

2021 Annual Report

Riverwood Public School

RPS

RIVERWOOD PUBLIC SCHOOL

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Introduction

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

Riverwood Public School

Union St

Riverwood, 2210

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

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

9153 8757

School vision

Riverwood Public School has a positive school culture underpinned by four shared values; trusting relationships, high expectations, growth and being student focussed. Building positive and trusting relationships between students, staff and the community is the key to our successful, collaborative and inclusive school environment. Our relationships are built through ongoing, respectful communication and support. Students are the central focus for our school community, guiding all decision making. We respond to the needs of our students and encourage them to be active, engaged, participants in their learning. Our school community has a shared understanding of the importance of quality education to future success. Every student at Riverwood Public School accesses an education that promotes excellence and equity. Our students are happy and want to come to school every day. Riverwood Public School is inspiring, nurturing, safe and a place of belonging for everyone.

School context

Riverwood Public School is a small school in south western Sydney, that provides quality education programs for 150 students from Preschool to Year Six. The school has a strong focus on enhancing learning and wellbeing outcomes for our students. The school values and celebrates a diverse student population with 98% of students from a language background other than English. The school currently has a range of multi-stage classes K-6 and two preschool groups. We work in partnership with our parent community to support and develop a student centred culture of high expectations and growth. We offer a range of extra curricular opportunities to support the physical, emotional, social, spiritual, and cognitive wellbeing of our students. Our recent playground upgrades provide student with a rich and engaging environment. The school is committed to Explicit Direct Instruction as an instructional model and our literacy practices are aligned with the research from the Science of Reading. We have a strong learning culture and use instructional coaching as part of our collaborative approach towards professional growth.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in 2020 around explicit instruction and evidence-based reading practices.

Analysis of internal and external data indicate that expected growth in both reading and numeracy will be a continued focus in the new school plan. Internal data demonstrates positive student growth in some areas, however external data (NAPLAN, Check-in Assessment) indicates student achievement is significantly below Statistically Similar School Groups (SSSG), state and national measures. Reflecting on the research around high impact pedagogy, effective professional learning and instructional leadership, we have prioritised professional learning. The learning will address the Science of Reading, Explicit and Direct Instruction, assessment and data practices and EAL/D practices to enhance student growth in literacy and numeracy.

When conducting the analysis of wellbeing data it was evidence that students' sense of belonging is an area of ongoing focus. Evidence identified strong processes are currently in place to support student wellbeing. Reflecting on the research around wellbeing (CESE, 2015) it is considered that these processes could be enhanced through greater student voice, stronger parent engagement and the implementation of tier two intervention programs targeting social and emotional learning. Data also indicates a continued focus on trauma informed practices would enhance student wellbeing support in place at Riverwood Public School. Analysis of staff surveys and teacher feedback indicate there is a growing culture of collaboration, shared decision making, reflection and ongoing improvement. Staff wellbeing continues to be a priority in our 2021-2024 School Improvement Plan.

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

Strategic Direction 1: Student growth and attainment

Purpose

Enhanced teacher knowledge and practice will ensure equity in growth, access and opportunity for all learners at Riverwood Public School. We will further develop and refine effective teaching and assessment practices to enhance literacy and numeracy outcomes for all students.

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 Teaching and Learning Practices
- Effective Assessment and Data Processes

Resources allocated to this strategic direction

Early Action for Success (EAFs): \$102,908.00

Socio-economic background: \$104,740.80

Literacy and numeracy: \$5,228.05

Refugee Student Support: \$1,526.10

English language proficiency: \$22,423.60

QTSS release: \$23,881.13

Professional learning: \$15,151.06

Low level adjustment for disability: \$80,690.90

Summary of progress

Our focus for 2021 has been on implementing evidence based instruction include Explicit Direct Instruction (EDI), Science of Reading and Science of Learning to build an evidence informed instructional approach. It has also been a priority to devise a whole school assessment schedule to inform planning, differentiation, progress monitoring and evaluation. The focus on professional learning has driven ongoing efforts to support the professional growth of all teaching staff to deepen teaching practice for continuous growth in student progress and achievement. To build parent and carer engagement in the school's learning journey a number of initiatives were planned to foster this.

