

2021 Annual Report

Goulburn West Public School



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Introduction

The Annual Report for 2021 is provided to the community of Goulburn West 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.

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School vision

At Goulburn West Public School we are committed to providing quality teaching and learning programs that foster high ideals, high expectations and high achievement. We believe that each child brings a different set of experiences, knowledge and skills to school each day and understanding these is essential in planning their learning pathways.

We believe that student learning is underpinned by quality teaching, high levels of professionalism and commitment. Teacher professional learning and growth are a strong focus and along with a supportive and involved community, we take a shared responsibility for student engagement, learning, development and success.

School context

Goulburn West Public School is a K-6 school established in 1962. Extensive grounds with a great deal of open space, play areas, gardens and trees support a positive sense of student and staff wellbeing. Goulburn is 1.5 hours from Sydney and Canberra. Goulburn West Public School's population has been slowly increasing over the past 5 years although this trend is not expected to continue in accordance with the Department's revised enrolment policy. The school student population averages around 400 students for the past 3 years, 22 students identify as Aboriginal (5%) and 34 students are EALD (8%). The school NSW FOEI (family occupation and employment index) is 98 which is close the average school FOEI of 100.

Goulburn West enjoys strong community support. The P&C is active in our school community along with other local stakeholders that value partnerships with our school.

Goulburn West Public School is a growing and changing learning centre with a proud reputation of providing quality teaching and learning programs resulting in excellent student learning outcomes. An Opportunity Class supports gifted and high potential students from across the Goulburn community. We foster strong academic results for all our students as well as delivering current teacher professional learning for our staff. Like many schools in our area we are experiencing growth and change.

We are working towards building a learning environment based on collaboration, innovative, critical and creative thinking where our students and staff will be responsible learners and reflect on their work to build future success. Underpinning this commitment is a focus on the delivery of evidence-based explicit teaching in every classroom and data informed practice. A focus on attendance and student wellbeing will promote engagement and community partnerships.

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

Strategic Direction 1: Student growth and attainment

Purpose

For every student to maximise their learning, we will build strong foundations for academic success and progress in literacy and numeracy. All staff will provide a learning environment, that fosters communicative, collaborative, creative, critical and innovative thinking within a framework based on effective, evidence and data based practices.

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.

- Evidence based and data informed literacy strategies
- Evidence based and data informed numeracy strategies

Resources allocated to this strategic direction

Socio-economic background: \$117,582.00
Low level adjustment for disability: \$24,000.00
Professional learning: \$7,548.00
Per capita: \$99,346.00
Beginning teacher support: \$14,000.00
Integration funding support: \$7,000.00
QTSS release: \$4,818.95
Literacy and numeracy intervention: \$3,861.00

Summary of progress

Evidence of activity

Through the school situational analysis and staff survey data, it was identified that evidence based and data informed strategies were needed for literacy and numeracy.

All staff identified the need for all teachers to monitor learning across stages to ensure continued growth. Consistent practices and assessments were outlined as key components to maximise progress in literacy and numeracy. High Impact professional learning (HPIL) occurred for our literacy Instructional Leader. Our IL then led our staff through vigorous TPL in regards to spelling and reading. A mathematics team was formed with 3 members of staff from K-2 and 3 members of staff from 3-6. They engaged in a Department of Education initiative in numeracy. These 6 staff members will lead the school in numeracy in 2022.

School baseline data was collected and stored centrally in 2021 and staff were shown how to enter and analyse the data. The IL model supported teachers through in class observations, demonstration lessons and to release other staff members to work collaboratively within each others classrooms to support teachers to consider what quality teaching looks like and establish a shared language for the delivery, analysis and improvement of teaching practice.

With the allocation of our Learning and Support and the COVID ILSP we provided strategic support in literacy and numeracy according to student data. A high potential class was set up aimed at students in Years 2 to 6 for literacy, numeracy and creative arts to extend our higher achieving students.

