

2021 Annual Report

Finley Public School



3945

Introduction

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

Finley Public School

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School vision

Finley Public School is an innovative school where our vision is to create 21st century learners in a safe and supportive environment, where every student is challenged and engaged in learning within a culture of high expectations. Our school aims for students to aspire and strive towards the highest possible learning in all areas of the curriculum and civic responsibility.

Through personalised learning, we develop the knowledge and skills necessary to be self-regulated and collaborative problem solvers in a local and global society.

The core values of respect, responsibility and learning underpin the vision for all at Finley Public School.

School context

Finley Public School is situated on traditional Aboriginal land in the Southern Riverina of New South Wales. Our school has an enrolment of 167 students in 2021, in 7 classes. The school provides a caring and nurturing environment for students where teachers and students have high expectations for success and work together to support students to fulfil their potential in all areas of learning and in life.

The student population is drawn from the township of Finley and local farming areas nearby. The school is situated in the township of Finley and has strong support from past students and parents, with many past students now parents or grandparents of the children at school. Finley has a population of approximately 2500 people. The school is an integral part of the local community.

Teaching, administration and support staff are passionate and dedicated in their roles. They are integrated within the wider community, building strong partnerships and a drive for success. Staff have been on a journey of school improvement to develop professional networks, implement support and targeted professional learning for staff. Staff work together to design and implement teaching and learning programs, with a focus on formative assessment, visible learning, critical thinking and creativity.

The school offers personalised learning, guided by the Learning and Support Team. There is a focus on improvement in literacy and numeracy as the foundations of learning and building blocks to future success. Students are challenged to achieve their personal best and are offered extension learning experiences in drama, debating, creative arts, sport, computers and robotics and music.

From our situational analysis and consultation with key stakeholders, our school has identified student growth and attainment, collaboration for teaching and learning and wellbeing for learning as focus areas. Each of these three areas builds on the previous work of our school to improve student outcomes.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in Literacy and Numeracy we will use evidence based practices to plan for differentiated teaching and learning delivery.

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.

- Explicit Teaching
- Data Driven Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$3,485.37

Literacy and numeracy intervention: \$23,544.78

Location: \$215.82

Professional learning: \$22,015.96

Summary of progress

In 2021, the focus of this strategic direction was on the development of number sense and place value in numeracy and reading in literacy.

An additional classroom teacher was employed to allow executive to support staff by establishing a numeracy team with a focus on Stage 2. This team analysed student achievement data and surveyed staff to design and deliver targeted and personalised professional learning. Collaboratively, teachers were allocated time to share resources on what quality teaching in numeracy looks like, design and deliver lessons, observe each other's practice and provide professional feedback. Staff involved in this process, found this approach to be extremely valuable, reporting an increase in knowledge and expertise. This allocation was timetabled and embedded across the school to enable weekly targeted and personalised professional learning to occur. Post testing data was compared to that of the pre-program data, this data demonstrated growth in the attainment of number skills. However, due to unexpected changes in staffing and the impact of COVID-19, this progress was impacted in Terms 3 and 4, where the additional teacher was placed on class.

Next year, the focus of this initiative will be for the Assistant Principal, Curriculum and Instruction to continue this model of professional learning model, leading the delivery throughout the whole school in number sense and reading. Explicit professional learning will target the importance of analysing data to use this to inform class, group and individual learning.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|---|
| Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target. | NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading by 4.88% indicating progress yet to be seen toward the system negotiated target. |
| Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system negotiated target. | NAPLAN scores indicate a slight decrease in the percentage of students in the top two skill bands for numeracy by 6.85% indicating progress yet to be seen toward the system negotiated target. |
| Increase the percentage of students achieving expected growth in NAPLAN Reading to be trending upwards towards the system negotiated target. | The percentage of students achieving expected growth in reading has decreased indicating progress yet to be seen toward the system negotiated target. |
| | |

Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be trending upwards towards the system negotiated target.

The percentage of students achieving expected growth in numeracy has decreased indicating progress yet to be seen toward the system negotiated target.

Strategic Direction 2: Collaboration for teaching and learning

Purpose

In order to maximise student learning outcomes for every student we will use a collaborative approach to student learning, focusing on the use of evidence based teaching strategies.

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.

- Collaboration
- Educational Leadership

Resources allocated to this strategic direction

QTSS release: \$30,944.57

Summary of progress

The focus of this strategic direction was on planning for developing effective collaborative practices in 2021. Collaboration time was allocated for all staff to implement best practice models that centre first and foremost on students' needs and improve learning outcomes. Due to COVID-19 and the impact it had on the school, this was placed on hold after Term 1, where the collaboration time was collapsed due to challenges around maintaining classroom teachers.

Provisions for educational leadership through instructional leadership with executive staff was established through triads. However, due to the impact of COVID-19 and staffing across the school, this did not eventuate.

