

# 2021 Annual Report

## Ramsgate Public School



3830

# Introduction

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

---

Ramsgate Public School

Chuter Ave

Ramsgate, 2217

[www.ramsgate-p.schools.nsw.edu.au](http://www.ramsgate-p.schools.nsw.edu.au)

[ramsgate-p.school@det.nsw.edu.au](mailto:ramsgate-p.school@det.nsw.edu.au)

9529 7267

## School vision

Ramsgate Public School prides itself on developing aspirational, optimistic and motivated students who are equipped with the set of skills, values and knowledge to prepare them as informed, creative and productive members of society. Underpinned by a philosophy of continuous improvement, the highly dedicated community work together with high expectations for excellence in teaching to cultivate student growth and attainment within an inclusive, respectful and supportive environment.

## School context

Ramsgate Public School with a population of 537 students prides itself as being the centre of its community. Enrolment to the school is highly sought after due to the school's outstanding reputation. The school values a dedicated and supportive parent community. Our students come from diverse socio economic and cultural backgrounds with greater than 60% of students from non-English speaking backgrounds. Within all our programs and processes, we cater for the needs of all students including our Aboriginal and Torres Strait Islander students, students with additional needs, and students learning English as an additional language.

Our school focuses on the development of the whole child, equipping students with an understanding of key values chosen by our whole school community as well as embedding learner dispositions which provide students with a toolkit of strategies to set them up for success in their pursuit of excellence. Student wellbeing is underpinned by Positive Behaviour for Learning which helps students connect, succeed and thrive. Our team of dedicated and collegial staff are committed to the provision of quality teaching and learning programs to support students in achieving at least one year of growth for one year of learning with Literacy and Numeracy as high priority areas. Strategically designed professional learning with a particular emphasis on Visible Learning ensures ongoing improvement in teacher pedagogy and practice. Students' academic, performance, social, cultural and sporting achievements are showcased and celebrated at every possible opportunity. The provision of a wide range of extra-curricular activities cultivates students' desire to strive for their best in any endeavour, with the community greatly valuing the sport and fitness, dance and music programs. Ramsgate PS is a proud member of the Bayside Community of Schools consisting of 7 primary schools and 2 high schools working together to enhance student learning opportunities and achievement and strengthen the capacity of teachers and leaders across the network. As a school community, we work together to equip our students to be safe, respectful and active lifelong learners.

A situational analysis of the school identified three main areas of focus for our aspirational school plan for the next four years. Analysing the data obtained from SCOUT, TTFM parent, teacher and student surveys and other internal school data, and building upon the work undertaken in the previous school planning cycle around highly effective learning and high quality teaching, the emphasis embodies continual growth and attainment through excellence in teaching practice under an umbrella of continuous improvement for all. Key initiatives, which are strategically aligned to our annual budget, will be established in moving towards achieving our strategic directions.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

---

In order to maximise the reading growth of students in K-2 and improve numeracy attainment and growth of students in Years 3-6, we will develop and sustain effective practices coupled with contemporary curriculum differentiation underpinned by evidence-informed strategies and embedded evaluative practice.

### 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.

- Improve Reading and Numeracy Assessment
- Improve Reading and Numeracy Curriculum

### Resources allocated to this strategic direction

---

**Integration funding support:** \$116,837.00  
**Low level adjustment for disability:** \$178,244.00  
**Socio-economic background:** \$52,918.00  
**English language proficiency:** \$260,902.00  
**Refugee Student Support:** \$763.05  
**Literacy and numeracy intervention:** \$58,861.95  
**Aboriginal background:** \$5,116.00  
**QTSS release:** \$106,960.57  
**Literacy and numeracy:** \$18,490.66  
**Professional learning:** \$5,000.00

### Summary of progress

---

In 2021, the school ran effective learning and support and EALD programs where numeracy and literacy progress was tracked in PLAN2.

In literacy, the school used Deslea Konza's Big 6 to develop explicit lessons and strategies to improve feedback and oral strategies for K-1.

Our Aboriginal students were supported through collaborative development of PLPs and whole school cultural awareness through Sorry Day and Reconciliation programs.

In numeracy the school was a part of Strategic School Support Plan where staff were supported with Professional Learning, tracking numeracy programs through the interview for Interview for Student Reasoning (IfSR) and centrally developed resources.

### To what extent have we achieved our annual progress measures?

Reading attainment has increased by 4.89% from baseline and reading growth has remained steady from 2019 but increased 7.59% from baseline, achieving our Lower Bound target.

