

2021 Annual Report

Woollooware Public School



WOOLLOOWARE

PUBLIC SCHOOL

3957

Introduction

The Annual Report for 2021 is provided to the community of Woollooware 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.

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School vision

At Woollooware Public School we endeavour to be an inclusive educational community that inspires resilient, resourceful learners through a culture of high expectations.

School context

Woollooware Public School is located in the southern suburbs of Sydney and has a student enrolment of 509. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Our school is supported by a friendly and vibrant community. Great importance is placed on the development of the whole student in preparation for life in an ever changing world. The teaching of values and social skills is emphasised. It is intended that our students will grow with respect for the rights of others and an appreciation and better understanding of all cultures.

Extra-curricular opportunities in Sport and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff and parents have been consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. From our situational analysis, we have found that we need to look at Student Improvement [SI], Quality Teaching and Learning [QTL] and Professional Practice[PP].

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning [SI]. Further 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. Through various assessment tools eg. PAT, Check In, InitialLit and the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. [QTL] Professional Practice will be ongoing to ensure knowledge and expertise is gained and shared amongst colleagues.

Departmental support staff will be utilised to build understanding on how to do this successfully. The instructional leader will lead professional development to all staff to ensure each teacher confidently identifies and analyses the data and addresses the needs into their teaching programs. [PP]

Our work with individual students will be both proactive and responsive and will be 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.

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

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

Self-assessment and school achievement

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

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

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

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

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

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	Delivering
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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Some areas have shown some regression due to programs being put on hold or rescheduled because of Covid interruptions. It is hoped that progress will continue against these elements in 2022.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data informed teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Student Growth and Attainment

Resources allocated to this strategic direction

Integration funding support: \$50,798.00
Socio-economic background: \$24,633.00
Aboriginal background: \$9,256.00
Low level adjustment for disability: \$123,031.00
English language proficiency: \$15,824.00
New Arrivals Program: \$22,424.00
School Operational Funding 2021: \$19,692.00
Literacy and numeracy intervention: \$44,847.00
Literacy and numeracy: \$12,315.00
Professional learning: \$14,000.00

Summary of progress

In 2022 we were able to successfully implement our LaST / Covid ILSP [program, with an emphasis on InitialLit. We were also able to send staff to numeracy professional learning and we were able to address attendance plans. Focus groups were able to identify that we need to take the numeracy professional learning into classrooms and data showed that InitialLit is being successfully implemented.

- **Are our students improving in their growth and attainment in reading and numeracy?** NAPLAN reading data shows that we are maintaining reading achievement and that we have strong reading growth. Our InitialLit, MacqLit and MiniLit data show strong student growth in phonics and decoding. Numeracy has been identified for further professional learning and classroom interventions to enhance growth and attainment.
- **What has been the impact of our enhanced practices in explicit teaching and feedback for students and staff?** Explicit teaching in literacy, specifically in phonics, has resulted in increased decoding skills and fluency in reading. The school has identified the need to move towards more explicit teaching in numeracy and a focus on tracking student progress. We have also identified the need to track our high potential students against 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 two bands Reading from 51.4% in 2019 towards our lower bound target of 55.1% (upper bound 60.1%) Uplift = 2% (2021)	The proportion of students achieving in the top two bands in NAPLAN reading is 51.16% and this is a slight decrease from the lower-bound system negotiated target.
Increase the percentage of students achieving in the top two bands Numeracy from 45.1% in 2019 towards	The proportion of students achieving in the top two bands in NAPLAN numeracy is 34.11% and progress is yet to be seen toward the lower-bound system negotiated target.