Evidence of process quality

A system of data collection was established with all staff having access to Impromation (thirds party software) allowing analysis and reflection to ensure every student was receiving necessary adjustments and tracking. Data showed positive uplift across a range of assessments (internal and external).

Staff surveys and professional dialogue revealed that consistent teacher judgement had improved, collaborative practices increased and staff had a better understanding of school based approaches.

The IL strengthen formalised feedback, collaboration across stages and led data informed practice.

Evidence of Impact

All staff engaged with professional learning and applied evidence-based teaching strategies into their practice. Teaching programs are collaboratively used across the stage and are adjusted to reflect individual needs. Data is now centrally

uploaded and reflected upon to guide future planning and is no longer individually stored. It now enables a more holistic snapshot of each child's learning and creates a clear path for future planning.

Student growth occurred in check-in assessments where they surpassed some SSSG and state scores in both literacy and numeracy. Student also participated in PAT assessments, writing effect size assessments and other internal assessments linked with PLAN 2 for tracking.

The use of needs based funding has allowed the IL role to take place, with targeted support provided through both withdrawal and in-class support. Teachers report the positive impacts that working 'shoulder to shoulder' provides, to strengthen their practice and see improved student growth.

External data through Scout, check-in, PAT and internal assessments to establish student growth and attainment have been useful for on-going monitoring and reflection in L&S, COVID ILSP and the High Potential class.

Implications

Impromation issues with teacher access and use. We hope to use this in conjunction with EBS for academic, behaviour, L&S and tracking.

Sustaining our IL model due to funding, with the view to have 2 ILs in 2022. One literacy IL and one numeracy IL.

Continuing our drive for HIPL with all of the COVID guidelines in place.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum of 26.1% of Year 3 and 5 students achieving the top two bands in NAPLAN numeracy	19% of Year 3 students in top 2 bands in NAPLAN numeracy. 37% were in the next band (Band 4), with the introduction of an Instructional IL in numeracy we aim to move a large percentage of this band into the top 2 bands. 16% of Year 5 students in top 2 bands in NAPLAN numeracy. 33% were in the next band (Band 6), with the introduction of an Instructional IL in numeracy we aim to move a large percentage of this band into the top 2 bands.
A minimum of 62.1% of students achieve expected growth in NAPLAN numeracy.	57% of Year 5 students achieved expected growth in NAPLAN numeracy
A minimum of 37.7% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading.	28% of Year 3 students in top 2 bands in NAPLAN reading. 19% were in the next band (Band 4), with the continuation of an Instructional IL in literacy we aim to move a large percentage of this band into the top 2 bands. 30% of Year 5 students in top 2 bands in NAPLAN reading. 20% were in the next band (Band 6), with the introduction of an Instructional IL in literacy we aim to move a large percentage of this band into the top 2 bands.
A minimum of 61.2% of students achieve expected growth in NAPLAN reading	55% of Year 5 students achieved expected growth in NAPLAN reading
At least 70% of students K to 6 will demonstrate a 0.4 growth (calculated through effect size) when comparing start of year to end of year scores in our school writing assessment	63% of students in Year 1 to 6 demonstrated 0.4 growth (effect size)
Value added data in Scout K-3 moves from Working Towards Delivering to Delivering; Y3-5 increases from Delivering to Sustaining and Growing ; Y5-7 maintains Sustaining and Growing	K-3 Value add - Working Towards Delivering 3-5 Value add - Working Towards Delivering 5-7 Value add -Sustaining and Growing

or increases to Excelling	
The School Excellence Framework Self-assessment Survey in the domain of Data Skills and Use and Effective Classroom Practice identifies some elements of Sustaining and Growing are met.	Staff identified in most elements for Effective Classroom Practice that we are sustaining and growing and for Data Skills and Use we are demonstrating some elements of sustaining and growing.