All staff engaged in high impact professional learning to develop teacher knowledge around how students learn and its implications for classroom practice. Differentiated professional learning for all staff encompassed instructional coaching, lesson observations, demonstration lessons by Instructional Leader, peer observations, instructional rounds, video observations, data conversations, and collaborative planning. This resulted in significant changes to teacher programming, assessment, classroom routines and teaching practice. Professional learning was adapted during the remote learning period to a book club model exploring evidence based reading comprehension. This redirection of PL allowed professional learning to be sustained and promoted collaboration and inquiry into teacher practice. All classroom teachers are now integrating explicit vocabulary and syntax instruction as part of their reading comprehension programs. Overall, 2021 professional learning data has shown a positive trend.

Next year we will continue our focus on high impact professional learning and collaborate with staff in other schools to share and embed best practice, provide additional coaching time and strengthen data practices to build teacher capacity. We will be returning to our prioritisation of building learner-centred parent partnerships.

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
Greater than 22.7% of students achieving top 2 bands in NAPLAN reading.	Year 3 Reading - 31% of students performing in top 2 bands Year 5 - 8% of students performing in top 2 bands
Greater than 22.4% of students achieving top 2 bands in NAPLAN numeracy.	Year 3 Numeracy - 23% of students performing in the top 2 bands Year 5 Numeracy - 8% of students performing in the top 2 bands

Greater than 80% of students (Yrs 2-6) achieve an effect size of 0.4 in reading (measured by WARP).	56.25% of students in Years 2-6 achieved an effect size of 0.4 or greater in reading.
Greater than 50% of students pass the Year One Phonics Screener.	50% of current Year 1 students pass the Year One Phonics Check, however if the new students that did not have early instruction at RPS are excluded from this data set, 56% of students pass the Year One Phonics Check.
Greater than 57% of students Years 2-6 pass Phonics Screener.	89.5% of students years 2-6 passed the Year One Phonics Check.
Increased % of students, from baseline data, achieving at or above school determined literacy and numeracy performance targets using PLAN2 data.	<p>Performance Target - Phonological Awareness</p> <p>Early Stage 1</p> <p>Orally Blends and segments syllables - 32% increase</p> <p>Initial sound identification - 64 % increase</p> <p>Orally blending 2-3 phonemes - 59% increase</p> <p>Orally segmenting 2-3 phonemes - 9 % increase</p> <p>Stage 1</p> <p>*** No baseline data collected.</p> <p>*** Numeracy data to be collected 1-6 2022</p>
Improvement from 2020 SEF/SAS data in the elements 'Curriculum,' 'Assessment,' 'Effective Classroom Practice' and 'Data Skills and Use.'	<p>Curriculum moved from 'Sustaining and Growing' to 'Excelling'</p> <p>Assessment moved from 'Delivering' to 'Sustaining and Growing'</p> <p>Effective Classroom Practice moved from 'Sustaining and Growing' to 'Excelling'</p> <p>Data Skills & Use has not changed - 'Sustaining and Growing'</p>
Increase % of preschool children, from baseline data, achieving or exceeding personalised learning goals.	Baseline data has not been consistently or effectively collected in order to set goals and monitor/evaluate progress. Implications for 2022 will be a strengthening of expectations about goal setting, recording and reviewing. This will include the recording of goals, timelines for evaluation/setting of new goals, and consultation with families.
School 'Value Add' for years K-3, 3-5 & 5-7 data indicates improvement from 'Delivering'.	<p>3-5 Value Add Data - Delivering</p> <p>5-7 Value Add Data - Sustaining & Growing</p> <p>K-3 Value Add data is not available through Scout this year.</p>

Strategic Direction 2: Belonging

Purpose

A planned and strategic approach to whole school wellbeing will ensure that students, staff and families are connected and engaged, to support high levels of belonging. Strengthening our leadership capabilities will help to support whole school improvement.

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 and Community Connections
- Staff Success and Support
- Preschool

Resources allocated to this strategic direction

Integration funding support: \$179,457.00

Literacy and numeracy intervention: \$35,317.17

Summary of progress

Our focus for 2021 has been on implementing a whole school evidence based wellbeing framework. Key initiatives included developing strong student wellbeing and community connections, enhanced preschool partnerships and support for staff.

The impacts of COVID have largely undermined the implementation of most planned initiatives. Evaluation data indicates that students are benefiting from personalised behavioural and academic support and social and emotional learning. Despite an exceptionally challenging year, staff sense of wellbeing has increased from 2020, demonstrating a strong and supportive school culture. There is a growing knowledge base among staff of trauma informed practice and staff are using this to inform their day-to-day interactions with students and classroom routines.

