

# 2021 Annual Report

## Tempe Public School



3948

# Introduction

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

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Tempe Public School

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## School vision

At Tempe Public School we provide an inclusive, supportive environment that focuses on high expectations ensuring every student progresses to realise their optimal potential. We foster the wellbeing of students, staff and community through collaborative professionalism to cultivate an adaptive, innovative and continually improving school.

## School context

*Tempe Public School is an inner city school, with student enrolment numbers growing to 330 in recent years.*

*Tempe Public School celebrates and values diversity and draws from the many strengths of a culturally diverse community. We are the hub of the community we serve.*

*Our school offers a quality education in a caring, inclusive environment, that promotes fairness and respectful relationships where students feel safe and happy. Committed teachers provide challenging learning programs for all students through comprehensive differentiated curriculum. The staff are dedicated to implementing targeted intervention and support, directed specifically towards identified social and emotional student needs.*

*A strong sense of community exists at Tempe Public School, where the wider school community are integral to the school's ability to continue to access, develop and maintain quality student learning experiences for all students.*

*The situational analysis process has informed our School Improvement Plan by identifying the need to re-frame feedback and data driving both student and teacher performance. The discrepancy between our internal and our external data will be addressed through high impact professional learning.*

*Through consultation with our community, the value of collaborating with parents was highlighted. The need to strengthen lines of communication and encourage parents to be partners in their children's learning through a culture of high expectation and shared vision for both students and the school as a whole will be a focus.*

## 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	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To achieve student growth and attainment, a dedicated focus towards numeracy and reading will inform decisions surrounding the collection and analysis of student achievement data, to enhance effective teaching, differentiated instruction and consistent monitoring of student progress.

### 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.

- Numeracy
- Reading

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$40,000.00  
**English language proficiency:** \$374.74  
**Low level adjustment for disability:** \$26,199.68  
**Socio-economic background:** \$3,396.38  
**Integration funding support:** \$10,000.00  
**Literacy and numeracy intervention:** \$10,000.00  
**Professional learning:** \$20,000.00

### Summary of progress

*Having thoroughly analysed the school Numeracy results from the previous three years, our aim for 2021 was to improve student learning outcomes. The external data used by the school clearly indicated a decline over the years, followed by small gains which were below expected growth. Internal data, along with teacher judgement, were used to triangulate how students were tracking. Professional Learning was planned to incorporate the effective teaching of Mathematics. The online platform of Essential Assessment was engaged in order to develop consistency across stages. Data entered into the Progressions is a true reflection of student achievement. Utilising Essential Assessment as a tool for consistency, Kindergarten began with the Number Strand and completed the pre-assessment, mid-assessment and post-assessment. Stage 1 successfully completed all strand pre-, mid- and post-assessments. In addition to the strand assessments, Stage 2 and 3 completed the fortnightly sub-strand assessments. Moving forward, the whole school assessment time frame will need to be reviewed and realigned to reflect current practice.*

*Our aim in 2021 for Reading was to improve student learning outcomes. We began by looking at the whole school English scope and sequence reflective of stages of learning specific to our students' needs with the whole school participating in various Synthetic Phonics instruction. Stage-based teaching teams reflected upon and refined current practice to respond to identified student needs. The year began with targeted professional learning relating to best practice in guided reading instruction. Positive feedback from teaching staff was received with staff feeling inspired to reflect on their teaching practice and experiment with suggestions made. Teachers began trialing shared learning programs and resources to enhance their teaching of guided reading. In stage teams, staff collated, input and analysed relevant Reading assessment data onto PLAN 2. Detailed data and growth analysis of each student, group, class and cohort within each strand and sub-strand was discussed and used to drive targeted student learning goals. The focus of Term 3 shifted to delivering engaging online Reading lessons across K-6 on the Google Classroom or Class Dojo platforms. Formal assessment processes in Reading were placed on hold, K-2 students continued their home reading program online with Reading Eggs as well as being provided with access to online decodable readers. Upon the return to face-to-face schooling priority was placed on student transition and well-being. When students had settled back into their classroom environment, benchmarking data was collected on all K-2 students and targeted 3-6 students. The majority of students demonstrated growth and progress.*

