

# 2021 Annual Report

## Yetman Public School



3559

# Introduction

The Annual Report for 2021 is provided to the community of Yetman 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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## Message from the principal

I am pleased to present the Yetman Public School 2021 Annual Report. This report celebrates the wonderful achievements of 14 students at Yetman Public School from Kindergarten to Year 6 as they continue to work on individual learning goals. Student learning is supported by expert teaching and support staff. Yetman Public School staff has remained constant over the last few years which has contributed to a stable learning and wellbeing environment. As a small rural and remote school we are well resourced and ensure capital expenditure is managed to support all school planning and student learning outcomes.

Charmaine Johnston

Principal



A lovely day for a picnic.

Yetman Public School 3559 (2021)

## School vision

Yetman Public School is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their potential. Our staff are innovative and dynamic, providing leadership that inspires academic success. We work together as a whole school community to prepare our students to be confident, persistent and resilient learners within our ever-changing, challenging world.

## School context

Yetman Public Schools' motto 'Play The Game' promotes the concepts of inclusiveness, social and academic development so that all students can reach their full potential. It demonstrates a dedication to an enthusiastic involvement in sporting experiences and the continual growth of the human spirit. The town of Yetman is a Rural and Remote community approximately 120km from the nearest large town of Inverell. Our current enrolment currently sits at 14 students and is made up 8 boys and 6 girls from Kindergarten to year 6. Enrolment has fluctuated between 14-22 students over the past few years.

The school enjoys community support to collectively ensure that all students are given the opportunity to develop and achieve to their maximum potential. We have a highly experienced and dedicated staff who are committed to innovative, quality learning outcomes for all students. The local mobile preschool, Tharawonga, resides in the school on Mondays and we have developed strong connections and transition programs with staff and preschoolers. Staff collaboratively liaise with the local high school, Warialda High School, in order to ensure students are prepared for high school.

As a result of a thorough Situational Analysis, the school has identified key areas for development. These include:

- Growing on the Visible Learning strategies that have been implemented across the school and have resulted in improvement for all students. The teaching staff will continue to develop and implement a consistent learning culture across the school including language, resources and lesson planning.
- The YCDI Framework and Smiling Minds. Student wellbeing and behaviour will continue to be underpinned by the You Can Do It framework which is valued by students and teachers. Feedback from the Tell-Them-From-Me survey and teacher behaviour data has shown that students value the YCDI program and felt connected to the school. There is a need for further learning around resilience in learning and relationships for students.
- Reading, literacy, writing and mathematics. Writing will continue to be a focus across the school with data suggesting there is a need to focus on vocabulary, contextual information, grammar and sentence structure in reading and writing in all curriculum areas.



Bandanna Day

# Self-assessment and school achievement

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

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

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

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

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

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

## Self-assessment using the School Excellence Framework

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

As part of the self-assessment and external validation processes. the school has identified the following elements as areas for future growth:

### Learning Culture:

- peer-peer feedback practices
- explicit writing instruction in vocabulary and contextual information
- review of student reports

### Wellbeing:

- improving processes for common language to support wellbeing practices across the school community

### Educational Leadership:

- Develop consistent practices to support the staff personal development plans

- Lead, expand and drive the One School North community collaboration of schools

#### Data Skills and Use:

- Extend on whole school assessment practices to collect evidence of student learning across curriculum areas

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and evidence based teaching and learning programs.

### 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 Practices
- Highly Effective Teaching Practices

### Resources allocated to this strategic direction

**Professional learning:** \$1,100.00

**Literacy and numeracy:** \$4,500.00

### Summary of progress

Central to the teaching domain is our commitment to a strategic professional learning focus on Visible Learning. Teaching staff analyse a wide range of data sources including Assessing Literacy and Numeracy (ALAN), National Assessment Program for Literacy and Numeracy (NAPLAN), Check-in Assessment, PAT standardised testing, Scout and internal assessment processes to drive whole school improvement. Teachers are continuously improving on the effective analysis and triangulation of student data to provide the basis of our 'where to next' in teaching and learning. Additionally, teachers are using student data to provide insights into targeted intervention and/or extension for individual students in the classroom. We continue to work relentlessly on building the staff's understanding of the shift between the effective collection of evidence, to the effective analysis of the data that this provides, and the importance of using this to drive both planning and teaching.

The school has a constant and consistent focus on building teachers' knowledge and understanding of both literacy and numeracy. We aim to extend and deepen teachers' capacity to explicitly and confidently provide learning for students at all levels of ability and achievement through the implementation of Top Ten Maths program aimed at using hand-on mathematics to embed mathematical concepts. A focus on collaboration, and the sharing of expertise within our One School North community of schools, has become a renewed focus for collaborative unit planning, delivery and assessment in science, geography and history.

