

# 2021 Annual Report

## Scotts Head Public School



3635

## Introduction

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

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## School vision

At Scotts Head Public School, our vision is to nurture everyone's physical, social, emotional and academic wellbeing, in a safe, caring, happy, orderly and productive community of lifelong learners.

We believe in building a culture of high expectations for students to feel valued and cared for, to enable them to succeed and thrive. At our school students are engaged in rigorous learning experiences in local and global contexts to continually develop learner habits, learning strategies and assessment capability, that result in at least a year's worth of growth for a year of learning in all key learning areas.

Staff and students collaborate and encourage peers and colleagues using effective feedback, to reflect and empower all members of our school community to be confident self directed and successful learners.

We are committed to supporting each other and creating an empathetic and compassionate learning environment which fosters self-regulation, leadership and autonomous thinking.

## School context

Scotts Head Public School is a highly-regarded NSW public school which offers a unique educational experience for students. This small, regional coastal school on the Mid North Coast has a Bilingual Indonesian Program which has been in operation for 11 years, offering a language pathway from K to Year 12 in partnership with the local feeder high school at Macksville. The schools' current enrolment is 111 students. Our school is increasingly recognised for our excellence in delivering a quality education within a cohesive, supportive, learning-focused culture. The school's Family Occupational Educational Index (FOEI) is 104 which indicates it is slightly above the state average for disadvantage.

The school is staffed by a principal, an assistant principal with four other full time classroom teachers, three part time Indonesian language teachers, a full time Administrative Manager and two part time School Administration Officers. Support staff includes three full time School Learning Support Officers, two part time Aboriginal School Learning Support Officers, one part time Indonesian Support Officer and a General Assistant one day a week.

Whole school improvement has been a focus in previous school plans and will continue to be a focus for the next four years. We will continue to build the capacity of our inspired and passionate teachers while developing reflective and responsible learners. Our school community has worked collaboratively to support a focus on learning at all levels within our school to promote wellbeing and develop learners who have the belief, skills and personal qualities to achieve their dreams for their future, in a global context.

We have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. High impact professional learning will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. We have identified the need to move towards reflective practices based on quality data analysis and embed into school planning including teaching and learning practices, student learning opportunities and community engagement. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

The wellbeing and engagement of our students is a priority. Internal surveys provided data sets pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Professional learning and engagement with the Wellbeing for School Excellence Evaluation Support Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student becoming a confident, self directed and successful learner.

## 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	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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

School wide systems and processes for assessment and learning are expertly used by all stakeholders to promote learning excellence and responsiveness in meeting the needs of all learners and ensure all students achieve or exceed expected growth in literacy and numeracy.

### 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 Skills and use
- Systems for Ongoing Assessment

### Resources allocated to this strategic direction

**QTSS release:** \$14,967.75

**Location:** \$24,461.48

**Aboriginal background:** \$21,792.00

**Professional learning:** \$2,494.63

**Literacy and numeracy:** \$12,947.69

**Socio-economic background:** \$10,417.80

### Summary of progress

Our focus for 2021 was on effectively using an Instructional Leader across the whole school to work with teachers using data to monitor and assess student progress. Teachers the designed future learning opportunities on a whole class, group and individual level.

Staff collaboratively developed a K-6 Assessment Schedule, to better coordinate scope and sequence of assessment. This enabled improved tracking of students which enabled teachers to design learning according to identified student needs.

This work will be foundational to a further focus in 2022 where the school will be supported through the Strategic School Support program with an emphasis on developing improved teaching strategies for vocabulary and text structures and features.

### 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
<b>NAPLAN Top 2 Bands</b>  <b>Reading</b>  There will be an uplift of 2.5 % from baseline data in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Reading. This is equivalent to 2 students.  <b>Numeracy</b>  There will be an uplift of 2.5 % from baseline data in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Numeracy. This is equivalent to 2 students.	A decreased percentage of students achieved in the top two skill bands for reading.  A decreased percentage of students achieved in the top two skill bands for numeracy.  Due to the small size of the cohort accurate/actual percentages cannot be reported.

