

2021 Annual Report

Muswellbrook South Public School



"Building Solid Foundations for Life"

3876

Introduction

The Annual Report for 2021 is provided to the community of Muswellbrook South 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

Muswellbrook South Public School
Maitland St
Muswellbrook, 2333
<https://muswellbrs-p.schools.nsw.gov.au>
muswellbrs-p.school@det.nsw.edu.au
6543 1896

School vision

Everyone in our school community is inspired to improve, feels cared for, is valued, and is supported to find purpose in their lives.

School context

Muswellbrook South Public School is located in the Upper Hunter and has an enrolment of 520 students in 2021 which includes an enrolment of 180 Aboriginal students.

Muswellbrook South Public School employs two full-time instructional leaders, which has enabled strong professional development for staff in literacy and numeracy. There is a mix of experienced and early career teachers, working collaboratively to provide quality teaching and learning for all students, including those in the 22 mainstream and 7 support classes.

Extra-curricular opportunities in sport and the creative and performing arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan.

Through our situational analysis, we have identified a need to use explicit teaching practices that ensure all teachers clearly show students what to do and how to do it. Further work will need to occur around how teachers collect and analyse student assessment data to measure the impact of their teaching and monitor student growth.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Departmental support staff will be utilised to build understanding on how to do this successfully and the leadership team will lead much of this work in the school.

Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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

To maximise student learning outcomes in literacy and numeracy through evidenced based practices that are responsive to the individual learning needs of all students.

Initiatives

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

- Effective classroom practice
- Data skills and use

Resources allocated to this strategic direction

Socio-economic background: \$547,420.00

Professional learning: \$15,000.00

Early Action for Success (EaFS): \$274,420.80

Aboriginal background: \$105,000.00

Literacy and numeracy intervention: \$105,951.00

English language proficiency: \$3,649.00

Summary of progress

Our focus in 2021 was on explicit teaching and data skills and use.

This involved professional learning in numeracy and reading, and refinement of the whole school teaching sprints process.

As a result :

- The percentage of Aboriginal students achieving results in the top 3 NAPLAN bands in numeracy and reading exceeded our annual targets.
- Growth in reading is above targets.
- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of 'Effective classroom practice'.

Next year our focus will be:

- Increasing the percentage of students in the top 2 skill bands in numeracy and reading.

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 proportion of students achieving in the top 2 NAPLAN numeracy bands by 3%.	In numeracy, there was an increase in the number of students in the top 2 skill bands of 0.2% against the baseline target.
Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school's lower bound system-negotiated target.	Reading data indicates 17.7% of students are in the top 2 skill bands, which is 3% below baseline data.
Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 3%.	There was a 6.5% increase above baseline data in the number of Aboriginal students achieving results in the top 3 NAPLAN bands in numeracy.
	There was a 4.1% increase above baseline data in the number of Aboriginal students achieving results in the top 3 NAPLAN bands in reading.

<p>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system-negotiated target.</p>	
<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy by 4% from system-negotiated target baseline.</p> <p>Increase the percentage of students achieving expected growth in NAPLAN reading by 2% from system-negotiated target baseline.</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy was 13% above the baseline.</p> <p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy was 1.7% less than the baseline target.</p>
<p>SEF self-assessment in the element of 'Effective Classroom Practice', in the theme of 'Explicit teaching' indicate improvement from Delivering to Sustaining and Growing.</p> <p>SEF self-assessment in the element of 'Data Skills and Use', in the theme of 'Data literacy' indicate improvement from Delivering to Sustaining and Growing.</p> <p>SEF self-assessment in the element of 'Assessment' in the theme of 'Summative assessment' indicate improvement from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of 'Effective classroom practice'.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of 'Data skills and use' while the element of 'Assessment' in the theme of 'Summative assessment', has remained at sustaining and growing.</p>

Strategic Direction 2: Wellbeing

Purpose

There will be a planned approach to whole school wellbeing processes that support high levels of wellbeing and engagement, ensuring that students and staff are able to connect, succeed, thrive and learn.