Next year the focus of this initiative will be to reinstate collaboration time in the timetable and provide explicit guidance through the Assistant Principal Curriculum and Instruction (APCI) to implement instructional leadership strategies across the whole school; this will be for both teaching and non-teaching staff. This process will also be a part of the Performance and Development Plan for staff. With COVID-19 restrictions being eased in 2022, teachers will continue to build upon developing collaboration and consultation with our families, Department of Education personnel, external therapist providers through NDIS and other stakeholders, to improve student personalised learning and support learning plans and other relevant plans to support student learning. Through the guidance of the APCI, teachers will improve their knowledge and skills on reviewing current practices, collating, analysing and interpreting reading data to inform their teaching and learning programs.

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 |
|---|---|
| The school to be trending upwards towards Sustaining and Growing across the four themes of Educational Leadership in the School Excellence Framework Self-assessment. | Self-assessment against the School Excellence framework shows the element of Educational Leadership to be Sustaining and Growing. |
| The school to be trending upwards towards Sustaining and Growing across the four themes of Data Skills and Use in the School Excellence Framework Self-assessment. | Self-assessment against the School Excellence framework shows the element of Data Skills and Use to be Delivering. |
| The school to be trending upwards towards Sustaining and Growing across the four themes of Learning and Development in the School Excellence Framework Self-assessment. | Self-assessment against the School Excellence framework shows the element of Learning and Development to be Sustaining and Growing. |

Strategic Direction 3: Wellbeing for Learning

Purpose

In order to maximise student learning outcomes for every child at school we will engage students to have positive relationships at school and high expectations for success.

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.

- Positive Relationships
- A culture of high expectations

Resources allocated to this strategic direction

Summary of progress

The focus this year was on student wellbeing and providing opportunities for staff to engage in professional learning to support student wellbeing.

Teachers continued to build positive working relationships with families by making positive phone calls home at least once per term. The connection between school and home significantly increased in Term 3 when the school was impacted by COVID-19 and lockdowns. Staff increased the contact with families to weekly check-ins and provided a range of supports including Zoom lessons, home learning packages with materialistic resources provided, drive to some houses to deliver learning packages for families who were unable to attend the school, phone calls and lessons via Google Classroom. Families were offered extra furniture to provide work spaces at home for students to learn.

Due to the impact of COVID-19, with cancelled professional learning and the guidelines for social distancing, professional learning in the identified areas were placed on hold. For this reason, no funding was spent in this Strategic Direction. Parents and carers were surveyed on the support staff offered their children and families during the period of learning from home. These responses were analysed and evaluated and if this were to take place again, the school will provide families with the opportunity to borrow laptops and seek dongles for internet access for students to learn from home.

The next steps are to engage all staff in the use of Sentral to record incident data and to use this data to inform Positive Behaviour for Learning (PBL). Attendance will continue to be monitored and the school will consider a strategy to encourage students to attend school more regularly and improve explanations for absences.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|--|
| Increase the percentage of students will positive wellbeing by 3% from the system negotiated baseline (system negotiated lower bound target). | There has been a slight decrease in the percentage of students reporting positive wellbeing. |
| Increase the percentage of students with an attendance rate of 90% or more by 3% from the system negotiated baseline (system negotiated lower bound target). | The number of students attending 90% of the time or more has decreased. . |

| Funding sources | Impact achieved this year |
|--|--|
| <p>Integration funding support</p> <p>\$117,549.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Finley 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"> • Employment of staff to provide additional support for students who have high-level learning needs • Teachers to liaise with cares and stakeholders to develop and conduct regular reviews of student 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>\$77,990.96</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Finley 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy programs and initiatives to support identified students with additional needs • professional development of staff through Speech and Communication program to support student learning • employment of additional staff to support Speech and Communication program implementation. <p>The allocation of this funding has resulted in: improvement in communication for targeted students, resulting in achieving student growth in Speaking and Listening, as assessed against the Speech Pathologist assessment tool.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage with the Speech Pathologist to provide quality professional learning for non teaching staff to continue the program implementation.</p> |
| <p>Aboriginal background</p> <p>\$19,567.65</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Finley 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> |

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| <p>Aboriginal background</p> <p>\$19,567.65</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 equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: positive relationships being established between students and staff. An increase in engagement in writing was identified for 8% of Aboriginal students. This was impacted by COVID-19 restrictions and learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: for the employment of a staff member to focus on the engagement of families and students in the PLP process and, more importantly, conversations become more authentic.</p> |
| <p>English language proficiency</p> <p>\$2,516.74</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Finley 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"> • 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 • withdrawal lessons for small group (developing) and individual (emerging) support <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 continue to support our students by providing differentiated instruction through small group withdrawals and in class support.</p> |
| <p>Low level adjustment for disability</p> <p>\$90,641.36</p> | <p>Low level adjustment for disability equity loading provides support for students at Finley 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based interventions to increase learning outcomes <p>The allocation of this funding has resulted in: the school achieved 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:</p> |