In numeracy, we have achieved 4.64% growth in attainment from 2019 and are moving towards the Lower Bound target and growth is yet to be seen in numeracy, however strong structures are now in place for future growth.

### What lessons have we learned to inform our next steps?

In literacy in 2022, the school will look at the new K-2 Literacy Syllabus and continue implementing explicit programs.

In numeracy K-6, the school will implement strategies developed in 2020 with an initial focus on Number Talks.

### What adjustments need to be made to the Strategic Direction?

School self assessment shows that we need to further embed the practices that were initiated in 2021.

### Progress towards achieving improvement measures

---

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

Annual progress measure	Progress towards achievement
<p>Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Reading in Years 3-5 from 45.5% in 2019 to lower bound system negotiated target 45.8% and upper bound target 50.8%</p> <p>Uplift 2021 towards upper bound = 2%</p>	<p>42.25% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress yet to be seen towards the annual progress measure. This is a decrease of 3% from 2019 and an increase of 4.89% from baseline.</p>
<p>Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Numeracy in Years 3-5 from 27.3% in 2019 to lower bound system negotiated target 37.3% and upper bound target 42.3%</p> <p>Uplift required for lower bound = 5% (system negotiated target baseline)</p>	<p>31.91% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress towards the annual progress measure. This is an uplift of 4.64% from 2019 and 2.58% from baseline.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5 from 66.7% in 2019 to lower bound system negotiated target 63.8% and upper bound target 68.8%</p> <p>Uplift required for upper bound = 2%</p>	<p>The percentage of students achieving expected growth in reading has decreased slightly from 2019 to 66.07%. This achieved the lower bound target. This is an uplift of 7.59% from baseline.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5 from 65.3% in 2019 to lower bound system negotiated target 68% and upper bound target 75%</p> <p>Uplift required for lower bound = 2%</p>	<p>The percentage of students achieving expected growth in numeracy has decreased by 5% from 2019 to 60%, indicating progress yet to be seen towards the lower bound target.</p>
<p>The school monitors and reviews its curriculum provision to meet changing requirements of the students.</p> <p>Specifically K-2 = reading / 3-6 = numeracy</p>	<p>The school monitors and reviews its curriculum provision to meet changing requirements of the students.</p> <p>Curriculum /curriculum provision/sustaining and growing.</p>
<p>Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.</p>	<p>Students know when and why assessment is undertaken.</p> <p>Assessment/student engagement/delivering.</p>
<p>All support staff regularly collect school based data to ensure the individual growth of students.</p>	<p>All support staff are collecting school based data to monitor the individual growth of students. EG: MiniLit, MultiLit, PLAN2.</p>

## Strategic Direction 2: Excellence in Teaching

### Purpose

In order to ensure effective classroom practices occur consistently across the whole school, we will implement evidence-based Visible Learning strategies and build teacher capacity through collaboration, ensuring explicit teaching and feedback are commonplace in every learning opportunity.

### 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.

- Embed Explicit Teaching
- Develop a Feedback Culture
- Establish Collaborative Professionalism

### Resources allocated to this strategic direction

### Summary of progress

In 2021, Professional learning was delivered to staff on Visible Learning Shared Language of Learning. Staff worked in stage teams to embed Learner Dispositions and a shared language of learning. Staff surveys indicated that teachers have all reported a shared language of learning which has fostered a consistent class climate.

The Learner Dispositions have been applied across all Stages. Staff surveys indicated that teachers in all teams have utilised these sequences to support the development of students as Visible Learners that are empowered with metacognitive skills required to be engaged and active learners.

Staff surveys have reported that all Stages embedded LISC into Maths and English programs to increase Teacher Clarity.

Staff surveys have indicated LISC is being developed during collaborative planning sessions and is being applied across stages and classrooms. Stage 2 and 3 have indicated some use of co-construction strategies however this has not been applied with younger stages.

Collaborative planning sessions occurred weekly and were embedded as part of the school processes.

### To what extent have we achieved our annual progress measures?

The school has achieved its goals in explicit teaching and sees room to grow in the use of feedback. Strong staff collaborations have been established and teachers are working together to plan and program.

### What lessons have we learned to inform our next steps?

In 2022, the school will embed the visible learning shared language into school programs and continue to implement LISC into other areas of learning.

### What adjustments need to be made to the Strategic Direction?

This strategic direction will remain a school focus in 2022.