Next year we will continue our focus on prioritising building stronger parent partnerships, enhancing student and staff wellbeing, strengthening the preschool profile and embedding processes to work towards continuous improvement.

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
Greater than 85.5% of students report a positive sense of wellbeing (TTFM)	SCOUT Data reports that 87.69% of students report a positive sense of wellbeing. 79.07% of students reported a positive sense of belonging, exceeding our upper target bound. However, November TTFM data highlights the impact of COVID and remote learning, with a significant decline in students' reported sense of belonging, with 53% of students' reporting a positive sense of belonging, as opposed to 79% in April.
Increase % of students, from baseline data, achieving or exceeding personalised learning and support goals.	82.8% of PLaSP goals were met in Semester One. 51.7% of PLaSP goals were met in Semester Two.
Greater than 81% of students have a 90% or greater attendance rate.	SCOUT Data reports that 70.5% of students have an attendance of 90% or greater. Roll marking procedures during COVID have skewed actual attendance numbers due to being a reflection of engagement in remote learning (i.e. return of completed work packs) rather than physical school attendance.
Increase % of staff, from baseline data, report a positive sense of wellbeing	According to 2021 People Matter survey data, 100% of staff reported that "there are people at work who care about me,". 83% of staff report that their

(TTFM).	overall sense of wellbeing is positive, up from previous years results. 95% report that they feel they belong in our school. According to TTFM 2021, there is a positive trend of staff perception of learning culture, along with a strong sense of collaborative staff culture - this is confirmed by People Matter survey data, in which 96% of staff said staff members work collaboratively within their work group.
Greater than 80% of staff 'strongly agree' school leaders effectively lead improvement and change.	TTFM 2021 data indicates that 91% of staff believe that school leaders effectively lead improvement and change across the school, as compared to the NSW government norm of 75%.
Baseline data is collected to inform the National Quality Standard for Early Childhood Education and Care Assessment and Rating.	Baseline data has been collected through Assessment & Rating process, with the Preschool 'Meeting' in all Quality Standards.

Funding sources	Impact achieved this year
Refugee Student Support \$1,526.10	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 Teaching and Learning Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Release time (\$1526) to engage staff in targeted professional learning for new arrivals. <p>The allocation of this funding has resulted in: Enhanced teacher capacity to support recently arrived students with their acquisition of the English language.</p> <p>After evaluation, the next steps to support our students with this funding will be: To look at a strategic EAL/D strategy in 2022-2023.</p>
Integration funding support \$179,457.00	<p>Integration funding support (IFS) allocations support eligible students at Riverwood 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"> • Student Wellbeing and Community Connections <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Employment of staff to provide additional support for students who have high-level learning needs • Implementation of targeted programs to differentiate teaching and learning programs • Intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Provision of high impact support across all school settings, for students with a range of additional needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Return to this year's plans to build partnerships with parents and carers around their children's learning and behaviour needs (Covid affected). Additional professional learning to teachers to devise effective PLaSP goals.</p>
Socio-economic background \$147,095.38	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Riverwood 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"> • Effective Teaching and Learning Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$147,095.38</p>	<ul style="list-style-type: none"> • Provision of an additional 6th classroom teacher Part funding of additional DP/Instructional leader allocation <p>The allocation of this funding has resulted in: Effective organisation of students into class sizes which afford greater support. Enhanced teacher capacity via DP/IL instructional coaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing support of teachers and students via funding an additional classroom teacher in 2022. Continued funding of instructional coaching and support for teachers.</p>
<p>Aboriginal background</p> <p>\$4,094.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Riverwood Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional SLSO time to support ATSI students. <p>The allocation of this funding has resulted in: Effective implementation of PLaSP and PLP goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of targeted SLSO funding for ATSI students in 2022.</p>
<p>English language proficiency</p> <p>\$83,509.12</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Riverwood Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional SLSO provision to support EAL/D students in the classroom, including new arrivals • Additional withdrawal sessions for newly arrived students • Team teaching between EAL/D teacher and classroom teachers • Professional learning provided by EAL/D teacher to classroom teachers to enhance their capacity to support the learning needs of newly arrived students in their classrooms. <p>The allocation of this funding has resulted in: Increased staff support and enhanced teacher expertise to support students from EAL/D backgrounds, particularly new arrivals students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Develop a strategic approach to the provision of EAL/D support at the school via an EAL/D strategy.</p>
<p>Low level adjustment for disability</p> <p>\$80,690.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Riverwood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$80,690.90</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 Teaching and Learning Practices • Effective Assessment and Data Processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional learning • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. <p>The allocation of this funding has resulted in: There is a shared approach in the use of effective teaching and learning practices. The school's instructional approach is underpinned by high impact professional learning practices, including instructional coaching and collaborative inquiry.</p> <p>After evaluation, the next steps to support our students with this funding will be: A continued focus through IL observations, coaching and PL. Further teacher led collaborative learning will be planned to upscale impact.</p>
<p>Literacy and numeracy</p> <p>\$5,228.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Riverwood Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Literacy and numeracy programs and resources, to support teaching, learning and assessment. <p>The allocation of this funding has resulted in: Increased school resourcing in literacy intervention programs eg MiniLit Sage, MacqLit.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure the programs are having their desired impact via embedded evaluation processes.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Riverwood Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leader to drive professional learning practices. • Employment of Instructional Leader to support literacy and numeracy programs • Lead analysis of student performance data with whole school and stage teams <p>The allocation of this funding has resulted in:</p>

