

2021 Annual Report

Bundeena Public School



3765

Introduction

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

A shared culture of high expectations inspires academic excellence and wellbeing so every student maximises their potential

School context

Bundeena Public School is located in southern Sydney surrounded by the Royal National Park. The school is a focal point for the community and caters for students Kindergarten to Year 6. Bundeena Public School has 17 teaching staff with a student enrolment of 192. The school has strong community ties and is supported by a dedicated P&C. Our school motto 'Live for Life' encapsulates our belief in developing students to be safe, respectful and active learners. Students have high levels of access to technology, strong social networks, a range of leadership opportunities and a creative and practical arts program that is valued within the wider school community.

The whole school community, involving students, staff, and parents were consulted in a thorough situational analysis that identified three areas of focus for this Strategic Improvement Plan:

Student Growth and Attainment

To maintain student growth teachers will focus on explicit teaching, differentiated programs that cater to the learning needs of all students and using reliable assessment to inform teaching and learning. The leadership team will comprehensively analyse student progress and discuss results with the staff. All teachers will contribute to the data collection to ensure every student demonstrates growth. Formative assessment will be embedded in classroom practice so it is used expertly by teachers. Teachers will provide feedback in a timely manner so students have the opportunity to action and apply the feedback. Students will set personal goals and be provided with actionable steps so they can improve their learning and enhance their understanding and performance of a task. This whole school approach ensures the most effective evidence-based teaching methods to optimise progress for all students, across the full range of abilities.

Improving Teacher Practice through collaboration and feedback

There needs to be a data lift of 11% to reach our set numeracy targets. The school will embed explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of specific and timely feedback between teachers. This will drive ongoing, school-wide improvements in teaching practice and student results in numeracy. Teachers will actively evaluate, share and discuss learning from targeted professional development in numeracy with other staff to improve whole school practice.

Advocacy at School

Promotion of a whole school wellbeing program with clearly defined aims and objectives and quality teacher training will be implemented. All students will have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help them fulfill their potential. The wellbeing officer's role will be expanded to support and implement evidence based changes to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will use effective evidence-based teaching methods, confirming students learn what is taught.

Initiatives

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

- Data Driven Practices to inform personalised learning

Resources allocated to this strategic direction

Professional learning: \$4,191.34
Literacy and numeracy: \$1,368.00
QTSS release: \$17,322.00
Literacy and numeracy intervention: \$23,545.00
Socio-economic background: \$9,110.00
Aboriginal background: \$6,680.48
English language proficiency: \$9,560.00
Integration funding support: \$31,232.00
Low level adjustment for disability: \$89,646.00
School support allocation (principal support): \$13,604.80

Summary of progress

Differentiation of curriculum delivery to meet the students at different levels of achievement, including adjustments to support learning or increase challenge through instructional leadership, professional learning in reading improvement and the implementation of the HPGE policy has led to growth in reading and numeracy results measured by NAPLAN, Check in and the Learning Progressions. Assessments are triangulated to promote consistent and comparable judgment to inform learning, monitor progress and identify skill gaps. This data must now be transferred to assist in the 5 week planning and programming cycle for literacy and numeracy. The Assessment Schedule has been revised to include valid and reliable assessments. Improved collaboration between teachers assist in the identification of targeted students to work with LaST in small group reading, writing and numeracy programs. Explicit teaching of literacy strategies and professional learning in fluency and vocabulary is used by teachers to reflect evidence based teaching methods. Student learning goals will be refined to demonstrate progress to align with the progressions.

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 achieving in the top 2 bands in NAPLAN reading to above the system-negotiated target baseline of 60.3%.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading by 7%
Increase the percentage of students achieving expected growth in NAPLAN reading to be above system-negotiated baseline of 75%	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 8%.
Delivering in Data, Skills and Use Maintaining Sustaining and Growing in Effective Classroom Practice and Assessment	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice and Assessment.

<ul style="list-style-type: none"> • More than 60% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts sub-element of the Literacy Progressions • At least 55% of students completing Year 1 will have achieved within Level 5 of the Understanding Texts sub-element of the Literacy Progressions • At least 90% of students in Years 3-4 will achieve their personal literacy goal by the end of the year. • At least 90% of students in Years 5-6 will achieve their personal literacy goal by the end of the year. 	<p>60% of Kindergarten students have achieved within Level 4 of the understanding texts sub-element of the Literacy Progressions.</p> <p>53% Year 1 students have achieved within Level 5 of the understanding texts sub-element of the Literacy Progressions.</p> <p>83% of students in Years 3-4 have achieved their personal literacy goal by the end of the year.</p> <p>81% of students of students in Years 5-6 have achieved their personal literacy goal by the end of the year.</p>
<p>Increase the percentage of students achieving expected growth of NAPLAN numeracy to be above the system negotiated target baseline of 52.17%</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 10%.</p>
<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated target baseline of 28.6%.</p>	<p>NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy by 7%.</p>

Strategic Direction 2: Improving teacher practice through collaboration

Purpose

In order to improve teacher quality in numeracy we will engage in professional models of collaboration that increase teacher collective efficacy to improve student learning outcomes.

