

2021 Annual Report

Marks Point Public School



3898

Introduction

The Annual Report for 2021 is provided to the community of Marks Point 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

Marks Point Public School

Findon St

Marks Point, 2280

<https://markspoint-p.schools.nsw.gov.au>

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

4945 4433



Student Executive 2022

School vision

At Marks Point Public School, we strive for excellence in an inclusive environment where every student maximises their potential through quality teaching and learning. Students, staff, families and community members work together as partners in learning to create a positive environment where every student is known, valued and cared for.

School context

Marks Point Public School is situated on Awabakal land on the eastern shore of Lake Macquarie and has a current enrolment of 137 students. Marks Point Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 123.

Twenty percent of our students identify as Aboriginal and 16% of our students require Individual Learning Plans to cater for disability. The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. A small portion of funds will be used to support other activities not embedded in this plan.

Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences. Our school has a combination of experienced and early career teachers. The school values its community, and is focused on maintaining and building strong partnerships with students, staff, parents and community.

The whole school community, involving students, staff and families were consulted in a thorough situational analysis followed by the development of the strategic improvement plan. Consultation was also conducted with the AECG (Aboriginal Education Consultative Group) to inform planning. Through 'Walking Together and Working Together' we will celebrate the successes of our students.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Structures will be embedded for teachers to collaborate, plan for and deliver quality differentiated instruction and explicit teaching.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. 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.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning for all.



Presentation Day 2021

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

We will maximise student learning outcomes in Reading and Numeracy by building strong foundations for academic success through data informed teaching and personalised 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.

- Data informed teaching
- Personalised learning

Resources allocated to this strategic direction

Literacy and numeracy: \$3,215.00

Socio-economic background: \$109,800.00

Professional learning: \$1,100.00

Integration funding support: \$151,318.00

Low level adjustment for disability: \$82,000.00

Literacy and numeracy intervention: \$35,670.00

Aboriginal background: \$45,750.00

Summary of progress

As part of our data informed teaching practices, we have engaged in Staged-based collaborative analysis of data and planning every 5 weeks. Professional learning focused on the What Works Best (WWB) 2020 document and completion of MyPL tasks, to further develop staff understanding of each area. Staff individually engaged in data collection practices to monitor student progress and to inform their teaching and learning program. Staff feedback indicated there was value in the opportunities to engage in robust professional dialogue and plan for the next 5 weeks of teaching. There needs to be further unpacking of specific WWB strategies directly connected to the use of data to inform practices. Staff regularly collected data on an individual basis with, collection of this being shared at Stage collaboration days. The impact of Stage-based data analysis was determined when we began to consider the practice of setting goals for the following 5 weeks in literacy and numeracy. The staff eagerly engaged in professional dialogue around data use and how this data informs their classroom practice. Staff collaborated to develop, implement and monitor individual learning plans for identified students. An additional 3-6 teacher was employed and worked collaboratively to implement authentic differentiated learning opportunities for students, to cater for the differing student abilities. Individual learning plans were developed for identified students and these were regularly monitored to ensure each student made progress in their learning. Our future directions are to embed the consistent collection of data and to engage in school-wide analysis of data. In 2022, we also plan to collect baseline data to monitor the implementation of new initiatives and to review, update and embed an effective assessment program.

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 in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Reading from a baseline of 26% towards 33.1%	53.33% of Year 3 students achieved in the top 2 bands for Reading,
Increase the proportion of students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Numeracy from a baseline of 20.1% towards 26.7%	57% of Year 3 students achieved in the top 2 bands for Numeracy, which is well above the set target. 16.67% of Year 5 students achieved in the top 2 bands for Numeracy, which is below the set target for 2021.
Increase the proportion of Year 5	60% of year 5 students achieved at or above expected growth in Year 5

students achieving expected growth in NAPLAN Reading from a baseline of 49.2% towards 57.9%	Reading, which is well above the set target of 54.3%.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy from a baseline of 43.2% towards 57.9%	70% of Year 5 students achieved at or above expected growth in Numeracy in 2021, which is well above the target of 46.3%
School self-assessment in the School Excellence Framework (SEF) element of 'Data skills and use' indicates improvement above <i>Delivering</i> .	School self assessment in the School Excellence Framework element of 'Data Skills and Use' placed the school at 'Sustaining and Growing,' achieving this target
School self-assessment in the School Excellence Framework (SEF) theme of 'Differentiation' indicates improvement above <i>Delivering</i> .	School self-assessment in the School Excellence Framework (SEF) theme of 'Differentiation' placed the school at 'Sustaining and Growing,' achieving this target.



Strategic Direction 2: Quality Practice

Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are collaborating effectively to embed evidence-based explicit teaching practice into their pedagogy.

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.