*Next year in this initiative we will continue to work at improving student learning outcomes in Reading and Numeracy by making accommodations and adjustments to support expected growth.*

### 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 numeracy to be above the system-negotiated target baseline of 31.3%	-SCOUT data analysis indicates percentage of students achieving in the top 2 bands of NAPLAN numeracy to be <b>36.75%</b> . This is <b>5.45%</b> above our target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 49.4%	-SCOUT data analysis indicates percentage of students achieving in the top 2 bands of NAPLAN reading to be <b>55.4%</b> . This is <b>6%</b> above our target.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 56.1%	-SCOUT data indicates percentage of students achieving expected growth in NAPLAN numeracy to be <b>59.3%</b> . This is <b>3.2%</b> above our target.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 67.0%	-SCOUT data analysis indicates percentage of students achieving expected growth in NAPLAN reading to be <b>56.4%</b> . This is <b>10.6%</b> below our target.

## Strategic Direction 2: Collaborative Learning Culture

### Purpose

To improve teacher practice and self reflection, a dedicated focus on developing a strong Collaborative Learning Culture will enable teachers to monitor, analyse and refine their practice to meet the learning needs of every student. Quality Teaching elements are evident within teaching and learning programs and additional initiatives.

### 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 Culture for Improved Practice
- Wellbeing

### Resources allocated to this strategic direction

**English language proficiency:** \$24,236.00

**QTSS release:** \$1,600.00

**Professional learning:** \$1,500.00

**Low level adjustment for disability:** \$8,542.24

### Summary of progress

*Our aim for 2021 was to improve practice through a truly collaborative culture and improve student and staff wellbeing, focusing on the development of effective teacher learning pods, deepening staff knowledge and practice of the Quality Teaching Model, implementing a Staff Wellbeing Improvement Plan Team (SWIPT) and a continued focus on student wellbeing.*

*Professional dialogue on effective teacher planning demonstrated the need to further develop data collection and analysis skills amongst staff. As a result, teacher learning pods were trialed throughout 2021 as a forum for staff to participate in consistent teacher judgement and collaborative data analysis to drive teaching and learning programs. Through professional discourse amongst the executive team as well as a response to professional readings, the executive participated in High Impact Professional Learning on embedding the Quality Teaching Model into classroom practice. Three rounds took place this year. The SWIPT was established to promote staff wellbeing and student wellbeing initiatives included social stories, online feedback and positive reinforcement during remote learning and Kindergarten and Year 6 transition programs.*

*Next year in this initiative we will continue these programs to further improve the collaborative learning culture of Tempe PS.*

### 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
10 - 25% of teachers collaboratively develop teaching and learning programs incorporating the Quality Teaching Model.	38.4% of teachers were involved in Quality Teaching Rounds throughout the year.  38.4% of teaching and learning programs incorporate the Quality Teaching Model.
Learning: Assessment and Student Performance Measures are validated as Delivering.  Teaching: Data Skills and Use & Learning and Development are validated as Delivering.	Learning: Assessment and Student Performance Measures are validated as Sustaining and Growing. This is beyond the expected annual progress measures.  Teaching: Data Skills and Use & Learning and Development are validated as Sustaining and Growing. This is beyond the expected annual progress measures.

<p>Leading: School Planning, Implementation and Reporting are validated at Sustaining and Growing.</p>	<p>Leading: School Planning, Implementation and Reporting are validated at Sustaining and Growing. This demonstrates we met the target.</p>
<p>The internal staff satisfaction survey indicates areas of improvement for staff wellbeing.</p> <p>Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be at or above Statistically Similar School Group (SSSG) by 2%.</p> <p>Over 50% of students are able to identify a known adult in the school they approach to provide advice, support and assistance to help fulfill their potential.</p> <p>Over 50% of staff achieve their planned PDP goals.</p>	<p>The internal staff survey indicates staff wellbeing has improved in the following areas:</p> <p>The proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging was slightly below Statistically Similar School Group (SSSG).</p> <p>76% of students are able to identify a known adult in the school they approach to provide advice, support and assistance to help fulfill their potential.</p> <p>All staff achieved their planned PDP goals.</p>
<p>Increase the percentage of students reporting feelings of Expectations for Success, Advocacy and Sense of Belonging at School above the system-negotiated target of 80.0%</p>	<p>The percentage of students reporting feelings of Expectations for Success, Advocacy and Sense of Belonging at School is 83.54%.</p>
<p>Increase the percentage of students attending school more than 90% of the time to be above the system-negotiated target of 80.2%.</p>	<p>Increased the percentage of students attending school more than 90% of the time to 88.30%, this is 7.56% above our target.</p>