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.

- Improving Numeracy

Resources allocated to this strategic direction

Professional learning: \$7,198.00

QTSS release: \$17,322.00

Literacy and numeracy intervention: \$23,545.00

Summary of progress

Targeted professional learning in additive and multiplicative strategies have allowed staff to actively evaluate, share and discuss strategies to improve whole school practice in mathematics. Teachers trialed the IfSR-NP (interview for student Reasoning-Number and Place value) to hear and see how students apply their mathematical understandings of number and place value. This reliable data was used to develop a sprint with students not yet reaching benchmarks in the progressions. The IfSR- Additive thinking will be used next year to assess the students mathematical understanding. This data will be analysed and sufficient time for teachers to complete these valued assessments will be allocated in 2022. After reviewing the current mathematics program implemented this year it was decided that the needs of the learners were not met as the scope and sequence was difficult to follow and student assessment was not rigorous. Department of Education scope and sequences for mathematics and the numeracy hub will be used in 2022. Teachers will use online resources for targeted professional development in mathematics to achieve their professional goals.

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
Teachers open their classrooms to other teachers and are prepared to analyse each other's strengths and areas of improvement in numeracy	Delay in implementing initiatives in term 3 have required this work to be postponed to 2022. To date there has been a decrease of staff who were able to fulfil this progress measure.
All teachers review student numeracy assessment data and compare results with grade team members through the implementation of learning sprints	Document analysis of numeracy learning programs include evidence of adjustments made to accommodate individual student needs.
Delivering in Collaborative Practice and Feedback, and Professional Learning from SEFV2	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of collaborative practice and feedback and professional learning.
The proportion of students in years 4 and 6 achieving correct responses in the learning area measurement increases by 5% from 2020 Check-in Assessment baseline data.	The proportion of students in years 4 and 6 achieving correct responses in the learning area measurement has increased by 14% from 2020 Check-in Assessment baseline data.

Strategic Direction 3: Advocacy at School

Purpose

In order to increase advocacy across the whole school we will select and develop strategies to proactively teach healthy coping strategies, resilience and self regulation to ensure optimum conditions for learning characterised by supportive relationships and regular contact with each student.

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.

- Every student is known, valued and cared for

Resources allocated to this strategic direction

Location: \$23,203.89

Summary of progress

A variety of wellbeing programs have been implemented in 2021 including Grow Your Mind and Mates, although neither had impact on the increase on the percentage of the students reporting positive wellbeing in the TTFM survey. Both programs will continue into 2022 as student and teacher forums reflected positive statements about elevated mood and excitement for playground activities and teachers reported increased pride in student leaders after participation in the MATES program. The wellbeing officer provided social emotional support to teacher or self referred students. Staff reported conflict management during group sessions decreased distractions in class time. 90% students who received one-on-one mentoring showed moderate to significant growth on the ACARA Personal and Social Capability Learning Continuum. One-on-one mentoring was interrupted during term 3 but sessions were conducted in groups on Zoom and the feedback from parents was positive recalling higher engagement with online activities and elevated mood. In 2022 the referral process will be streamlined with scheduled feedback to classroom teachers and assessing outcomes post intervention. Attendance strategies will be used in 2022 to support school refusal and transition programs. Scheduled time in whole school meetings will be used to celebrate student progress to demonstrate a commitment by the school to ensure achievement is identified and acknowledged. Classroom behaviour will be a focus in 2022 with the implementation of the PAX Good Behaviour Game program. Teachers and other school staff will explicitly communicate classroom behaviour expectations to promote effective conditions for learning.

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 reporting positive wellbeing to be above the system negotiated target baseline of 81.9%	80.69% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.
Targeted students are plotted against the appropriate level of the specified sub-element on the Personal and Social and Capability learning continuum and show achievement in the description of typical students for that level.	90% of students who received one-on-one mentoring showed moderate to significant growth on the ACARA Personal and Social Capability Learning Continuum.
Increase the attendance rate to above the system-negotiated target baseline of 84.1%	The number of students attending greater than 90% of the time or more has decreased 5%.
Delivering in the elements Learning Culture and Wellbeing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of learning culture and wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$31,232.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bundeena 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"> • Data Driven Practices to inform personalised learning <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued targeted intervention strategies in literacy and numeracy.</p>
<p>Socio-economic background</p> <p>\$9,110.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bundeena 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"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support MiniLit, Literacy Pro and Macqlit program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: A commitment within the school community that all students make learning progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: targeted intervention in literacy and numeracy strategies.</p>
<p>Aboriginal background</p> <p>\$6,680.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bundeena 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"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$6,680.48</p>	<p>Personalised Learning Plans</p> <p>The allocation of this funding has resulted in: Teachers having a greater understanding of and inclusion of Aboriginal perspectives in a range of teaching and learning programs. Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: targeted strategies in literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$9,560.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bundeena 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"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Teachers collaborate to share curriculum knowledge, data and feedback about student progress and achievement to inform the development of evidence based programs and lessons that meet the needs of EALD students.</p> <p>After evaluation, the next steps to support our students with this funding will be: targeted strategies in literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$89,646.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bundeena 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"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • 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: Accommodations for learning and adjustments are made to suit student needs as they arise. Specialist teachers use evidence based teaching methods to optimise learning for students not reaching grade/stage benchmarks. The school analyses summative assessment data to identify learning progress of all students and then target students needing support.</p> <p>After evaluation, the next steps to support our students with this funding will be: specialist teachers will use evidence based teaching programs to continue targeted literacy and numeracy interventions.</p>
<p>Location</p>	<p>The location funding allocation is provided to Bundeena Public School to</p>