### 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
Improvement as measured by the School Excellence Framework:  <b>Teaching:</b>	Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

<ul style="list-style-type: none"> <li>• To move towards excelling in Effective Classroom Practice - Explicit teaching where the most effective evidence-based teaching methods optimise learning progress for all students across the full range of abilities and their learning improvement is monitored, demonstrating growth.</li> </ul>	Effective Classroom Practice/Explicit Teaching/Delivering
Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.	<p>Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.</p> <p>Effective classroom practice/Feedback/Delivering</p>
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.	<p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p> <p>Learning and Development/Collaborative Practice and Feedback/Sustaining and Growing.</p>



## Strategic Direction 3: Continuous Improvement

### Purpose

In order to drive continuous improvement in all aspects of our school, we will hold high expectations of each member of the school community and use data for regular and systemic monitoring of practice and planning to ensure that every child, every teacher and every leader is improving and maximising their potential every year.

### 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 to Inform Practice
- High Expectations
- Developing Leadership
- Attendance and Engagement

### Resources allocated to this strategic direction

### Summary of progress

In 2021, the school developed a strong Instructional Leadership team with a focus in K-1 in explicit teaching of reading and a numeracy focus in K-6 led by a non-executive Instructional Leadership team. Professional Learning was delivered in a collaborative way through shoulder to shoulder support and teacher expertise.

### To what extent have we achieved our annual progress measures?

Whole school processes in the use of data in teaching has been enhanced by our Instructional Leadership processes and there has been a firm focus on the delivery of NESA Compliant Curriculum through explicit teaching.

### What lessons have we learned to inform our next steps?

Instructional Leadership around literacy has expanded to K-2 and the numeracy team has continued to develop professional learning and implementation around programming.

### What adjustments need to be made to the Strategic Direction?

This strategic direction will remain a school focus in 2022.

### 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 review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning.	Teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning.  Data Skills and Use/Data use in Teaching/Delivering
There is demonstrated commitment within the school community that all students make learning progress.	There is demonstrated commitment within the school community that all students make learning progress.  Learning Culture/High Expectations/Moving towards Sustaining and Growing.
The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department	Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

of Education requirements, forming a sound basis for student learning.	Educational Leadership/Instructional Leadership/Sustaining and Growing.
Increase the percentage of students attending school at or greater than 90% from 81.5% lower bound system agreed target of 81.5% in 2021	The number of students attending greater than 90% of the time or more remains the same from 2019 and baseline.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve Reading and Numeracy Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Refugee student was supported through the EALD program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> If Refugee Funding is available it will be used to support the specific needs of Refugee students in classrooms.</p>
<p>Integration funding support</p> <p>\$116,837.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ramsgate Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve Reading and Numeracy Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted support through the employment of SLSOs who ran MiniLit and MultiLit programs and supported targeted students with identified needs within classrooms and on the playground. Data shows increase in student engagement in reading and greater access to curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Used to support identified students with additional needs.</p>
<p>Socio-economic background</p> <p>\$52,918.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ramsgate Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve Reading and Numeracy Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support Learning Support program implementation.</li> </ul>

<p>Socio-economic background</p> <p>\$52,918.00</p>	<p><b>The allocation of this funding has resulted in:</b> Greater equity for access to school activities and learning support where needs are identified.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Used for this purpose in 2022.</p>
<p>Aboriginal background</p> <p>\$5,116.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ramsgate Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve Reading and Numeracy Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Greater engagement for Aboriginal students with the curriculum and developed parent understanding around goals for student outcomes. Development of whole school programs to increase awareness around Sorry Day and Reconciliation Week.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Used to support the implementation of PLPs and ongoing cultural awareness.</p>
<p>English language proficiency</p> <p>\$260,902.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ramsgate Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve Reading and Numeracy Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EALD students meeting their learning goals and support for teachers in classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Utilised to continue supporting the learning goals of EALD students.</p>

<p>Low level adjustment for disability</p> <p>\$178,244.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ramsgate Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve Reading and Numeracy Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improvements for student learning and wellbeing as indicated by school based data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Utilised to continue to employ learning and support teachers and SLSOs for targeted students.</p>
<p>Literacy and numeracy</p> <p>\$18,490.66</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ramsgate Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve Reading and Numeracy Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The initiation of student growth in literacy and numeracy through improved programs in classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued in 2022.</p>
<p>QTSS release</p> <p>\$106,960.57</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ramsgate Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve Reading and Numeracy Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The employment of an Instructional Leader to support classroom teachers</p>