our lower bound target of 48.8% (upper bound 53.8%) Uplift = 2% 2021	
Increase the percentage of students achieving expected growth Reading from 55.6% in 2019 towards our lower bound target of 61.1% (upper bound 66.1%) Uplift = 2% 2021	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased (from 55.56 in 2019 to 65.50%) toward our upper bound target. Uplift = 9.94%
Increase the percentage of students achieving expected growth Numeracy from 54.24% in 2019 to at or above our lower bound target of 56.9% (upper bound 61.9%) Uplift = 2%	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased (from 54.24 in 2019 to 43.33%). Progress toward our lower bound target is yet to be seen.
To establish the baseline of the percentage of targeted students achieving their individual learning goals/stage benchmarks so that equity gaps are closing.	There were 74 students catered for in reading support programs. 93% of these students achieved expected goals (Covid ILSP program students included) 29 students had individual learning plans. 92% of these identified students achieve their learning goals.
Establish the baseline of the percentage of students who achieved in the top two bands NAPLAN, meeting or exceeding expected growth in NAPLAN and/or PAT Assessments effect size equal to 0.4+.	Due to Covid disruptions, this intervention will be prioritised in 2022. High potential students were supported in their home learning through differentiated programs and individual project tasks.
The school monitors and reviews its curriculum provision to meet changing requirements of the students in reading and numeracy.	The school monitors and reviews its curriculum provision to meet changing requirements of the students - Curriculum - Curriculum Provision: Sustaining & Growing
To increase the percentage of students attending school greater than 90% of the time from 71.6% in 2019 towards our lower bound target of 86.3 (upper bound 91.3%). Uplift = 8% (in 2021)	The number of students attending greater than 90% of the time or more has increased by 8.2%.

Strategic Direction 2: Quality teaching & learning

Purpose

To promote students' ongoing improvement through evidence-based teaching and learning. This will support every student to make measurable learning progress and decrease gaps in student achievement.

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.

- Quality Teaching through Data Enhanced Practice

Resources allocated to this strategic direction

Professional learning: \$14,691.00

Summary of progress

In 2022 we were able to successfully develop a whole school assessment schedule and the executive team participated in a programming workshop. Key personnel were trained in HPGE, ready for implementation in 2022. The new assessment schedule has been successfully implemented across the school and we are now seeing more quality teacher programs.

- **What has been the impact of our enhanced assessment data use processes to improve teaching and learning?** Staff now have access to accurate data/information that they are able to interpret and use to plan learning. Teacher programs are NESA compliant and meet differentiation and adjustment requirements.
- **What has been the impact of our differentiation processes for students and staff?** Targeted programs for students with additional needs have been enhanced across all grades. There has been a specific emphasis on decoding through the implementation of Initialit, MiniLit and MacqLit and data shows that significant growth has been achieved.

The school has identified the need to focus closely on professional learning around explicit teaching in numeracy and the tracking of student growth. The school will continue to use PAT and check-in data to identify students requiring additional support.

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 promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.	Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Data Skills & Use - Data Literacy: Delivering
Strengthening the differentiation of curriculum delivery within classrooms for students with particular identified needs. The parents of affected students are advised about adjustments made.	Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made. Curriculum - Differentiation: Delivering
Identify the High Potential students accessing and experiencing talent development programs.	Due to Covid disruptions, this program will be prioritised in 2022. High potential students were supported in their home learning through differentiated programs and individual project tasks.
Teachers are skilled at explicit teaching techniques such as question and assessing to identify students' learning	Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Effective Classroom

needs, and use a range of explicit strategies to explain and break down knowledge.

Practice - Explicit Teaching: Sustaining & Growing

Strategic Direction 3: Professional practice

Purpose

Identified professional development priorities are underpinned by principles of high quality teaching with the aim to improve student learning. This will be achieved by supporting teacher professional practice through building capacity in line with the Australian Professional Standards for Teachers.

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.

- Improving professional practice

Resources allocated to this strategic direction

QTSS release: \$95,188.00

School Operational Funding 2021: \$41,544.00

Summary of progress

In 2022 we were able to successfully implement staff collaboratively working together through the ongoing development of resources for remote learning. Teaching staff completed the AISTL self assessment and the quality of PDP goals were enhanced through linking to the standards. Non-teaching staff also developed PDP goals related to individual needs and enhanced professional practices.

- What has been the impact of our enhanced collaborative practices to improve teaching and learning?**
Through collaboration, teaching and learning programs have been enhanced and a school scope and sequence of learning has been developed. PDP goals have been developed to reflect individual needs and linked to the schools strategic directions as well as the AITSL standards.
- What has been the impact of our educational leadership processes on the culture of the school?** Individual teacher expertise is being used to enhance professional learning across the school and there is a noted improvement in the collective efficacy and collegiality across the school. The executive team continues to thrive, pivoting through the challenges that the year has brought.