Strategic Direction 2: Enhancing teacher efficacy and capacity

Purpose

To ensure consistent school wide practices for intentional and effective teaching so that instruction is driven by high expectations, current research and data. Through high impact professional learning, teachers will work individually, collaboratively and at a whole school level to deliver strong, strategic and effective strategies enabling a self-sustaining and self-improving learning community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice
- Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$12,500.00

Summary of progress

Evidence of activity

With our focus to enhance teacher efficacy and capacity staff worked collaboratively to analyse current well being, teaching and communication practices. The PBL team worked through baseline data, surveys and our situational analysis. 100% of staff participated in PAX training which adds to our schools PBL system. Our inter school partnerships have developed with the introduction of an Instructional Leader and a communication process for meetings and Learning and Support. The school purchased literacy and numeracy resources for each classroom to assist with hands on learning.

Evidence of process quality

All staff identified the need to enhance our behaviour management techniques in the classroom and the playground. We established expectations and ways to be consistent.

Our Instructional Leader developed collegial relationships and used data to promote and foster a collaborative culture with sustainable processes. The IL worked shoulder to shoulder with staff introducing new programs, teaching demonstration lessons, observing lessons to enhance best practice. The IL successfully worked across the Goulburn Network in an IL group for their own professional learning. A management system was initiated for data collection and use.

Evidence of impact

Staff collectively reviewed practices and updated processes to reflect student need and clearly communicated expectations and procedures with students. Student engagement deepened through our involvement in the PAX training. A review of our rewards and behaviour system was initiated at the end of 2021 with surveys made to be sent to staff, students and the community in early 2022.

Implications

Timetabling of data entry for all staff

Amount of IL time consistently spread across across K-6

New staff being trained in PAX

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
Initiate PAX training and implementation and communicate with the community.	All staff trained (2021), PAX team established, communication fortnightly between school and stakeholders. Stage meetings and whole-school meetings include time for PAX sharing.
Purchase a third party software program to store data (Impromation). Initial set up, planning and training required	Initial set up established, continued communication with Impromation to add writing assessment, check in data, soundwaves assessments. Staff training occurred for leaders in this initiative so they can run TPL sessions for staff in 2022.
Staff discussions on areas of need for focus groups. Initial focus group to start in a Maths team. Ideas for other areas to come through our collected data	Maths team worked collaboratively during PL sessions. The teams were able to use resources and ideas from PL in their own lessons to gain a deeper understanding and build own capacity with the outlook to lead the whole school in 2022. An Instructional Leader in numeracy will be employed in 2022.

Purpose

We aim to be responsive to our school community and embed a culture of high expectations focusing on learning through a consistent planned approach to teaching and learning. This will underpin effective practices to build a cohesive, positive and engaged educational community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective School Systems
- Planned Approach to Teaching/Learning and Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$17,200.00

Socio-economic background: \$11,300.00

Low level adjustment for disability: \$48,000.00

COVID ILSP: \$165,000.00

School support allocation (principal support): \$22,000.00

English language proficiency: \$8,000.00

Professional learning: \$10,000.00

Literacy and numeracy: \$10,000.00

Location: \$2,000.00

Summary of progress

Evidence of activity

The executive team evaluated and reflected on current practices at Goulburn West. Quality discussions were had around several aspects of Goulburn West with the view to streamline processes.

A planned approach to teaching and learning was evident from staff meetings and surveys. This planned approach looked at curriculum scope and sequences, assessment schedules and wellbeing programs. All staff wanted consistency across all areas of our school.

Evidence of process quality

The executive enhanced and developed contextual documents to suit the current school climate. Focus teams were initiated and these teams will lead aspects of the school for effective operational process and to enable a self sustaining and self improving school.

Our communication methods were outlined on their use to staff and our community. Our methods are - Operoo and Seesaw for parent communication, Facebook for positive news stories, newsletter and school website for information.

Methods of consistent and reliable student assessment and continuous tracking of student progress has been initiated and communicated with staff.

Evidence of impact

Staff now use the updated scope and sequences to collaboratively plan units of work and assessments. All students in the stage now learn the same concept with teacher differentiating for students in their class. Assessments are completed within the expected time frame and staff use data to lead their future decisions. Staff are aware of DoE expectations in regards to attendance, wellbeing and need for consistency.