## Strategic Direction 3: Partners in Learning

### Purpose

A firm commitment to continually collaborate with parents as agents of change will ensure we are meeting the needs of our community. Strengthened lines of communication will encourage parents to be partners in their children's learning through a culture of high expectation and a shared vision for both students and the school as a whole.

### 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.

- Connecting with our Community
- Connecting our Community to Country

### Resources allocated to this strategic direction

**Socio-economic background:** \$10,000.00

**Aboriginal background:** \$9,000.00

### Summary of progress

*Our aim for 2021 was to work towards improving the consistency of communication with our school community and increase community Connection to Country. Connecting with our Community focused on the inclusion of semesterly parent focus groups, the development of stage and school termly handbooks of information and the establishment of online communication protocols. Connecting our Community to Country focused on ensuring the Personalised Learning Student Pathways (PLSP) process were truly reflective of student cultural and family background and student need, formation of the Reconciliation Team, establishment of Yarn Circles and the design of the school foyer to reflect connectedness to Country.*

*Parent focus groups were placed on hold due to remote learning with one K-2 focus group taking place in Semester 1. Feedback from the session showed that parents were appreciative of the relevant information included in the stage and school handbooks and understood the need for consistency in communication across the school. The nature of online learning resulted in strengthened lines of communication with the school community in regards to learning expectations and engagement.*

*The Reconciliation Team organised and submitted the Nurragunnawali Reconciliation Action Plan (RAP) in consultation with staff and our Education Officer. Initiatives included Immersion Day involving the entire school participating in Aboriginal-based activities and working with external teams such as Wandana, Tribal Warriors, Wingaru and Aboriginal families from within our community.*

*Next year in this initiative we will continue these programs to further strengthen our partnerships in learning at Tempe PS. The Koori Kids Club program will focus on local Gadigal flora and the establishment of an outdoor learning space and monthly Yarn Circles will take place.*

### 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
Learning: Learning Cultures is validated at Sustaining and Growing.	Learning: Learning Cultures is validated at Excelling which is above our projected target.
Leading: Educational Leadership is validated at Sustaining and Growing.	Leading: Educational Leadership is validated at Sustaining and Growing. This is beyond the expected annual progress measure.
All classes represented by at least 1 family member in whole-school parent focus group.	A K-2 Parent focus group consisting of representation from 50% of classes occurred.
25% of families participate in parent TTFM survey.	The parent TTFM survey did not take place.

<p>.50% of First Nations families actively involved in the implementation of the unique heritage and culturally based learning opportunities provided by the school.</p>	<p>At least 50% of First Nations families were actively involved in the implementation of the unique heritage and culturally based learning opportunities provided by the school.</p>
<p>Formation of committee to develop reconciliation strategies and programs.</p>	<p>Reconciliation Team was formed and developed Reconciliation strategies and programs.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$10,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tempe Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The engagement of a full time SLSO to support student learning in a variety of school settings.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The plan is to utilise future funding in the same way to support our students and their learning.</p>
<p>Socio-economic background</p> <p>\$13,396.38</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tempe Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connecting with our Community</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support the teaching and learning cycle.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The engagement of a additional classroom teacher for the year to reduce the number of students per class.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Moving forward, the plan is to continue to use this funding in a similar way next year.</p>
<p>Aboriginal background</p> <p>\$9,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tempe Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connecting our Community to Country</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engagement with community Elders to support the development of cultural competency, incorporating visual representation throughout the school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Further engagement with Community Elders to ensure staff build on their</p>

