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engage a tutor to regularly teach Aboriginal Language to students.</p> |
| <p>Low level adjustment for disability</p> <p>\$28,739.81</p> | <p>Low level adjustment for disability equity loading provides support for students at Wyndham 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"> • Personalised Learning. <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 teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The school combined Low level adjustment for disability - staffing, School support allocation (principal support), Socio-economic background - flexible, Low level adjustment for disability - flexible and Location to employ an additional teacher to support personalised teaching and learning programs K-2 and 3-6. Internal school measures demonstrate growth in student achievement and a stronger sense of belonging due to infants and primary students being separated.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted support to ensure quality teaching programs and internal assessments are consistent with external assessments. Continue to employ an additional classroom teacher to support learning outcomes and wellbeing.</p> |
| <p>Location</p> <p>\$10,138.26</p> | <p>The location funding allocation is provided to Wyndham 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"> • Personalised Learning. <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing for teaching principal release <p>The allocation of this funding has resulted in: The school combined Low level adjustment for disability - staffing, School support allocation (principal support), Socio-economic background - flexible, Low level adjustment for disability - flexible and Location to employ an additional teacher to support personalised teaching and learning programs K-2 and 3-6. Internal school measures demonstrate growth in student achievement and a stronger sense of belonging due to infants and primary students being separated.</p> <p>After evaluation, the next steps to support our students with this</p> |

| | |
|---|---|
| <p>Location</p> <p>\$10,138.26</p> | <p>funding will be: Targeted support to ensure quality teaching programs and internal assessments are consistent with external assessments. Continue to employ an additional classroom teacher to support learning outcomes and wellbeing.</p> |
| <p>Professional learning</p> <p>\$5,570.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wyndham 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"> • Personalised Learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional release for teachers to engage in PL. <p>The allocation of this funding has resulted in: A consistent understanding of reading development using the syllabus and Literacy Progressions to drive quality teaching and student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Co-teaching cycle will be implemented to allow for collaboration to refine and adjust practice to meet ongoing needs of staff and students.</p> |
| <p>School support allocation (principal support)</p> <p>\$13,605.00</p> | <p>School support allocation funding is provided to support the principal at Wyndham Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teacher to enable principal release. <p>The allocation of this funding has resulted in: The school combined Low level adjustment for disability - staffing, School support allocation (principal support), Socio-economic background - flexible, Low level adjustment for disability - flexible and Location to employ an additional teacher to support personalised teaching and learning programs K-2 and 3-6. Internal school measures demonstrate growth in student achievement and a stronger sense of belonging due to infants and primary students being separated.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted support to ensure quality teaching programs and internal assessments are consistent with external assessments. Continue to employ an additional classroom teacher to support learning outcomes and wellbeing.</p> |
| <p>Literacy and numeracy</p> <p>\$2,974.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wyndham 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 Practice <p>Overview of activities partially or fully funded with this initiative</p> |

| | |
|--|--|
| <p>Literacy and numeracy</p> <p>\$2,974.00</p> | <p>funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: The school combined Literacy and Numeracy and QTSS funding to allow staff to engage in Professional Learning on the effective use of PLAN data. Feedback from staff indicates they have a greater understanding of the Progressions and are able to use data to inform teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implement the co-teaching cycle with the APCI to lead improvement in identified areas within literacy and numeracy. This cycle will incorporate the analysis of PLAN data to enable ongoing student growth .</p> |
| <p>Early Action for Success (EAfS)</p> <p>\$7,500.00</p> | <p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Wyndham Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Lead professional learning opportunities available through the Numeracy Strategy <p>The allocation of this funding has resulted in: K-2 staff have built the capacity to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery, differentiation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implementation of the co-teaching cycle with the APCI to strengthen learning programs through collaboration, assessment and evaluation.</p> |
| <p>QTSS release</p> <p>\$3,699.89</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyndham 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"> • Data Driven Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: The school combined Literacy and Numeracy and QTSS funding to allow staff to engage in Professional Learning on the effective use of PLAN data. Feedback from staff indicates they have a greater understanding of the Progressions and are able to use data to inform teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implement the co-teaching cycle with the APCI to lead improvement in identified areas within literacy and numeracy. This cycle will incorporate the analysis of PLAN data to enable ongoing student growth .</p> |
| <p>COVID ILSP</p> | <p>The purpose of the COVID intensive learning support program is to deliver</p> |

\$17,700.00

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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- Employment of an educator to deliver small group tuition.
- Provide targeted, explicit instruction for targeted students in literacy and numeracy.

The allocation of this funding has resulted in:

100% of students in this program achieving significant progress towards their personal learning goals.

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

To continue in the implementation of literacy and numeracy small group tuition using data to inform practice and identify student need. Due to the small size of our school this will be linked in with current learning and support allocations to ensure consistent implementation across the week. Students will be identified through Learning and Support process with regular monitoring through case management discussions.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 12 | 9 | 11 | 11 |
| Girls | 14 | 13 | 10 | 13 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 90.6 | 92.5 | 93.3 | 87.1 |
| 1 | 90 | 85.7 | 98.3 | 91.4 |
| 2 | 94.4 | 95 | 87 | 95.4 |
| 3 | 92 | 94.1 | 90.8 | 84.9 |
| 4 | 87.3 | 90 | 89.9 | 96.2 |
| 5 | 88.6 | 88.6 | 90.1 | 91.4 |
| 6 | 88.7 | 85 | 85.6 | 87.7 |
| All Years | 90.6 | 89.8 | 90.3 | 89.6 |
| 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) | 0.66 |
| 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 | 151,256 |
| Revenue | 578,244 |
| Appropriation | 557,842 |
| Grants and contributions | 20,220 |
| Investment income | 181 |
| Expenses | -564,362 |
| Employee related | -512,345 |
| Operating expenses | -52,017 |
| Surplus / deficit for the year | 13,882 |
| Closing Balance | 165,138 |

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 | 50,014 |
| Equity - Aboriginal | 1,466 |
| Equity - Socio-economic | 19,809 |
| Equity - Language | 0 |
| Equity - Disability | 28,740 |
| Base Total | 430,749 |
| Base - Per Capita | 5,177 |
| Base - Location | 10,138 |
| Base - Other | 415,434 |
| Other Total | 15,635 |
| Grand Total | 496,398 |

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

Community collaboration and consultation of the Strategic Improvement Plan occurred through Parent and Citizen Association (P&C) meetings, held each term. The P&C were encouraged to contribute ideas and initiatives to strengthen their connectivity and understanding of the Strategic Directions. Parents are welcomed to the school and regularly discuss their satisfaction including formal and informal meetings. Next steps to lift parent engagement will be the implementation of open days each term to increase community participation in learning.

Additionally, staff collaborated throughout the process to ensure a collective understanding of the Strategic Directions that were ultimately driving student learning outcomes. Staff development days allowed for professional learning on the School Excellence Cycle and fortnightly staff meetings provided the opportunity for the collection of evidence towards implementation. Staff morale is high and all team members openly contribute through informal and formal meetings. Next steps are to investigate a way to capture small school staff wellbeing data.

Student satisfaction and engagement was gathered through the survey platform 'Be You'. Due to the small size of the cohort actual data can not be reported. Our next steps are in relation to Strategic Direction Two ensuring student voice is captured throughout different learning activities.

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.