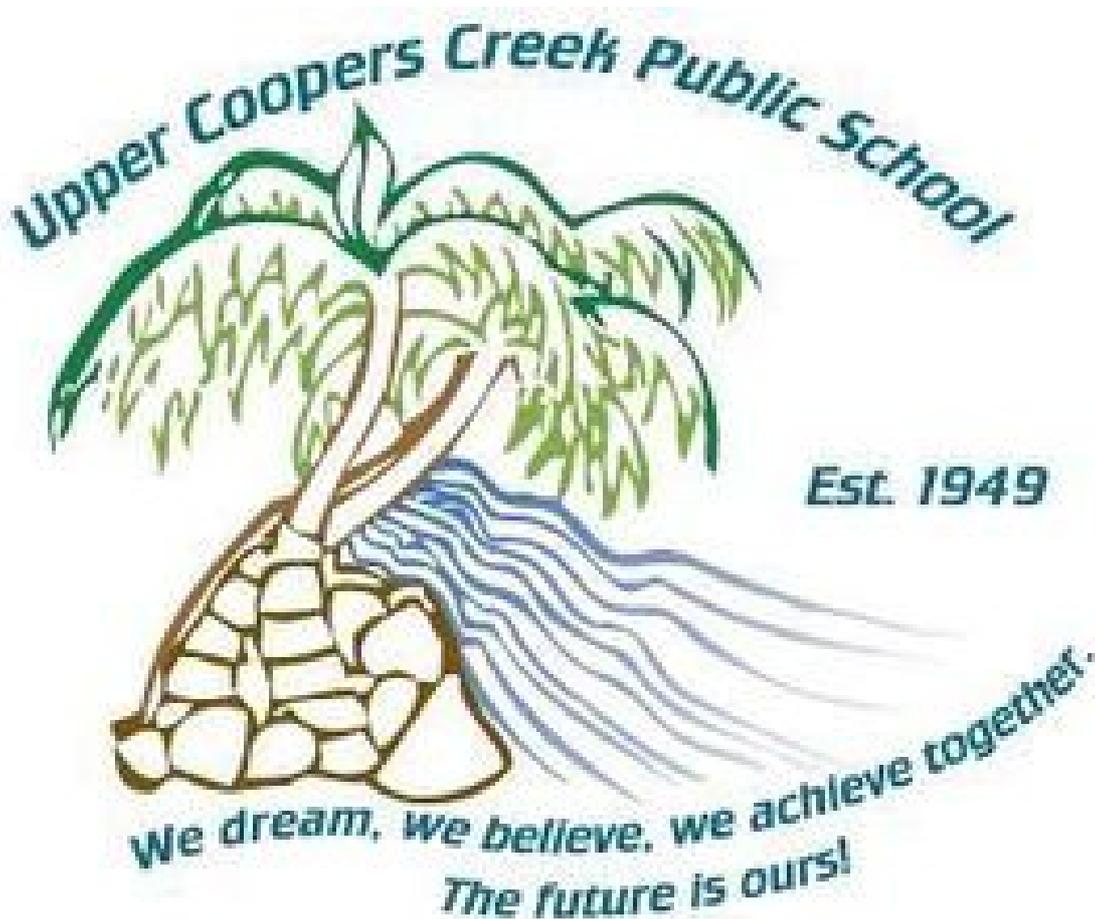


2021 Annual Report

Upper Coopers Creek Public School



3760

Introduction

The Annual Report for 2021 is provided to the community of Upper Coopers Creek 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

Upper Coopers Creek Public School
Upper Coopers Creek Rd
Upper Coopers Creek, 2480
www.cooperscrk-p.schools.nsw.edu.au
cooperscrk-p.school@det.nsw.edu.au
6688 2128

Message from the principal

After the COVID ups and downs of the previous year, 2021 began with a renewed energy and enthusiasm and a flurry of activity. In the first weeks we welcomed six new students, participated in the First North Swimming Carnival and were overjoyed to bring our community together for Lunar New Year celebrations. Our parents were thrilled to be able to spend time at the school again, re-energising our P&C and giving up their time for our school working bee.