In consultation with the External Validation review, the leadership team and staff determined that our next steps are to:

1. Develop practices to ensure regular evidence and supporting documents are uploaded to SPARO to support SIP and EV practices.
2. Refine the use of QDAI to support the evaluation processes.
3. Develop and build the capacity of the APC&I to contribute to evaluation of the SIP and other evaluation practices.
4. Build the capacity of the APC&I in the use of data driven practices in SCOUT and SPARO.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Baseline data in NAPLAN reading and other school based assessment is measured to identify expected growth.	We have not had any students in year 5 attempting NAPLAN in 2021. Internal student achievement is in line with one year's growth.
Baseline data in NAPLAN mathematics and other school based assessment is measured to identify expected growth.	We have not had any students in year 5 attempting NAPLAN in 2021. Internal student achievement is in line with one year's growth.
Baseline data in the Check-In	Student data showed that students in Years 3-6 demonstrated expected

Assessment for reading and mathematics shows expected growth for all students.

growth in all areas.



Yoga to support our Social Emotional Framework and student wellbeing.

## Strategic Direction 2: Students Connect, Succeed, Thrive and Learn

### Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn through high levels of wellbeing and engagement.

### 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.

- Student Wellbeing Framework
- STEAMMEE Program (Science Technology Engineering Art Music Mathematics Environmental Education)

### Resources allocated to this strategic direction

**Socio-economic background:** \$500.00

**Location:** \$1,400.00

### Summary of progress

In 2021 the whole K-6 cohort participated in the wellbeing program Smiling Minds, with an emphasis on resilience. The Smiling Minds Curriculum was developed to improve and support student wellbeing, develop essential social and personal capabilities and enhance student engagement. The school followed the suggested scope and sequence with daily mindfulness sessions and fortnightly explicit lessons utilising journaling. Anecdotal observations as well as more formal surveys indicate students enjoy the daily mindfulness session and also the journaling lessons. The outcome is that students were able to identify, monitor and regulate their emotions and responses which enables them to better connect, succeed, thrive and learn.

Yetman Public School's STEAMMEE program is an integral part of the planned approach to wellbeing. Students have opportunities to grow food, cook and to learn an individual instrument. Students are also engaged in many scientific and technology based learning opportunities including coding, environmental education, design challenges and communication technologies. The STEAMMEE program integrates many learning outcomes from a variety of KLAs and promotes social, academic and life skills. Cooking Club and Garden Gurus are often nominated by students as their favourite part of the school week with all students keen to participate in the program and often asking to take a recipe with them to cook at home. Parents have reported that their children are eating a wider variety of foods and are keen to help cook at home.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Baseline data shows where students are currently sitting with attendance.	Yetman Public School attendance base rate for 2021 sits at 87.6%. This is above network data of 83.5% but below DoE State and SSSG rates of 89.9% and 90.3% respectively (Scout data). All leave is explained and justified by families.
Internal data shows at least 60% of students regularly report a high sense of school satisfaction and commitment to their learning.	The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. The school has developed and trialled a social-emotional framework utilising Smiling Minds. Teacher and student feedback has shown that this program supported an increase in student wellbeing, engagement and relationships. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.
Survey data shows that 70% or more of students and staff value STEAMMEE.	Teacher observations of student engagement demonstrates that more than 70% of students value components of STEAMMEE. More work is needed to demonstrate connections to literacy and numeracy in programs and student learning plans.



Garden Gurus

Funding sources	Impact achieved this year
Integration funding support \$139,472.00	<p>Integration funding support (IFS) allocations support eligible students at Yetman Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around Auslan Signing course and use of technology to support student learning.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments.</li> <li>• consultation with external providers for the implementation of personal learning plans.</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>            Personalised, differentiated learning support for funded students through the recruitment of teachers and Student Learning Support Officers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            Continued intensive support for funded students.</p>
Socio-economic background \$4,000.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Yetman Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing Framework</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Grip Leadership</li> <li>• Anti-Bullying and Harmony Day</li> <li>• Smiling Minds Social Emotional Framework, Training and Implementation</li> <li>• Excursion and sporting event supplementation</li> </ul> <p><b>The allocation of this funding has resulted in:</b>            Students are able to participate in leadership, excursions and sporting activities to enhance student wellbeing and engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            The Smiling Minds framework has provided an integrated approach for social-emotional learning across the school. Student wellbeing has improved with the development of essential personal and social capabilities in an integrated and meaningful approach and teachers will continue to implement the framework into 2022.            In 2022, the students in year 5 will continue in leadership education, within the school, in preparation to take on leadership roles for 2022-2023.            The school will continue to supplement excursions and sporting events in order to support student engagement, learning and to decrease the impact</p>