Increased use of planned activities during break times for students and a decrease in negative behaviour.

Implications

Monitoring and updating our contextual documents annually to be in line with the Department of Education policies.

Continuing current strategies to track students on their attendance and positive wellbeing.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Executive team evaluate and reflect on current contextual process, school management and daily operational procedures. Initiate development or enhancement of current contextual documents (i.e. community and engagement, induction, technology, wellbeing - behaviours, attendance etc)</p>	<p>A range of school contextual documents have been updated to align with up to date operations. We strengthened our communication process and assigned a staff member to be our Community Engagement Officer. We use a range of methods to communicate such as Seesaw, school website, school newsletter, Operoo and Facebook. Our PBL team outlined areas of need for our wellbeing, behaviours and attendance, the team will distribute surveys early in 2022 to staff, students and the community for feedback on future directions.</p>
<p>In the School Excellence Framework elements of Learning Culture, Wellbeing and Educational Leadership the schools self assessment will remain at Sustaining and Growing.</p>	<p>Learning Culture remained at sustaining and growing Educational Leadership moved from delivering to sustaining and growing Wellbeing went from sustaining and growing to delivering.</p>
<p>A minimum of 82.4% of students attending school 90% of the time or more.</p> <p>Offer students K-2 and 3-6 organised games at break times, library open at lunch times, lunch time clubs (garden club, card club etc) breakfast club and homework club once a week.</p>	<p>75.7% of students attended school 90% of the time in 2021</p> <p>Breakfast Club ran early in the year, run by volunteers and teaching staff (voluntarily) but stopped due to COVID. Homework Club ran early in the year, run by Smith Family staff and voluntary teaching staff. Parents reported being appreciative of having the pressure taken off at home and previously hesitant students are completing homework more regularly.</p> <p>Lunch time clubs and games were offered to students and the library was open 4 times per week at lunch. We found children enjoyed the K-2 and 3-6 game offered to them..</p>
<p>A minimum of 82.8% of students with positive wellbeing.</p> <p>All staff implement school wide wellbeing lessons as well as contextual PBL lessons with a consistent approach to positive and negative behaviours.</p>	<p>From the Tell Them From Me Survey 75% of students demonstrated a positive wellbeing.</p> <p>Positive Education Enhanced Curriculum was purchased for whole-school wellbeing lessons. Teachers taught these lessons weekly. PBL focuses chosen for whole-school based on previous month's behaviour data.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$7,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Goulburn West 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"> • Evidence based and data informed literacy strategies <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employ SLSO <p>The allocation of this funding has resulted in: One on one support with a student</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue monitoring the student progress</p>
<p>Socio-economic background</p> <p>\$128,882.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goulburn West 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"> • Evidence based and data informed literacy strategies • Evidence based and data informed numeracy strategies • Effective School Systems <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employee Instructional Leader to identify data to support learning needs of our students <p>The allocation of this funding has resulted in: Increased mentoring of staff, consistent teaching and enhanced student results</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to the success, Goulburn West will look to employ a second Instructional Leader for 2022.</p>
<p>Aboriginal background</p> <p>\$17,200.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goulburn West 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"> • Effective School Systems <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employ Policy and Wellbeing Assistant Principal <p>The allocation of this funding has resulted in: The Assistant Principal leading the Learning and Support team - coordinated target groups inclusive of Aboriginal, EALD and students with</p>