In our first semester the students helped out at the Federal Bush Tucker Garden plantings, learned about film making with other small schools with FilmBy at Eureka school and helped prepare a feast for Harmony Week. Students also took part in StoryBoard from The Byron Writers Festival with Corndale and Whian Whian schools, GRIP leadership at Lismore, Interrelate at Bexhill and the First North Cross Country Carnival at Clunes. The three senior students and I spent a night in Brisbane for the Halogen Leaders Conference and big city adventure.

A major focus of our School Improvement Plan in 2021 was to improve reading and numeracy outcomes and student attendance. Teachers, students and families worked together to develop a successful whole school approach to wellbeing and engagement which included individualised learning plans and attendance strategies and a whole school reward system. Teachers also completed professional development to improve their capacity to use student data to ensure teaching practice was responsive and differentiated.

It was wonderful to resume Bush School classes so that our students could continue to connect with their natural environment in meaningful ways, investigating animal habitats and native flora and fauna, engaging in mapping activities and creating botanical drawings. This year we also began regular Mindfulness lessons where the children learned to be more observant of themselves and their feelings. Our end of year surveys showed that Mindfulness strategies helped children feel empowered and that they could readily identify their emotions and use their breathing to help to calm themselves and address challenging situations.

2021 was an incredible year for sports at UCCPS. Thanks to the Sporting Schools grants, we ran programs with specialised sporting coaches, including basketball, gymnastics, surfing and swimming. Team UCC became the First North Athletics Champions by winning the point score and ball games trophies at the First North Athletics Carnival.

We were overjoyed that Kate Middleton accepted the permanent School Administration Manager position at UCCPS and we were delighted to welcome back Siane Grant Hayes into our school. Siane was once a student at UCC and it was a pleasure to have her back at school to complete her placement as part of her School Learning Support Officer training. Another momentous event in 2021 was the connection of fibre optic internet to the school. After many years of painfully slow satellite internet, UCC joined the 21st Century. Many thanks to the many people involved in making this a reality.

Term 3 saw the return of home learning and COVID restrictions but in Semester 2, we still managed to visit the Tweed Gallery for the Sydney Nolan exhibition, join Rosebank PS for Life Education with Healthy Harold, participate in STEM Days and the Chess Day with the Rivers High Schools and take part in Ride To School, Walk to School and Clean Up Australia Days. Once again during home learning, every parent, student and staff member put in an incredible effort, showing deep commitment and dedication to our students' continued learning. The children even managed to complete and film their entries for the First North Public Speaking competition from home as well as producing some hilarious recreations of book covers for Book Week. There were smiles all round when we returned to school with a delicious celebration brunch of pancakes and fruit salad.

Thank you to our students, staff, parents and community for another incredible year.

Message from the school community

2021 brought a flurry of activity and excitement for our children and the whole school community. As parents it was heart-warming to finally see our children participate in and be able to attend the Lunar New Year Celebrations and help out at the school working bee. It was lovely to join the school in other activities like Ride To School day and Walk to School Day (with a special afternoon tea for a special local resident). To also get together with other local schools for the Film Night, Cross Country and Sports Day. We were so happy for our children to be able to once again participate in the wonderful school activities UCC provides such as Bush School, Mindfulness and Tweed Gallery visit as well as extra curricular activities such as swimming, surf lessons and film making among others.

The P&C was able to hold meetings and even organise some fundraising for the school which had been put on hold the previous year. This provided parents with much needed connection to the school.

Despite the short return of home learning and COVID restrictions it was a lot less disruption than 2020 and we felt happier about our involvement and the children's connection to school community for the year.

Hayley Kennedy

Message from the students

I remember starting the year off with the First North Swimming Carnival. Malakai and I represented team UCC and I got a second and a third. Malakai also got a third. The Year 6's and I went to Brisbane for the Halogen Leadership Conference. It was exciting to start the year in such a different way and I loved going to the Chinese restaurant.

I enjoyed being able to take part in more activities and excursions in 2021 like walk and ride to school days. My favourite sport last year was surfing and I also liked basketball with Nash.

Going back to home learning was definitely a lot better than the first lock down because we had zoom classes so I could see my friends. We also started emailing between classmates which was great because in 2020 I didn't have that contact with my friends. It was also better because we were more prepared this time and I had a desk and space for doing school work. This time I was more prepared and we all had the right mindset.