- Collaborative practice and feedback
- Explicit teaching
- Building staff expertise

Resources allocated to this strategic direction

QTSS release: \$20,939.00

Professional learning: \$17,920.00

Socio-economic background: \$0.00

Summary of progress

Classroom and intervention teachers were released from class to analyse student data and plan their next 5 week teaching cycle. Teachers identified students showing limited growth and targeted these students over the next 5 week intensive learning program. Literacy and numeracy programs were developed on a 5-week learning cycle and included formative and summative assessment practices. Staff utilised the collaborative planning days every 5 weeks to inform their teaching practice. Learning and Support Teachers conducted a gap analysis and identified specific syllabus outcomes as focus areas. Staff have a deeper understanding of formative and summative assessment practices and are able to utilise these to support their teaching and learning programs. Teachers worked with Learning and Support Teachers to target specific students and developed targeted individualised programs. In 2022, we will investigate how we provide feedback to students and how teachers receive student feedback about their learning. We will also consider diagnostic testing and using PLAN2 to record and monitor student progress. We will consolidate our work in this area in 2022 and commence work in Explicit Teaching to build staff expertise.

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 teachers surveyed from the <i>What Works Best</i> self-reflection tool about 'Collaboration' towards 23%.	71% of staff surveyed rated themselves at a 4 out of 5 for collaboration, with all other staff rating themselves at a 3.
Increase the proportion of teachers surveyed from the <i>What Works Best</i> self-reflection tool about 'Explicit teaching' towards 35%	42% of staff surveyed rated themselves at a 5 (out of 5) for explicit teaching with all other staff rating themselves at a 4.
School self-assessment of the School Excellence Framework (SEF) theme of 'Collaborative practice and feedback' indicates improvement above <i>Delivering</i> .	School self-assessment of the School Excellence Framework (SEF) theme of 'Collaborative practice and feedback' placed the school at 'Sustaining and Growing,' achieving the set goal.
School self-assessment of the School Excellence Framework (SEF) theme of 'Explicit teaching' indicates improvement above <i>Delivering</i> .	School self-assessment of the School Excellence Framework (SEF) theme of 'Explicit teaching' placed the school at 'Sustaining and Growing,' achieving this target.



Pat Conroy presenting the Student Citizenship Award

Strategic Direction 3: Connection and engagement

Purpose

Effective systems and processes are implemented to improve and support students, staff and the school community's connection and engagement with Marks Point Public School.

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.

- A planned approach to wellbeing
- Community engagement

Resources allocated to this strategic direction

Professional learning: \$5,045.00

6101: \$13,604.00

Aboriginal background: \$100.00

Summary of progress

Staff collaboratively developed Individual learning plans (ILP) and facilitated meetings for students with disabilities. These ILPs were implemented, reviewed and adjusted throughout the year. An ILP was developed for all identified students in Term 1. This created an opportunity for staff to set goals for students' growth and parents/carers were actively involved in the process in Term 1. The initial implementation of the process was well received by teachers and parents/carers and a genuine home-school relationship was developed. In 2022, we will revisit our PBL procedures and embed consistent language across the school. An additional SLSO will be employed to provide support for identified students.

To support community engagement, our SAO regularly updated Class Dojo, Skoolbag and Facebook platforms, celebrating school events. A breakfast BBQ and yarn for families and class teachers to develop PLPs strengthened community links. PLPs were reviewed and adjusted as required throughout the year. Swansea High School students attended the school fortnightly in Term 1 and 2 to teach didgeridoo, music and dance. Community feedback identified that community partnerships were strengthened through consistent communication and celebration of student success. The majority of Aboriginal families attended the BBQ and actively engaged in the PLP process. High school students appreciated the opportunity to share their culture and became mentors for the younger students. Parents/carers were discussing school events within the community and congratulating students on their achievements. TTFM results identified that all Aboriginal students felt a connection and belonging to their culture. The High School transition process was strengthened through the connection between high school students and our Year 6 students.