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| <p>Low level adjustment for disability</p> <p>\$90,641.36</p> | <p>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>\$17,792.76</p> | <p>The location funding allocation is provided to Finley 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"> • Explicit Teaching • Other funded activities <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 • technology resources to increase student engagement <p>The allocation of this funding has resulted in: increased engagement for students across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: supporting the school to increase collaboration across the network of Assistant Principal Curriculum and Instruction and to overcome isolation.</p> |
| <p>Professional learning</p> <p>\$22,015.96</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Finley 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching mathematics and explore quantitative number / place value. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of quantitative number and place value.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p> |
| <p>Literacy and numeracy</p> <p>\$3,485.37</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Finley 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: enhanced student participation, engagement and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> |

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| <p>Literacy and numeracy</p> <p>\$3,485.37</p> | <p>the school will no longer receive these funds from the beginning of 2022.</p> |
| <p>QTSS release</p> <p>\$30,944.57</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Finley 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area of literacy and numeracy as identified.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$23,544.78</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Finley 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"> • Explicit Teaching <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 <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: the school will no longer receive these funds from the beginning of 2022.</p> |
| <p>COVID ILSP</p> <p>\$107,183.12</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 to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy. • providing targeted, explicit instruction for student groups in numeracy. • releasing staff to coordinate the program |

| | |
|---------------------------------------|--|
| <p>COVID ILSP</p> <p>\$107,183.12</p> | <p>The allocation of this funding has resulted in: the majority of the students in the Stage 2 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.</p> |
|---------------------------------------|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 80 | 85 | 85 | 89 |
| Girls | 96 | 82 | 77 | 73 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.7 | 94.5 | 95.8 | 92.6 |
| 1 | 94.1 | 94.3 | 96.1 | 93.6 |
| 2 | 92.6 | 94.3 | 94.5 | 94.7 |
| 3 | 94.5 | 89.6 | 94.1 | 92.1 |
| 4 | 91.1 | 92.4 | 93.5 | 92.4 |
| 5 | 93.2 | 89.2 | 91.3 | 88.2 |
| 6 | 92.6 | 91 | 91.4 | 92.4 |
| All Years | 93 | 92 | 93.7 | 92 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 6.17 |
| Literacy and Numeracy Intervention | 0.21 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 2.01 |

*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 | 182,614 |
| Revenue | 2,103,616 |
| Appropriation | 2,026,964 |
| Sale of Goods and Services | 266 |
| Grants and contributions | 75,324 |
| Investment income | 162 |
| Other revenue | 900 |
| Expenses | -2,162,289 |
| Employee related | -1,994,690 |
| Operating expenses | -167,598 |
| Surplus / deficit for the year | -58,673 |
| Closing Balance | 123,941 |

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 | 117,549 |
| Equity Total | 190,717 |
| Equity - Aboriginal | 19,568 |
| Equity - Socio-economic | 77,991 |
| Equity - Language | 2,517 |
| Equity - Disability | 90,641 |
| Base Total | 1,469,447 |
| Base - Per Capita | 39,936 |
| Base - Location | 17,793 |
| Base - Other | 1,411,719 |
| Other Total | 116,163 |
| Grand Total | 1,893,876 |

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

Parent/Caregiver

Feedback from our school community was sought at the end of Term 3 regarding the time students were learning from home. 61 responses were received. Results from this survey indicated that 93% of students engaged in learning from home and 21% attended school at some point during this time. When students were learning from home, 77% of students accessed learning through Google Classrooms, 93% through hard copy packs and 73% through zoom lessons. 73% of parents felt that their child was given "just enough" learning to do from home and 88% felt that the activities provided were at the appropriate level. Parents indicated they were satisfied with the level of communication from the school during the COVID learning from home period.

Teacher/Staff

In 2021, staff were encouraged to undertake the Department of Education's People Matter Employee Survey to assess their sense of wellbeing in their work environment. This survey indicated that 100% of staff felt that their job allows them to use a variety of skills, that their work makes a difference to their student outcomes and they have a strong sense of belonging to their school. It also indicated potential areas for future improvements in allowing staff extra time to complete their key roles, managing change in a more clear and focused manner and acting on results of survey data. Analysis of this data has been undertaken by the school and will be discussed with staff during 2022.

Student

In 2021, 70 students in Years 4-6 participated in the Tell Them From Me Survey (TTFM). This survey evaluates students engagement with school and their sense of wellbeing whilst at school.

The survey indicated that, while 94% of students had high expectations for success, there was a slight decline in students sense of belonging (66%) and advocacy (76%). This places students at Finley Public School on par or just above average wellbeing markers across the state. In 2022, a focus on improving students' sense of belonging will be a focus across the school.

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.