<p>Aboriginal background</p> <p>\$17,200.00</p>	<p>disabilities aimed at building confidence and enhancing student results</p> <p>After evaluation, the next steps to support our students with this funding will be: To broaden the groups and look at including our school counselor in group work</p>
<p>English language proficiency</p> <p>\$8,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Goulburn West 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"> • Planned Approach to Teaching/Learning and Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employ SAO to engage the community through a range of communication methods <p>The allocation of this funding has resulted in: More communication to our community through a range of methods</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this initiative in 2022</p>
<p>Low level adjustment for disability</p> <p>\$206,500.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Goulburn West 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"> • Evidence based and data informed literacy strategies • Effective School Systems • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employ learning and support teacher <p>The allocation of this funding has resulted in: Students that have been identified by the Learning and Support team have been supported through classroom instruction or withdrawal groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain student achieved with a years worth of growth each year</p>
<p>Location</p> <p>\$2,000.00</p>	<p>The location funding allocation is provided to Goulburn West 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"> • Planned Approach to Teaching/Learning and Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase resources and assessments <p>The allocation of this funding has resulted in: Up to date teaching resources and assessments</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Location</p> <p>\$2,000.00</p>	<p>funding will be: Embed the resources and assessments in to teacher programs</p>
<p>Literacy and numeracy</p> <p>\$10,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Goulburn West 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"> • Planned Approach to Teaching/Learning and Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Develop K-6 scope and sequence with accompanying teaching and learning programs <p>The allocation of this funding has resulted in: Consistent whole school approach to learning and assessment with all students working towards stage outcomes</p> <p>After evaluation, the next steps to support our students with this funding will be: Refine our practice to suit the needs of our students</p>
<p>QTSS release</p> <p>\$78,818.95</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Goulburn West 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"> • Evidence based and data informed numeracy strategies • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employ staff to support our school in RFF and learning and support <p>The allocation of this funding has resulted in: Allowed for additional staff to cater for the range of needs our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: From data identify a need from our student cohort and employ a teacher to target that need</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Goulburn West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based and data informed numeracy strategies • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employ Instructional Leader <p>The allocation of this funding has resulted in: Allowed for teacher mentoring, observations and pedagogical improvement which in turn resulted in improved results in literacy</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.00</p>	<p>funding will be: Look to mirror this in 2022 with a numeracy focus</p>
<p>COVID ILSP</p> <p>\$165,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective School Systems • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employ staff to run Covid groups <p>The allocation of this funding has resulted in: Establish and maintain focus/learning groups in our school community and our wider network of schools.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this in 2022</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	220	202	196	195
Girls	208	223	207	205

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	93.6	96.2	92.7
1	93.8	91.5	94.7	94
2	94.6	93.9	94.2	92
3	94.1	93.5	94.6	92.9
4	94.1	92.2	94.4	91.3
5	93.2	91.9	94.7	91.3
6	92.9	93	95.5	90.2
All Years	93.9	92.8	94.9	92
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
Assistant Principal(s)	4
Classroom Teacher(s)	14.08
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	0.5
School Administration and Support Staff	3.13

*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	623,569
Revenue	3,903,142
Appropriation	3,767,605
Sale of Goods and Services	6,686
Grants and contributions	128,539
Investment income	311
Expenses	-3,925,240
Employee related	-3,550,554
Operating expenses	-374,686
Surplus / deficit for the year	-22,098
Closing Balance	601,471

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	361,407
Equity - Aboriginal	17,188
Equity - Socio-economic	128,882
Equity - Language	8,481
Equity - Disability	206,856
Base Total	2,903,595
Base - Per Capita	99,346
Base - Location	2,185
Base - Other	2,802,063
Other Total	291,217
Grand Total	3,556,218

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

Results from the Tell them From Me Survey

Parents

Feel welcome when they visit the school - 8.1

80% of parents speak with the teacher 3 or more times about their child's learning or behaviour

Parents encourage their child to do well at school - 8.1

Teachers show an interest in my child's learning - 7.8

My child is clear about the rules for school behaviour - 8.6

My child feels safe going to school - 8.0

Student

93% of students value school outcomes

87% of students display positive behaviour

Students expectations for success - 8.1

76% of Aboriginal students feel good about their culture

Teacher

Talk with other teachers about strategies that increase student engagement - 8.2

Monitor progress of individual students - 8.7

Strive to understand the learning needs of students with special learning needs - 8.8

Establish clear expectations for behaviour - 9.2

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.