In 2022 the executive team will engage in the Covey professional learning "leadership at the speed of trust" (postponed from 2021). Negotiated classroom observations and teacher feedback will be enhanced in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.	<p>Due to Covid disruptions, this program will be prioritised in 2022. Stage teams collaborated through digital platforms to develop and implement remote learning lesson sequences.</p> <p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. The school is progressing towards Learning & Development - Collaborative Practice & Feedback: Sustaining & Growing</p>
The leadership team develops processes to collaboratively review teaching practices to affirm quality.	The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. Educational Leadership - Collaborative Practice & Feedback: Delivering
Establish the baseline of teacher responses from Tell Them From Me and specific areas for development.	This survey will be conducted in 2022.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,424.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Woollooware 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"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement EAL/D support to support identified students with additional needs • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: support for EAL/D students in classrooms, especially students in the New Arrivals Program.</p> <p>After evaluation, the next steps to support our students with this funding will be: We are not anticipating this funding to continue in 2022.</p>
<p>Integration funding support</p> <p>\$50,798.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Woollooware 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"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement Covid ILSP/LaST to support identified students with additional needs • provision of additional support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: students improving in reading fluency and decoding skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of InitiaLit, MiniLit and MacqLit. The Spell-It program will be introduced for Stage 2 and 3.</p>
<p>Socio-economic background</p> <p>\$24,633.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Woollooware 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"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement LaST program to support identified students with additional needs • provision of additional LaST support in the classroom and as part of differentiation initiatives

<p>Socio-economic background</p> <p>\$24,633.00</p>	<p>The allocation of this funding has resulted in: students improving in reading fluency and decoding skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of InitialLit, MiniLit and MacqLit. The Spell-It program will be introduced for Stage 2 and 3.</p>
<p>Aboriginal background</p> <p>\$9,256.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Woollooware Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <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 (LaST) to support Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: development of pathway documents and monitoring of progress for indigenous students. the development of a school acknowledgement of country, supported by local indigenous community members.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of support and monitoring for aboriginal students.</p>
<p>English language proficiency</p> <p>\$15,824.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Woollooware 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"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement EAL/D and LaST to support identified students with additional needs • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: students improving in reading fluency and decoding skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of InitialLit, MiniLit and MacqLit. The Spell-It program will be introduced for Stage 2 and 3.</p>
<p>Low level adjustment for disability</p> <p>\$123,031.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Woollooware 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</p>

<p>Low level adjustment for disability</p> <p>\$123,031.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: students improving in reading fluency and decoding skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of InitialLit, MiniLit and MacqLit. The Spell-It program will be introduced for Stage 2 and 3.</p>
<p>Literacy and numeracy</p> <p>\$12,315.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Woollooware 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"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff through the implementation of the InitialLit program to support student learning • equitable access to specialist resources <p>The allocation of this funding has resulted in: students improving in reading fluency and decoding skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of InitialLit.</p>
<p>QTSS release</p> <p>\$95,188.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Woollooware 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"> • Improving professional practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Further enhancing of teacher programming including scope and sequences and program evaluation and registration.</p> <p>After evaluation, the next steps to support our students with this funding will be: used to further develop program monitoring and evaluation. support of Stage 3 numeracy programs.</p>

<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Woollooware 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"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to implement LaST to support identified students with additional needs • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: students improving in reading fluency and decoding skills. provision of support for students through individualised learning plans.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of InitiaLit, MiniLit and MacqLit. The Spell-It program will be introduced for Stage 2 and 3. Continue SLSO individualised support.</p>
<p>COVID ILSP</p> <p>\$78,666.51</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"> • additional staffing to support identified students impacted by lockdown/Covid. <p>The allocation of this funding has resulted in: Both the MiniLit and MacqLit programs have shown to be programs that teach explicit skills and strategies to assist children to read.</p> <p>After evaluation, the next steps to support our students with this funding will be: This is the first year WPS have provided these worthwhile programs. In term 4 2021, the children in Years 2-5 have been assessed with a MiniLit /MulitiLit placement tests, WARL assessments, as well as evaluating /PAT/NAPLAN data. Students identified at risk will be placed into an intervention program - MiniLit or MacqLit focussing on word attack skills and fluency ready for 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	257	270	267	254
Girls	227	238	232	245