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
An increase towards 7% of students attending school > 90% of the time compared to baseline data.	67.7% of students have attendance above 90%. We have not met our target. This will be a focus in 2022.
An increase towards 8% compared to the baseline data from the TTFM Wellbeing survey (for sense of belonging, expectations for success, student advocacy).	Scout data shows 91.04% of students responded positively for wellbeing in the TTFM survey. This did not meet the target set and will continue to be a focus in 2022.
An increase towards 17% compared to the baseline data from the Family and Community Satisfaction survey.	Due to change of leadership, the survey was not undertaken in 2021. The School and Community survey will be undertaken in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$151,318.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marks Point 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"> • 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 • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Individualised support for identified students in their area of need, both in the classroom and playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional development for all staff in Trauma Informed Practice and Safety Intervention Training.</p>
<p>Socio-economic background</p> <p>\$109,800.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marks Point 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 informed teaching • Personalised learning • Collaborative practice and feedback <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 [program] to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Individualised support for identified students in their area of need. Staff capacity to differentiate has been built. Internal and external data sources show a continued upward trend in student growth and achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued staff development in differentiation of learning tasks and data informed practice. Forward planning of financial and human resources to maintain the level of support.</p>
<p>Aboriginal background</p> <p>\$45,850.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marks Point 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>Aboriginal background</p> <p>\$45,850.00</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"> • Personalised learning • Community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Breakfast BBQ and yarn for families and class teachers to develop PLP for Aboriginal students with focus on identifying and developing resources to support the literacy & numeracy learning outcomes. Planning for a 'yarning circle,' has begun, with funding put aside for this to happen in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: Streamlined PLP processes to ensure they are monitored throughout the year. Re-build connections with the Aboriginal community through the employment of an Aboriginal Consultant and Educator (ACE) in collaboration with the Galgabba CoS.</p>
<p>Low level adjustment for disability</p> <p>\$82,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Marks Point 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"> • Personalised learning <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 • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Identified students have been supported by the LAST and interventionist throughout the school year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Streamline the Learning and Support Team, with clearly defined roles.</p>
<p>Literacy and numeracy</p> <p>\$3,215.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Marks Point 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 informed teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: All staff have been provided with opportunities to collaborate with peers to drive data informed personalised learning.</p>

<p>Literacy and numeracy</p> <p>\$3,215.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continued collaboration days, with a focus on determining agreed practices in Literacy and Numeracy sessions that are high impact and evidence based.</p>
<p>QTSS release</p> <p>\$20,939.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marks Point 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"> • Collaborative practice and feedback <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 <p>The allocation of this funding has resulted in: The Assistant Principal has been provided with time to support class teachers in improving skills in data use and increasing staff capacity to differentiate learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Peer observations of effective practice and further feedback being provided by the Assistant Principal.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,670.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Marks Point 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"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: Identified students have been supported in literacy and numeracy at their point of need. Internal and external data sources shown a continued upward trend in student growth and attainment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Streamlined systems to support students at their point of need.</p>
<p>COVID ILSP</p> <p>\$93,414.00</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

COVID ILSP

\$93,414.00

- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
- development of resources and planning of small group tuition

The allocation of this funding has resulted in:

-the majority of the students in the program achieving significant progress towards their personal learning goals

-84% of students achieving learning progression sub-elements of phonological awareness and captured in PLAN2

-75% of students achieving their literacy learning progression goals

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

engagement of additional teaching staff and educators to continue small group tuition for identified students. Provide extensive professional learning opportunities for the educators, target specific content areas to support student achievement.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	78	75	68	72
Girls	73	76	80	80

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.7	96.1	95	87
1	89.8	92.8	91.7	92.9
2	93.8	93.3	92	92
3	95	94	90.7	91.1
4	93.8	94.5	90.8	88.2
5	95.1	93.8	87.8	89.2
6	92	94.8	92	86.1
All Years	93	94.1	91.1	89
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)	1
Classroom Teacher(s)	6.81
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.91

*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	380,195
Revenue	2,117,006
Appropriation	2,077,215
Sale of Goods and Services	5,183
Grants and contributions	33,567
Investment income	242
Other revenue	800
Expenses	-2,188,544
Employee related	-1,978,127
Operating expenses	-210,417
Surplus / deficit for the year	-71,538
Closing Balance	308,657

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	136,652
Equity Total	226,563
Equity - Aboriginal	45,854
Equity - Socio-economic	98,315
Equity - Language	0
Equity - Disability	82,393
Base Total	1,267,913
Base - Per Capita	36,484
Base - Location	0
Base - Other	1,231,429
Other Total	223,248
Grand Total	1,854,376

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.

Year 3

- 53.3% in the top 2 bands in Reading
- 26.7% in the middle 2 bands in Reading
- 20% in the bottom 2 bands in Reading
- 57.1% in the top 2 bands in Numeracy
- 28.6% in the middle 2 bands in Numeracy
- 14.3% in the bottom 2 bands in Numeracy

Year 5

- 27.8% in the top 2 bands in Reading
- 55.6% in the middle 2 bands in Reading
- 16.6% in the bottom 2 bands in Reading
- 16.7% in the top 2 bands in Numeracy
- 72.2% in the middle 2 bands in Numeracy
- 11.1% in the bottom 2 bands in Numeracy

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver

School and community surveys show an increased percentage of families feeling welcome at school above the baseline data of 63%.

Student

75% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 80%.

77% of the girls and 67% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 79% and for boys is 81%.

In this school, 93% of students had positive relationships. The NSW Govt norm for these years is 86%.

75% of students in this school were interested and motivated. The NSW Govt norm for these years is 77%.

In this school, students rated Effective Classroom Learning Time 8.3 out of 10. The NSW Govt norm for these years is 8.2.

The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school is greater than 90.8% (system negotiated target).

Teacher

In 2021 a teacher survey was not conducted, however this will be completed in 2022.

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.