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.

- Whole school approach to wellbeing
- Learning and development

Resources allocated to this strategic direction

Socio-economic background: \$368,000.00

Aboriginal background: \$206,160.00

Low level adjustment for disability: \$115,000.00

Location: \$11,600.00

QTSS release: \$109,000.00

Professional learning: \$35,800.00

Summary of progress

Our focus in 2021 was on wellbeing, attendance, and learning and development.

This involved refining whole school attendance systems, professional learning in evidenced-based wellbeing programs, and restructuring release from face-to-face procedures.

As a result :

- Staff wellbeing indicators are above our targets.
- Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of 'Learning and development'.

Next year our focus will be:

- Increasing the number of students attending 90% of the time.
- Increasing students' sense of belonging.

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
TTFM Wellbeing data demonstrates improvement in wellbeing targets.	Overall student wellbeing was 82.39% as recorded on the Tell Them From Me student survey, demonstrating progress yet to be seen toward the lower bound target.
SEF assessment of the element Learning and development show improvement from Delivering to Sustaining and Growing, with a focus of improvement in the theme of collaborative practice and feedback. PMES Learning and development shows improvement and exceeds department norms with a focus on improvement in staff receiving training	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of 'Learning and development' while the themes of 'Collaborative practice and Feedback' has remained at sustaining and growing. While there was a slight decrease of 4% on the PMES question "I have received the training and development I need to do my job well", school results are 7% above department norms.

and development needed to do their job well.	
Increase the percentage of students attending school more than 90% of the time by 2.5%, or above.	In 2021, there was a 1.2% decrease in the number of students attending school 90% or above.
SEF assessment element Wellbeing shows improvement in the percentage of students who find advocacy with staff. PMES Wellbeing will show an increase of 2%	Self-assessment against the School Excellence framework shows the theme of 'Caring for students' to be sustaining and growing. The 2021 People Matters Employee Survey showed an increase of 6% in staff wellbeing.

Strategic Direction 3: Educational leadership

Purpose

School leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning. Leaders foster a school-wide culture of high expectations and a shared sense of responsibility for student learning.

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.

- Instructional leadership
- Community engagement

Resources allocated to this strategic direction

Socio-economic background: \$208,000.00

Literacy and numeracy: \$16,000.00

School support allocation (principal support): \$28,800.00

Summary of progress

Our focus in 2021 was on instructional leadership and community engagement.

This involved the development of an instructional leadership model and increased communication with the school community.

As a result :

- In 2021 the 'Partners in Learning' Parent Survey Report shows improvement in 6 of the 7 key themes.
- Self-assessment against the School Excellence framework shows the element of 'Educational leadership' to be sustaining and growing.

Next year our focus will be:

- Implementation of the instructional leadership model.

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
SEF assessment in the element Educational Leadership indicates Sustaining and Growing across all themes.	Self-assessment against the School Excellence framework shows the theme of 'High expectations' to be sustaining and growing. Self-assessment against the School Excellence framework shows the theme of 'Community engagement' to be sustaining and growing.
TTFM parent survey data shows improvement.	In 2021 the 'Partners in Learning' Parent Survey Report shows improvement in 6 of the 7 key themes.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$134,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Muswellbrook South 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$1,123,420.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Muswellbrook South 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"> • Learning and development • Whole school approach to wellbeing • Instructional leadership • Effective classroom practice • Data skills and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through reading and numeracy to support student learning <p>The allocation of this funding has resulted in: growth in NAPLAN reading was 12.3% above the SSSG and 18.7% above State. NAPLAN writing average scaled growth was above both SSSG and DOE. Numeracy average scaled growth was 106, 12 points higher than SSSG & 14 points higher than State. Students at or above expected growth 57% is 12 points higher than SSG & the same as State.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support teachers to developing formative assessment skills, analyse</p>