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.7	92.7	96.4	94.2
1	93.5	93.1	94.8	94
2	93.9	92.1	95.4	93.7
3	93.2	93.5	93.7	94.8
4	94	91.8	95.8	93.5
5	93.3	91.5	94.4	92.8
6	93.6	92.4	92.6	91.6
All Years	93.7	92.4	94.7	93.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.49
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

Staff type	Benchmark 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	932,099
Revenue	4,852,867
Appropriation	4,428,591
Sale of Goods and Services	176,022
Grants and contributions	246,600
Investment income	855
Other revenue	800
Expenses	-5,430,559
Employee related	-4,036,204
Operating expenses	-1,394,355
Surplus / deficit for the year	-577,692
Closing Balance	354,407

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	50,798
Equity Total	172,744
Equity - Aboriginal	9,256
Equity - Socio-economic	24,633
Equity - Language	15,824
Equity - Disability	123,031
Base Total	3,619,896
Base - Per Capita	123,012
Base - Location	0
Base - Other	3,496,884
Other Total	373,745
Grand Total	4,217,183

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

Student Satisfaction

In 2021, students completed the Tell Them From Me (TTFM) survey in semester 1, demonstrating positive advocacy at school and expectations for success above the NSW mean and statistically similar schools. 89% of students show both high advocacy and high expectations of success. It was noted that 'Sense of Belonging' was an area for further focus, possibly due to COVID disconnections.

Students were particularly keen for more opportunities for extra-curricular activities and identified that they show positive behaviour at school, above the NSW norm. Students identified that they try hard to succeed in their learning. Students identified that teachers set clear goals for learning, establish expectations, check for understanding and give feedback. Students feel that teachers are responsive to their needs and encourage independence with a democratic approach. They feel that they have someone at school who consistently provides encouragement and can be turned to for advice. 83% of students identify that they are proud of their school. Students set challenging goals for themselves in their learning and aim to do their best (well above NSW norms). 97% of students identify high levels of perseverance where they can pursue their goals, even when faced with obstacles.

Parent Satisfaction

The Tell Them From Me Parent Survey was completed by 38 respondents which is slightly lower than the number completed in 2020. The results are scored out of 10.

- Parents feel welcome when visiting the school with 7.9 out of 10 parents feeling they can easily speak with their child's teacher compared to the State norm of 7.4.

- 6.9 out of 10 parents also felt that their children's progress reports were easy to understand and they were immediately informed about their children's behaviour at school, whether positive or negative (7.2 out of 10 parents) as compared with the State norm of 6.6.

- Parents who identified as actively encourage their children to do well at school scored 6.4 out of ten as compared with the state norm of 6.3

- Parents also felt that teachers encourage their children to do their best work (7.8 out of 10) and expect homework to be done on time (7.3 out of ten) as compared to the State norm of 7.3.

It is also felt by the parents that our school supports positive behavior with 8.1 out of ten parents saying that teachers expect their children to be attentive in class and 8.9 out of ten parents feel that their children have a clear understanding about the rules for school behaviour. These are compared to a 7.7 State norm.

In terms of communication 98% of parents found the School Reports useful or very useful, with 100% of parents finding informal meetings with classroom teachers as being very positive and fruitful. In terms of useful communication about School News 100% of parents identified the School Newsletter as important communication tool. 79% of parents surveyed felt the School Website was somewhat, useful or very useful while 96% of respondents felt social media was in some way useful.

Staff Satisfaction

The Tell Them From Me survey was completed by 25 teachers on the eight drivers of student learning. The results are scored out of 10.

School leadership - 7.2 compared to the State norm of 7.1, Collaboration - 7.6 compared to 7.8, Setting high expectation - 8.5 and monitoring the progress of individuals - 8.7 compared to a State norm of 8.0. Data informing practice - 7.6 compared to 7.8 and Teaching strategies 7.8 as compared to a state score of 7.9

The area of Collaboration was an area which was identified by staff as needing further consideration (7.1 compared to a State norm of 7.8). They identified teachers giving helpful feedback to each other about their teaching and other teachers have shared their learning goals for students with others as two key areas for future development.

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.