I enjoyed making 'Da Pineapple', the movie we made with FilmBy and hope to do it again in 2022. A real highlight was our end of year lunch in Byron and we were all very sad to say good bye to our Year 6 friends, Malakai and Tashi.

School vision

Upper Coopers Creek Public School empowers each student to reach their full potential, fostering creativity, initiative, excellence and independence of thought.

School context

Upper Coopers Creek Public School is a small, rural school that thrives in the heart of Upper Coopers Creek Valley. Students prosper in a safe, nurturing environment that develops respect, understanding and responsibility in a K-6 classroom. Learning comes to life through exploration, discovery and deep engagement, as teachers work alongside students to inspire creativity and excitement and to promote school excellence. The school is well-resourced and has strong creative arts, wellbeing and environmental programs that complement our academic focus.

Upper Coopers Creek Public School is a proud member of the First North Learning Community of Schools. Through our learning communities, students engage in a range of stimulating programs in a larger supportive environment and teachers have access to high quality training and Professional Development.

This Strategic Improvement Plan has been developed in consultation with the Aboriginal Education Consultative Group (AECG) and through a consultative process utilising surveys, meetings and extensive discussions with students, staff and families. Through our situational analysis, we have identified the need for a more structured and consistent, whole school teaching and learning approach that ensures explicit teaching through the most effective data driven practices and evidence-based methods. Similarly we have identified the need for a more consistent and structured approach to student wellbeing.

Our focus over this four-year plan will be on developing and embedding:

- whole school quality processes for collecting and analysing data
- greater consistency of judgement within and across schools
- teacher understanding of evidence-based practice, high impact teaching strategies and learning informed by data
- a planned approach to wellbeing that incorporates the elements of the Wellbeing Framework
- system-negotiated target areas in reading and numeracy.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure strong student growth and maximise learning outcomes in reading and numeracy through individualised learning and evidence-based, data-driven teaching and learning 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.

- Data informed practice
- Targeted teaching practice

Resources allocated to this strategic direction

Professional learning: \$3,500.00

Low level adjustment for disability: \$13,537.00

English language proficiency: \$2,400.00

Literacy and numeracy: \$1,365.00

QTSS release: \$2,467.00

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

Socio-economic background: \$1,505.00

Location: \$3,729.00

Per capita: \$3,204.00

Summary of progress

Our focus for 2021 was on the use of data-informed, targeted teaching practices to improve literacy and numeracy outcomes for all students. Our emphasis on high impact professional learning led to improved teacher understanding and application of evidence-based practice and high impact teaching strategies.

A school-wide approach for collecting, analysing and utilising data has been developed and embedded and the employment of a second teacher allowed for teaching practice to be responsive and differentiated. Teachers and students have worked together to engage in guided analysis of personal learning data in order to identify individual learning goals and track and reflect upon their learning growth.

In 2022, we will continue to employ a second teacher, allowing us to introduce the new K-2 English and Mathematics curriculum. We will also have the opportunity to employ an Assistant Principal Curriculum and Instruction (APCI) for one day a week. We will utilise the expertise of the APCI to further improve teacher understanding and application of evidence-based practice. We also hope to incorporate Aboriginal Pedagogy based on the 8 Ways program to further enhance our goal setting practices and classroom differentiation.

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
NAPLAN: The percentage of students achieving in the top two NAPLAN bands in reading to be at or above the lower bound system-negotiated target of 57.2.	The percentage of students achieving in the top two NAPLAN bands in reading is above the lower bound system-negotiated target of 57.2%. Two students participated in NAPLAN in 2021. With this small number of students, UCCPS is below the reporting threshold so results cannot be discussed in order to maintain confidentiality for the students.
An increase in the percentage of students working towards achieving in the top two NAPLAN bands in numeracy.	The percentage of students achieving in the top two NAPLAN bands in numeracy is above the lower bound system-negotiated target 41.7%. Two students participated in NAPLAN in 2021. With this small number of students, UCCPS is below the reporting threshold so results cannot be discussed in order to maintain confidentiality for the students.