<p>QTSS release</p> <p>\$106,960.57</p>	<p>with research based programs and teaching strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Used to continue to employ an Instructional Leader.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ramsgate Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve Reading and Numeracy Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Allowing the program to strengthen teachers' classroom practice in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Used to continue the identified programs and development of teachers.</p>
<p>COVID ILSP</p> <p>\$135,208.07</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provision of support to approximately 75 students identified as impacted by COVID and needing specific support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Used to continue the targeted programs with a greater focus on Numeracy.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	277	277	302	289
Girls	264	260	267	253

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	93.3	95.1	94.7
1	94.7	92.5	95	93.3
2	93.9	94.6	95.1	93.8
3	94.6	93	95.6	93.9
4	94.4	92.9	93.2	93.4
5	93	94.1	94.2	91.9
6	92.2	90.1	95	92.9
All Years	93.8	93.1	94.8	93.5
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.74
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	3.96

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	865,570
<b>Revenue</b>	5,248,903
Appropriation	5,040,183
Sale of Goods and Services	4,293
Grants and contributions	200,440
Investment income	773
Other revenue	3,215
<b>Expenses</b>	-5,438,493
Employee related	-4,873,624
Operating expenses	-564,869
<b>Surplus / deficit for the year</b>	-189,590
<b>Closing Balance</b>	675,980

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	117,600
<b>Equity Total</b>	497,180
Equity - Aboriginal	5,116
Equity - Socio-economic	52,918
Equity - Language	260,902
Equity - Disability	178,244
<b>Base Total</b>	3,875,765
Base - Per Capita	140,268
Base - Location	0
Base - Other	3,735,497
<b>Other Total</b>	298,045
<b>Grand Total</b>	4,788,591

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

## School performance - NAPLAN

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

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

## Student Satisfaction Survey

In 2021, students from Years 4-6 were surveyed using the Student Outcomes and School Climate TTFM Survey. A school strength was expectations for Success and Advocacy at School where the school was above statistically similar schools. An area for future focus was Sense of Belonging where 70% of students noted a strong sense of belonging compared to the state's 81%. 96% of students overall reported a positive sense of wellbeing.

Sense of Belonging has been impacted by COVID lockdowns and students noted that they found sport opportunities to be positive, while the cancelling of Extra Curricular activities was an area of student concern.

The survey showed interest and motivation for students was below state norm (71% = school, 78% = state), while 81% of our students tried hard to succeed in their learning.

Students were asked about Explicit Teaching and Feedback which are school strategic priorities. Students noted that there is still work to be done where teachers set clear goals for learning and establish expectations, check for understanding and provide feedback. This remains a school priority, especially for Years 3-6.

Only 23% of students reported incidents of bullying compared to 36% of the state. 82% of students know where to seek help. This was a school strength.

Students noted positive student/teacher relationships and 90% of students can pursue goals to completion, even when faced with obstacles.

## Parent/caregiver Satisfaction

2021 was very disrupted due to Covid restrictions which had a great impact on parent participation within the school but an increase in parental support for teaching and learning. The large majority of parents were appreciative of the clarity of *Learning from Home* activities and the level of support provided by classroom teachers. Check in calls to parents from support teachers were highly valued and often highlighted difficulties faced by families as they struggled to manage the complexities of working from home whilst supporting their children's learning needs. The school received a large amount of positive feedback from parents via email to the school and social media posts regarding well-being packs sent to parents at the end of term 2. This helped maintain a sense of contentedness and empathy. Many parents, particularly those of older students voiced frustration and dissatisfaction regarding restrictions that impacted extra curricular activities and events such as school camps, excursions etc. P&C meetings were held virtually and attendance was consistent with face to face meetings.

## Teacher Satisfaction

Teachers reported that 2021 highlighted the collective strength of staff, it was a great example of collaborative practice. They were extremely happy with the level of support that they were able to offer students during the lock down. They felt proud of the high-quality of lessons and the contentedness they were able to maintain with their students. They were appreciative of the scheduled opportunities for collaborative professionalism and aligned this with the ability to meet student needs. Teachers were disappointed that there were not enough opportunities or programs to cater for individual needs during on-line learning, in particular for those students with high learning support needs. Strong leadership was a strength and leaders were praised for their focus on promoting collaboration and staff well-being. Teachers felt very connected to parents, largely due to structured communication processes. However, they reported that for many parents, 2021 was a year of disconnection and this was largely due to barriers around face to face communication.

# 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.