<p>Socio-economic background</p> <p>\$1,123,420.00</p>	<p>student assessment data and adjust teaching and learning programs to meet the needs of students.</p>
<p>Aboriginal background</p> <p>\$311,160.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Muswellbrook South 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"> • Whole school approach to wellbeing • Data skills and use <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: a greater percentage of Aboriginal students were in the top 2 bands than non-Aboriginal students in NAPLAN reading and writing. The gap between the percentage of students in the top 2 bands in NAPLAN numeracy reduced since 2019.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$4,649.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Muswellbrook South 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 skills and use • Other funded activities <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 <p>The allocation of this funding has resulted in: 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: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs).</p>
<p>Low level adjustment for disability</p> <p>\$384,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Muswellbrook South 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</p>

<p>Low level adjustment for disability</p> <p>\$384,000.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$11,600.00</p>	<p>The location funding allocation is provided to Muswellbrook South 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"> • Whole school approach to wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: the development of systems and procedures to support improved attendance.</p> <p>After evaluation, the next steps to support our students with this funding will be: the creation of an attendance team to support teachers to monitor and respond to attendance concerns.</p>
<p>Early Action for Success (EAfS)</p> <p>\$274,420.80</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Muswellbrook South Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams <p>The allocation of this funding has resulted in: the implementation of learning sprints across the whole school.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Early Action for Success (EAfS)</p> <p>\$274,420.80</p>	<p>funding will be: professional learning for teachers to use formative assessment strategies, focusing on learning intentions and success criteria.</p>
<p>QTSS release</p> <p>\$109,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Muswellbrook South 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"> • Learning and development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: teachers indicate strong levels of job satisfaction - 88% agree with 'My job gives me a feeling of personal accomplishment.' Teachers reports strong understanding of evidence based teaching strategies</p> <p>After evaluation, the next steps to support our students with this funding will be: the development of an instructional leadership model to provide teachers with high quality feedback on their pedagogy.</p>
<p>Literacy and numeracy intervention</p> <p>\$105,951.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Muswellbrook South 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 skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • 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 • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$385,466.00</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>COVID ILSP</p> <p>\$385,466.00</p>	<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] • employing/releasing teaching staff to support the administration of the program • employing/releasing staff to coordinate 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. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Literacy and numeracy</p> <p>\$16,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Muswellbrook South 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"> • Instructional leadership <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 • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: high quality feedback and support provided to teachers, leading to improvements in pedagogy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support teachers in analysing student assessment data to measure the impact of their teaching.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	308	305	278	282
Girls	233	253	229	236

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.8	88.7	89.5	87.1
1	89.5	89.6	89.3	86.9
2	88.9	88.7	91.4	88.9
3	90.7	89.4	90	87.3
4	89.3	89.9	89.9	87.5
5	88.3	89.1	89.8	85.7
6	85.5	85.8	90	85.5
All Years	89.2	88.8	90	87
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	22.66
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	11.96

*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 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	571,385
Revenue	8,316,643
Appropriation	8,241,455
Sale of Goods and Services	6,098
Grants and contributions	68,805
Investment income	285
Expenses	-8,427,899
Employee related	-7,704,845
Operating expenses	-723,054
Surplus / deficit for the year	-111,256
Closing Balance	460,129

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	75,051
Equity Total	1,823,757
Equity - Aboriginal	311,112
Equity - Socio-economic	1,123,480
Equity - Language	4,649
Equity - Disability	384,515
Base Total	4,844,256
Base - Per Capita	135,584
Base - Location	11,640
Base - Other	4,697,031
Other Total	787,158
Grand Total	7,530,221

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

PMES - Teacher survey

The most improved areas were: flexible working, employee voice, senior managers, customer service, job satisfaction and wellbeing. Management of change is an area for development.

TTFM - Student survey

Students' responses show a positive trend in the areas of: values school outcomes, positive relationships and effort. A future focus area is 'sense of belonging'.

Partners in Learning - Parent survey

In 2021 the 'Partners in Learning' Parent Survey Report shows improvement in 6 of the 7 key themes.

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.