<p><b>NAPLAN Expected Growth</b></p> <p><b>Reading</b></p> <p>There will be an uplift of 3% students achieving or exceeding expected growth in NAPLAN Reading. This is equivalent to 1 student.</p> <p><b>Numeracy</b></p> <p>There will be an uplift of 3.5 % of students achieving or exceeding expected growth in NAPLAN Numeracy. This is equivalent to 2 students.</p>	<p>The percentage of students achieving expected growth in reading increased to 1.5% above the system negotiated lower bound target.</p> <p>The percentage of students achieving expected growth in numeracy increased to 10% above the system negotiated upper bound target.</p>
<p><b>Internal Assessment Data - Literacy</b></p> <p><b>Literacy Progressions</b></p> <p>At least 65% of students completing Kindergarten will have achieved within Level 4 of the Understanding Text elements of the progressions.</p> <p>At least 65% of students completing Year 3 will have achieved Level 7 of the Understanding Text elements of the progressions.</p> <p>At least 70% of students completing Year 3-6 will have achieved Level 8 of the Understanding Text elements of the progressions.</p> <p><b>K-2 Reading Data</b></p> <p>At least 65% of students completing K-2 will be reading at the expected level.</p> <p>K - Level 9-11</p> <p>Year One - Level 17-18</p> <p>Year Two - Level 21-22</p>	<p><b>Literacy Progressions</b></p> <p>65% of students completing Kindergarten achieved stage appropriate level in the area of Understanding Texts.</p> <p>60% of students completing Year 3 achieved stage appropriate level in the area of Understanding Texts.</p> <p>67% of students completing Year 5 stage appropriate level in the area of Understanding Texts.</p> <p><b>K-2 Reading Data</b></p> <p>At least 65% of students completing K-2 were reading at the expected level.</p> <p>78% of students completing Kindergarten were reading at the expected level or above.</p> <p>87.5% of students completing Year One were reading at the expected level or above.</p> <p>50% of students completing Year Two were reading at the expected level or above.</p>
<p><b>Internal Assessment Data - Numeracy</b></p> <p><b>Numeracy Progressions</b></p> <p>At least 60% of students completing Kindergarten will have achieved within Level 4 of the Quantifying Number element of the progressions.</p> <p>At least 60% of students completing Year 3 will have achieved Level 9 of the Quantifying Number element of the progressions.</p> <p>At least 60% of students completing Year 5 will have achieved Level 10 of the Quantifying Number element of the progressions.</p> <p><b>K-6 Numeracy Data</b></p>	<p><b>Numeracy Progressions</b></p> <p>65% of students completing Kindergarten achieved within stage appropriate level in Quantifying Number.</p> <p>76% of students completing Year 3 achieved achieved within stage appropriate level in Quantifying Number.</p> <p>69% of students completing Year 5 achieved within stage appropriate level in Quantifying Number.</p> <p><b>K-6 Numeracy Data</b></p> <p>65% of students achieved green target (expected outcome level) in Essential Assessment Numeracy.</p>

At least 60% of students achieved green target (expected outcome level) in Essential Assessment Numeracy.	
Self-assessment in the SEF element of Assessment demonstrates that the school is delivering in the themes of Whole School Monitoring of Student Learning and Formative Assessment.	Self-assessment in the SEF element of <b>Assessment</b> demonstrates that the school is <i>sustaining and growing</i> in the themes of <b>Whole School Monitoring of Student Learning and Formative Assessment</b> .

## Strategic Direction 2: Enhanced Learner Capabilities

### Purpose

Students have the belief, skills and learner habits to be life-long learners.

### 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.

- Feedback
- A Culture of Personalised Self-Directed Learning

### Resources allocated to this strategic direction

QTSS release: \$4,989.25

Professional learning: \$4,000.00

Socio-economic background: \$10,417.80

### Summary of progress

During 2021 there was a significant focus on the use of feedback strategies designed to provide students with real time information directly connected to the learning intentions and success criteria of each lesson.