<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>Improved teacher quality through high impact professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with instructional coaching and maximise professional learning impact through increased opportunities for collaborative inquiry.</p>
<p>QTSS release</p> <p>\$23,881.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Riverwood Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Teaching and Learning Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of instructional rounds to strengthen quality teaching practices • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: 0.213 FTE allocation has resulted in building teacher capacity in effective teaching practices and instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide support to classroom teachers to enhance instructional practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Riverwood 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"> • Student Wellbeing and Community Connections <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional Learning and Support Teacher to address the identified needs for students who require additional support in literacy and numeracy. <p>The allocation of this funding has resulted in: Greater support for classroom teachers to create, evaluate and refine more effective personalised learning and support plans for students. There has been additional time made to provide tier 3 intervention with the Learning and Support Teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with the school's planned approach to tiered intervention and Learning Support Team processes. We need to ensure we are using the updated PLaSP template. Workshop early Term 1 2022 to upskill staff around writing effective student goals. Explore avenues to communicate speech & language, occupational therapy goals and progress.</p>
<p>COVID ILSP</p> <p>\$94,000.00</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</p>

COVID ILSP

\$94,000.00

including:

- Other funded activities

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

- Professional learning: MultiLit and Orton Gillingham

Reading intervention programs: Toe by Toe, Word Wasp, MiniLit, additional InitialLit program and additional Tier 3 student support.

The allocation of this funding has resulted in:

Professional learning for staff in effective literacy intervention and teaching practices.

The provision of extensive reading intervention programs K-6.

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

More frequent data collection to identify students not making progress earlier.

Sharing progress with classroom teachers with implications for classroom practice

Schedule COVID ILSP for LST early 2022 - Think tank - What else can we be doing to support these students?

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	68	58	63	69
Girls	57	41	41	48

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	97.5	85.9	87.7
1	94.4	95.3	90.2	91.3
2	90.2	95.2	92.4	94.9
3	94.8	93.8	90.7	91.4
4	93.4	96.9	84	91.6
5	94.7	87.6	90.9	86
6	95	95.3	81.1	88.8
All Years	93.6	95	88.1	90
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)	2
Classroom Teacher(s)	5.81
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	3.01

*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	-20,719
Revenue	2,688,210
Appropriation	2,634,692
Sale of Goods and Services	8,601
Grants and contributions	44,605
Investment income	12
Other revenue	300
Expenses	-2,585,303
Employee related	-2,248,529
Operating expenses	-336,774
Surplus / deficit for the year	102,907
Closing Balance	82,187

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	180,983
Equity Total	315,390
Equity - Aboriginal	4,095
Equity - Socio-economic	147,095
Equity - Language	83,509
Equity - Disability	80,691
Base Total	1,114,430
Base - Per Capita	27,363
Base - Location	0
Base - Other	1,087,066
Other Total	711,778
Grand Total	2,322,581

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

The school community was again surveyed to determine satisfaction with the school's focus on reading and effective instruction. 92% of students, 96% of parents/carers and 100% of staff indicated a strong level of satisfaction with the school's implementation of whole class and intervention programs in reading and the school's instructional model.

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.