<p>\$23,203.89</p>	<p>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"> • Every student is known, valued and cared for <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Every student can identify and has access to the wellbeing officer who can provide advice and assistance. Effective partnerships in learning with parents and students have allowed students to deliver their best and continually improve. A school wide approach to effective classroom management, providing support to teachers where needed, ensuring optimum learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: PAX GBG will be implemented with a K-6 focus and employment of the wellbeing officer.</p>
<p>Literacy and numeracy</p> <p>\$1,368.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bundeena 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"> • Data Driven Practices to inform personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • updating reading resources to meet the needs of students • employment of Speech Pathologist to screen and identify students needing support with articulation, phonological awareness, receptive and expressive language. <p>The allocation of this funding has resulted in: Parents are presented with clear information on what and how well their children are learning and receive regular information about how to support their child's progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: early diagnoses and intervention of speech problems.</p>
<p>QTSS release</p> <p>\$34,644.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bundeena 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"> • Data Driven Practices to inform personalised learning • Improving Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in:</p>

<p>QTSS release</p> <p>\$34,644.00</p>	<p>The leadership team develops processes to collaboratively review teaching practices to affirm quality and continuously monitor improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be: implementation of Instructional Rounds to identify problems of practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bundeena 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"> • Data Driven Practices to inform personalised learning • Improving Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: IL assisting teachers to implement data collection every 5 weeks and introducing decodable readers. IL assisted teachers to use the Numeracy Hub during home learning and use research based strategies to improve student learning. Professional learning emphasizes whole school improvement in literacy and numeracy. Teachers evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: teachers will be collaborating in 5 week teaching and learning cycles driven by student data.</p>
<p>COVID ILSP</p> <p>\$46,216.00</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in: Teaching and learning programs for small groups describe expected student progression in knowledge, understanding and skill and the assessments to measure them. Teachers use reliable assessment to capture information about student learning. Teachers are skilled at explicit teaching techniques to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.</p>

<p>COVID ILSP</p> <p>\$46,216.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>intervention for those not achieving benchmarks measured by internal and external data in literacy and numeracy.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	97	92	92	95
Girls	93	101	96	95

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.6	96.7	95.4	94.9
1	92.9	96.1	95.5	92.3
2	94.7	93.7	94.5	95.3
3	93.8	94.1	94.5	91.5
4	93.5	94.2	94.5	93.7
5	94.9	93.5	93.2	90.5
6	91.3	93.1	94.2	91.4
All Years	93.9	94.4	94.6	92.9
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)	6.95
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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	78,162
Revenue	1,966,553
Appropriation	1,914,742
Sale of Goods and Services	-220
Grants and contributions	51,919
Investment income	112
Expenses	-1,909,300
Employee related	-1,769,755
Operating expenses	-139,545
Surplus / deficit for the year	57,252
Closing Balance	135,414

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	45,776
Equity Total	114,996
Equity - Aboriginal	6,680
Equity - Socio-economic	9,110
Equity - Language	9,560
Equity - Disability	89,645
Base Total	1,588,905
Base - Per Capita	46,345
Base - Location	23,204
Base - Other	1,519,355
Other Total	128,141
Grand Total	1,877,817

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.

Student

The student survey was completed by students in Years 4, 5 and 6. Seventy- eight students completed the survey in March. The student survey was based on the most recent research on school and classroom effectiveness. There has been a 20% increase in students with positive relationships and a 12% increase in homework behaviour from 2020 data. There has been a slight increase in students who are socially engaged, however, as a cohort, remain below NSW Govt Norms. Intellectual engagement is above NSW Govt Norms for effort and quality instruction. Year 4 has the highest % of students with early signs of disengagement. The four drivers of student engagement - Quality instruction, positive teacher- student relations, positive learning climate and expectations for success are at or slightly below NSW Govt Norms.

9 staff members completed the teacher satisfaction TTFM survey in November 2021. Staff felt that leaders created a safe and orderly school environment and have provided good guidance for monitoring student progress. Collaboration with other teachers about student engagement and assessment strategies has increased since 2020. Teachers set high expectations for student learning and have improved the way they monitor progress of individual students. Teachers have a good understanding of strategies to support students achieving their learning goals. The four dimensions of School practices: Challenging and visible learning goals, planned learning opportunities, quality feedback and overcoming obstacles to learning all score higher than NSW Govt Norms.

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.