There was also ongoing professional learning for staff on effective feedback linked to the language of learning intentions and success criteria. This enabled students to more effectively think about and describe their own current and future learning.

This was reinforced by the introduction of the Success Whale Scale which provided a framework against which students were able to self-assess their learning progress.

In 2022 we will examine opportunities for increased student voice within the assessment and reporting process.

### 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
<b>School Excellence Framework -</b> The school will maintain Sustaining and Growing in the Assessment element theme of Student Engagement.	The school maintained <i>Sustaining and Growing</i> in the Assessment element theme of <b>Student Engagement</b> .
<b>School Excellence Framework</b> The school will move from Sustaining and Growing to Excelling in the Effective Classroom Practice theme of Feedback.	The school maintained <i>Sustaining and Growing</i> in the Effective Classroom Practice theme of <b>Feedback</b> .
<b>School Excellence Framework</b> The school will maintain Sustaining and Growing within the element of Learning and Development.	The school maintained <i>Sustaining and Growing</i> within the element of <b>Learning and Development</b> .



## Strategic Direction 3: Wellbeing and Engagement

### Purpose

The school is focused on building individual and collective wellbeing through a culture of care and growth mindset. Staff nurture professional relationships with students in a safe, respectful and supportive environment, which enable students to achieve their personal best. Students have positive and respectful relationships with each other, their teachers and their local and global community.

Collaborative partnerships are built with students, staff, families, local and global communities and other organisations to support and develop students and school communities.

### 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.

- Parent connections
- Student connections

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$39,193.98

**Aboriginal background:** \$2,494.62

**Socio-economic background:** \$13,620.00

**Integration funding support:** \$156,000.00

### Summary of progress

During 2021 the normal connections with parents were impacted by Covid19 restrictions. The normal parent teacher interview process was conducted by telephone instead of face to face however the engagement of parents remained at a very high level.

Communication between the school and the parents became more streamlined through the use of the Class Dojo software platform enabling two-way communication during the learning from home period. There was strong transparency of the work which children completed between the home and the school.

In 2022 the use of Class Dojo will be continued as it proved to be so effective for the whole school as a preferred platform for communication.

### 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
<b>System negotiated targets</b> <b>Attendance</b>  Increase the proportion of students attending at least 90% of the time by at least 5% from the baseline.	The proportion of students attending at least 90% of the time declined by 27% from the baseline.
<b>School Excellence Framework</b>  In the Learning Domain, the school will be excelling in the element of Wellbeing.	In the Learning Domain, the school is <i>sustaining and growing</i> in the element of <b>Wellbeing</b> .
<b>School Excellence Framework</b>	In the Leading Domain, the school is <i>sustaining and growing</i> in the

<p>In the Leading Domain, the school will continue to excel in the Community Engagement theme of Educational Leadership.</p>	<p><b>Community Engagement</b> theme of Educational Leadership.</p>
<p><b>System negotiated targets</b></p> <p><b>Wellbeing</b></p> <p>Increase the proportion of students reporting positive wellbeing by 3% from the baseline.</p>	<p>The proportion of students reporting positive wellbeing declined by 4% from the baseline.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$156,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Scotts Head 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>• Student connections</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 additive strategies and multiplicative strategies including SLSOs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students being supported individually so they could access the mainstream curriculum successfully.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue providing support for targeted students.</p>
<p>Socio-economic background</p> <p>\$34,455.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Scotts Head 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>• Data Skills and use</li> <li>• A Culture of Personalised Self-Directed Learning</li> <li>• Student connections</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>• To increase professional development of staff through instructional rounds to support student learning.</li> <li>• Additional staffing to implement learning support programs for identified students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Continuous improvement of staff practice and effective collaboration.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> further professional learning with a focus on text structures and features and vocabulary to enhance teacher capacity in these areas.</p>
<p>Aboriginal background</p> <p>\$24,286.62</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Scotts Head Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Systems for Ongoing Assessment</li> <li>• Student connections</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Aboriginal background</p> <p>\$24,286.62</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Individualised learning plans have supported identified students achieving personalised goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Utilised to maintain and extend learning support for identified Aboriginal students in numeracy and literacy.</p>
<p>Low level adjustment for disability</p> <p>\$39,193.98</p>	<p>Low level adjustment for disability equity loading provides support for students at Scotts Head 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>• Student connections</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased engagement in learning and student performance levels for targeted students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to support students with identified learning needs.</p>
<p>Location</p> <p>\$24,461.48</p>	<p>The location funding allocation is provided to Scotts Head 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>• Systems for Ongoing Assessment</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>• purchase of Quicksmart program to support the acceleration and the automaticity of number recall in mathematics.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students increased capacity for accelerated recall of number facts, allowing them to access stage appropriate learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the funding will be used to supplement the employment of SLSOs to provide individualised learning support in classrooms across the school for identified students.</p>
<p>Literacy and numeracy</p> <p>\$12,947.69</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Scotts Head 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</b></p>