Socio-economic background  \$4,000.00	of isolation.
Low level adjustment for disability  \$1,211.80	<p>Low level adjustment for disability equity loading provides support for students at Yetman Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• identified students are provided with an evidence-based intervention, Multi-Lit, to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Expected growth for student learning outcomes in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Teachers and SLSO's will continue to work with identified students to increase literacy and numeracy outcomes.</p>
Location  \$22,400.00	<p>The location funding allocation is provided to Yetman Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing Framework</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students are able to participate in excursions and sporting events to support learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To provide funding for students with targeted learning events.</p>
Professional learning  \$5,832.00	<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 Yetman Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging in professional learning for executive staff to unpack evidence-based approaches for teaching writing and explore modelled, interactive, guided and independent writing.</li> </ul>

Professional learning \$5,832.00	<ul style="list-style-type: none"> <li>Rural Access Gap and the Digital Communication Officer training to increase the capacity of the school in digital communication technology and cloud storage.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Increase in teacher confidence in using evidence based practices in writing to increase student learning outcomes.  Staff and students have developed skills and practices in using information technology and cloud based storage systems.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The DCO will continue to support and engage staff and students with digital technology through the Digital Maturity Planner. Effective use in data driven practices will continue to be a focus for professional learning for teachers.</p>
School support allocation (principal support) \$10,514.00	<p>School support allocation funding is provided to support the principal at Yetman Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>Development of the school's External Validation (EV) document.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The principal and executive staff presented EV following extensive self assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The school has developed a next steps plan in consultation with the EV committee.</p>
Literacy and numeracy \$4,500.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Yetman Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Highly Effective Teaching Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>online program subscriptions to support literacy and numeracy</li> <li>literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>targeted professional learning to improve literacy and numeracy</li> <li>purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>updating reading resources to meet the needs of students</li> <li>resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Teachers and support staff are using evidence based programs and resources to support literacy and numeracy. Teachers feel confident in using assessment data in programming to support student outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Teachers and SLSOs will engage in further professional learning in new syllabus documents, Multi-Lit and using assessment data to improve student learning.</p>

QTSS release \$2,802.95	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Yetman Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff in self assessment and EV.</li> <li>• additional teaching staff to implement quality teaching initiatives in STEAMMEE.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In STEAMMEE, students are engaged in cross-curricula literacy and numeracy learning and wellbeing activites.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school will continue to fund and develop the STEAMMEE program with teaching staff and resouces.</p>
COVID ILSP \$13,000.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for small student groups in literacy/numeracy</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students achieved expected growth in their identified focus area.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued identification and support for students in small group settings to enhance learning outcomes in literacy and numeracy.</p>
Per capita \$1,400.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Yetman Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Funding is used to supplement stationary and learning resources for students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

Per capita \$1,400.00	Full participation in the curriculum.  <b>After evaluation, the next steps to support our students with this funding will be:</b> Continued supplementation.
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STEAMMEE

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	7	9	8
Girls	10	6	6	6

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.4	88.3	97	92.1
1	89.1	88.6	94.7	92.7
2	93.1	79.5	95.7	81.8
3	93.7	89.6	90.1	81.8
4	93.4	85.7	91	80.2
5	96.1	90.6	94.4	
6	96.1	87.1	96.2	83
All Years	92.5	85.9	93.7	85

  

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	
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.5

### Attendance

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

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

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

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

### Management of non-attendance

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

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



Growing crops.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.61
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	<b>2021 Actual (\$)</b>
<b>Opening Balance</b>	100,353
<b>Revenue</b>	649,754
Appropriation	639,796
Grants and contributions	9,130
Investment income	29
Other revenue	800
<b>Expenses</b>	-684,487
Employee related	-600,717
Operating expenses	-83,769
<b>Surplus / deficit for the year</b>	-34,733
<b>Closing Balance</b>	65,621

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
<b>Targeted Total</b>	139,472
<b>Equity Total</b>	32,536
Equity - Aboriginal	0
Equity - Socio-economic	18,623
Equity - Language	0
Equity - Disability	13,914
<b>Base Total</b>	418,084
Base - Per Capita	3,698
Base - Location	27,637
Base - Other	386,749
<b>Other Total</b>	18,061
<b>Grand Total</b>	608,153

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

## Parent/caregiver, student, teacher satisfaction

There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Students are regularly consulted on their own identified learning goals and these are related back to parents. Practices are in place for parents to be engaged in, and understand, the learning progress of their children e.g. school reports, parent-teacher interviews, informal communication, surveys, informal feedback, school assemblies and sports carnivals. Special community days were limited due to COVID-19 restrictions and Learning from Home arrangements. During the year, teachers were committed to providing learning materials, technology and online support for students and parents, with Learning from Home schooling. Positive feedback from parents, validated teacher commitment with Learning From Home instruction.



ANZAC Day community celebration

# 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.