<p>An increase in the percentage of students working towards expected growth in NAPLAN reading system-generated lower bound target.</p>	<p>Two students participated in NAPLAN in 2021. With this small number of students, UCCPS is below the reporting threshold so results cannot be discussed in order to maintain confidentiality for the students.</p>
<p>An increase in the percentage of students working towards achieving expected growth in NAPLAN numeracy system-generated lower bound target of 60%.</p>	<p>Two students participated in NAPLAN in 2021. With this small number of students, UCCPS is below the reporting threshold so results cannot be discussed in order to maintain confidentiality for the students.</p>

Strategic Direction 2: Student Wellbeing and Engagement

Purpose

To ensure that all students achieve their full potential as successful learners and as confident, resilient, creative individuals and responsible and productive global citizens, we will further develop and refine a holistic, structured and data-based approach to wellbeing and engagement.

Initiatives

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

- Wellbeing Practices
- Community Connections

Resources allocated to this strategic direction

Professional learning: \$500.00

Socio-economic background: \$400.00

Summary of progress

Our second focus for 2021 was on student wellbeing and the strengthening of community connections. Targeted professional learning increased teacher understanding and application of evidence-based practice incorporating the elements of the Wellbeing Framework.

All teaching staff participated in Smiling Minds mindfulness training and the school has begun the process of developing a Reconciliation Action Plan (RAP) by forming a RAP working group and writing a reconciliation vision statement. A whole school approach based on mindfulness and Positive Behaviour for Learning was developed and implemented to support social skills, friendship, empathy and resilience. While COVID restrictions meant many planned community initiatives could not be initiated, socio-economic funds were utilised to ensure all students had access to sporting and cultural activities in the wider community.

In 2022 we aim to embed Mindfulness and Aboriginal pedagogy based on the 8 Ways program across all areas of teaching and learning. We will continue to deepen community connections and enhance student transitions through cultural, sporting, creative and environmental initiatives.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time from 69% to be at or above lower bound of the system negotiated target of 70%.	The percentage of students attending > 90% of the time has increased to 78.6% which is above lower bound of the system negotiated target of 70%.
100% of eligible students complete TTFM surveys.	100% of eligible students completed TTFM questions.
100% of students and staff are aware of school wellbeing and behaviour expectations.	PBL and school generated surveys show that 100% of staff and students are aware of the school's Positive Behaviour for Learning expectations.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,905.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Upper Coopers Creek 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"> • Targeted teaching practice • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring • Hiring of bus to transport students to various excursions <p>The allocation of this funding has resulted in: more flexible classroom arrangements and targeted small group clusters that are responsive and differentiated. More thorough data tracking and analysis has allowed effective data triangulation leading to new literacy and numeracy classroom arrangements. All K-2 students have been assessed using the Phonological Awareness tool. Data from Phonological Awareness Diagnostic has led to explicit instruction in 'chunking' syllables and phonemes and to the introduction of daily explicit word recognition activities.</p> <p>Funding has allowed the school to develop more connections with the wider community (within the constraints of COVID restrictions) including through bus hire to allow children to participate in sporting activities outside of their usual school and home environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to develop explicit systems for students to work with teachers to engage in guided analysis of personal learning data in order to identify learning goals and track and reflect upon their learning growth.</p> <p>The funding will also be used to extend connections with a wider group of schools and community organisations by bringing other schools and community experts to the schools.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: the employment of an additional classroom teacher which has resulted in more flexible classroom arrangements and targeted small group clusters that are responsive and differentiated. Funding allowed EAL/D professional development and the implementation of a targeted EAL/D teaching and</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>learning cycle. Student progress showing high growth on the EAL/D learning progressions, with 100% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: an additional classroom teacher will work with EAL/D students and their parents to identify learning goals and track and reflect upon their learning growth.</p>
<p>Low level adjustment for disability</p> <p>\$13,537.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • more targeted teaching that is responsive and differentiated • more thorough data tracking and analysis including plotting all students on PLAN2 and identifying specific Areas of Focus • expected and above expected growth in reading and numeracy as evidenced in PLAN2 data, check in assessments and Interview for Student Reasoning • explicit teaching and tracking of phonics and phonological awareness in the younger grades resulting in improved outcomes as shown in Phonological awareness diagnostic and Phonics diagnostic assessment <p>After evaluation, the next steps to support our students with this funding will be: continuation of flexible classroom arrangements and targeted small group clusters that are responsive and differentiated. Implementation of detailed areas of focus and learning sprints. Development of more explicit systems for students to work with teachers to engage in guided analysis of personal learning data, in order to identify learning goals and track and reflect upon their learning growth.</p>
<p>Location</p> <p>\$3,729.00</p>	<p>The location funding allocation is provided to Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • the employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: more flexible classroom arrangements allowing increased opportunities and choices for students. An additional teacher onsite provided opportunities for increased collaboration as small groups could participate in enrichment</p>