<p>Aboriginal background</p> <p>\$9,000.00</p>	<p>understanding of Country in order to increase representation of culture across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued interactions and consultations with Community Elders is planned to occur next year.</p>
<p>English language proficiency</p> <p>\$24,610.74</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tempe Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Culture for Improved Practice</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional classroom teacher to support the delivery of school teaching and learning programs as well as support the delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increased number of staff being made available for the implementation of teaching and learning programs across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the continuation of additional staff engaged across the school.</p>
<p>Low level adjustment for disability</p> <p>\$34,741.92</p>	<p>Low level adjustment for disability equity loading provides support for students at Tempe Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging staff in professional learning to build capability in meeting the numeracy needs of students through rigorous data collection and analysis</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all staff utilising the professional learning to enhance their collection strategies and analysis of numeracy data</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued use of the Essential Assessment data collection and analysis platform</p>
<p>Literacy and numeracy</p> <p>\$40,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tempe Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Literacy and numeracy</p> <p>\$40,000.00</p>	<ul style="list-style-type: none"> <li>• employment of an additional classroom teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> reduced numbers of students in Stage 3 classes, allowing for greater engagement in the teaching and learning cycle</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to engage an additional staff member to reduce class sizes</p>
<p>QTSS release</p> <p>\$1,600.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tempe Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Culture for Improved Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> release for staff to participate in professional learning to build capacity in best practice</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the roll out of QTR was interrupted and future funding will be used to continue the QTR project across the school in the following year</p>
<p>Literacy and numeracy intervention</p> <p>\$10,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tempe Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased staff available to support the identified learning needs of students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continued engagement of additional staff</p>
<p>COVID ILSP</p> <p>\$71,537.34</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a teacher to deliver small group tuition to targeted students</li> </ul>

COVID ILSP

\$71,537.34

**The allocation of this funding has resulted in:**

an increase in Numeracy and Literacy results for identified students with an individual needs-based targeted program

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

continued engagement of additional teacher to target the identified needs of students and work with them in small groups / individually

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	164	156	147	145
Girls	159	166	173	186

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.9	94.8	94.9	96.1
1	92.8	91.5	92.1	95.2
2	94.2	94.8	90.3	95
3	95.2	93.8	91.9	94.5
4	93.9	95.2	91.9	93.6
5	93.1	93.1	93.4	93.9
6	94.6	93.3	94.1	95.1
All Years	94.1	93.8	92.6	94.7
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

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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)	4
Classroom Teacher(s)	16.22
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher ESL	0.2
School Administration and Support Staff	2.82
Other Positions	0.8

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

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

	2021 Actual (\$)
<b>Opening Balance</b>	607,537
<b>Revenue</b>	3,941,946
Appropriation	3,816,677
Sale of Goods and Services	1,138
Grants and contributions	123,640
Investment income	492
<b>Expenses</b>	-3,958,704
Employee related	-3,533,010
Operating expenses	-425,695
<b>Surplus / deficit for the year</b>	-16,758
<b>Closing Balance</b>	590,779

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	20,459
<b>Equity Total</b>	212,408
Equity - Aboriginal	10,769
Equity - Socio-economic	13,396
Equity - Language	75,018
Equity - Disability	113,225
<b>Base Total</b>	2,473,798
Base - Per Capita	78,885
Base - Location	0
Base - Other	2,394,913
<b>Other Total</b>	932,943
<b>Grand Total</b>	3,639,608

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Parents and Carers were invited to participate in focus groups to establish the satisfaction levels regarding the communication processes employed by the school. The first of 4 planned focus groups occurred with valuable data being gathered. Unfortunately, due to public health orders the remaining 3 were unable to proceed.

Stage specific Handbooks were developed and shared with parents each term. These handbooks outlined curriculum covered, general school information, stage specific information and also provided parents with the planned weekly stage routines.

Students were given the opportunity to participate in the Tell Them From Me survey twice during the year. Due to the effects of a rather unprecedented year, coupled with the small window available to complete the second survey, it was understandable that the students expressed their feelings and this reflected a slight decrease in engagement and motivation.

Teachers completed a voluntary well being survey that informed the practice of the school Staff Well being Improvement Project Tempe (SWIPT) team.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.