<p>Literacy and numeracy</p> <p>\$12,947.69</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and use</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>• staff training and support in literacy and numeracy led by the instructional leader.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an embedded collaborative process for ongoing professional learning involving weekly sessions of individualised support designed to increase teaching capacity at their point of need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> this funding will be continued to support students through their purchase of decodable readers and other reading resources.</p>
<p>QTSS release</p> <p>\$19,957.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Scotts Head 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>• Systems for Ongoing Assessment</li> <li>• A Culture of Personalised Self-Directed Learning</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum delivery.</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased opportunities for staff to collaboratively develop their capacity in their use of data to inform teaching practice. This included collaborative refinement of the whole school assessment scope and sequence which was to be used to more closely align teaching content to identified student progress.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> more streamlined collation of student data to drive informed teaching practice.</p>
<p>COVID ILSP</p> <p>\$66,639.00</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><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>• providing intensive small group tuition for identified students who were supported on a regular basis through timetabled intervention in specific areas of learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved learning outcomes for 25 students as measured by Quicksmart and Plan2 student performance data.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

COVID ILSP \$66,639.00	<b>funding will be:</b> continued support to identified students.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	63	60	65	68
Girls	52	45	44	44

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	85.6	89.6	93.9	84.8
1	83.2	94.7	92.8	84.4
2	88.1	90.2	88.7	84.1
3	90	91	90	85.9
4	92	90.4	89	86.6
5	90.7	92.1	90.1	83.3
6	91.3	91.5	89.5	86
All Years	89.1	91.4	90.4	85.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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

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

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

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

## Management of non-attendance

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

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



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61
Other Positions	1.6

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	208,348
<b>Revenue</b>	1,738,321
Appropriation	1,696,228
Grants and contributions	41,923
Investment income	170
<b>Expenses</b>	-1,798,194
Employee related	-1,566,976
Operating expenses	-231,218
<b>Surplus / deficit for the year</b>	-59,873
<b>Closing Balance</b>	148,475

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	140,938
<b>Equity Total</b>	99,074
Equity - Aboriginal	24,485
Equity - Socio-economic	36,151
Equity - Language	0
Equity - Disability	38,437
<b>Base Total</b>	1,114,886
Base - Per Capita	26,870
Base - Location	24,461
Base - Other	1,063,554
<b>Other Total</b>	242,561
<b>Grand Total</b>	1,597,459

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

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

We value and prioritise all feedback from parents, students and teachers to improve and make continual progress in all areas for multiple stakeholders within the school community. To formally assess our parent body and their level of satisfaction within the school a parent/caregiver survey was distributed to families. The specifically targeted areas for feedback included: students feeling safe and happy while being supported socially, the communication between school and families regarding student progress, the school and parent perception in response to discipline matters, the cleanliness of school, feedback regarding the equity the school gives to academic and extracurricular activities, the schools use of innovative methods to enhance further understanding of complex subjects, the feelings around the schools encouragement for parental involvement and the regularity of parent teacher meetings.

We were pleased at the number and general positivity of responses received and all information was collated in a spreadsheet.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.