<p>Location</p> <p>\$3,729.00</p>	<p>opportunities outside the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continued employment of a second teacher allowing the school to work closely with local primary schools, high schools and pre-schools to foster connections and enable smooth transitions.</p>
<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • more targeted teaching in literacy and numeracy • more thorough data tracking and analysis including plotting all students on PLAN2 and identifying specific Areas of Focus (AoF). • expected and above expected growth in reading and numeracy as evidenced in PLAN2 data, check in assessments and Interview for Student Reasoning (IfSR) • explicit teaching and tracking of phonics and phonological awareness in the younger grades resulting in improved outcomes as shown in Phonological awareness diagnostic and Phonics diagnostic assessment <p>After evaluation, the next steps to support our students with this funding will be: teacher and teaching principal release time to understand and implement new K-2 syllabus requirements and for staff training and support in literacy and numeracy. Continuing to modify explicit systems for students to work with teachers to engage in guided analysis of personal learning data in order to identify learning goals and track and reflect upon their learning growth.</p>
<p>QTSS release</p> <p>\$2,467.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Upper Coopers Creek 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"> • Targeted teaching practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • the employment of a second teacher to explicitly target reading and numeracy improvement through individualised teaching, Learning and Support and small group tutoring • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers are beginning to embed evidence-based, high impact teaching strategies within their classroom practice.</p> <p>100% of teachers reported lessons differentiated according to students' needs.</p>

<p>QTSS release</p> <p>\$2,467.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: to provide teachers with additional training and time to ensure all students are regularly provided with the opportunity to confidently use self-assessment against learning intentions and success criteria.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • the creation of intensive small group tuition for students who have been identified as most likely to benefit from additional support • employment of teachers/educators to deliver small group tuition • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	7	10	9	9
Girls	3	1	4	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K	47.3	85.5	86	82.3
1	89.5	100	92.2	87.8
2	0	97.9	97.9	86.7
3	97.9		96.8	93
4	88.9	98.4		96.8
5	91.6	94.8	94.4	
6	88.9	96.9	93.6	97.6
All Years	77.7	93.9	91.7	88.8
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		92.1	92.7
4	93.4	92.9		92.5
5	93.2	92.8	92	
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.5

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*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	83,909
Revenue	400,964
Appropriation	392,602
Grants and contributions	5,272
Investment income	39
Other revenue	3,050
Expenses	-382,709
Employee related	-357,604
Operating expenses	-25,105
Surplus / deficit for the year	18,255
Closing Balance	102,164

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	17,842
Equity - Aboriginal	0
Equity - Socio-economic	1,905
Equity - Language	2,400
Equity - Disability	13,537
Base Total	309,084
Base - Per Capita	3,205
Base - Location	3,730
Base - Other	302,150
Other Total	33,622
Grand Total	360,548

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

Students, parents and teachers complete school wellbeing surveys each semester.

Parent surveys in 2021 indicated a very high level of satisfaction with the school's focus on student wellbeing and engagement. 100% of parents who completed the surveys felt welcome at the school and felt they were easily able to speak with classroom teachers and the principal. Parents would like to know more about what their children are learning at school and about their learning progress.

Data from student surveys demonstrate that 100% of students strongly agree that adults at school care about them, 90% feel that adults at school listen to them and believe that they will be a success.. Surveys also showed that 83% of students felt that there were high expectations for student success, a positive sense of advocacy and a strong sense of belonging. With such a small cohort TTFM has not been viewed as a useful tool for measuring student engagement and wellbeing.

Teacher surveys in 2020 indicated a very high level of satisfaction with the school's current focus on mindfulness and wellbeing. Staff also indicated that they strongly agreed that the school was a collaborative and respectful work place.

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.