

2021 Annual Report

Albion Park Rail Public School



4121

Introduction

The Annual Report for 2021 is provided to the community of Albion Park Rail 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

Albion Park Rail Public School
Gow Avenue Albion Park Rail NSW 2527
, 2527
www.albionpkr-p.schools.nsw.edu.au
albionpkr-p.school@det.nsw.edu.au
4256 1287

School vision

Albion Park Rail Public School pursues excellence and equity in education for all. Our staff nurture, inspire and challenge students to find joy and strength in knowledge, build their life and academic skills, and help them make sense of their world. The school focuses on working collaboratively as a productive learning community where all stakeholders feel connected, respected and value.

School context

Albion Park Rail Public School, located in Shellharbour City Council, currently caters for around 341 students including 23% Aboriginal and Torres Strait Islander enrolments. The school hosts 13 mainstream classes and a number of special education classes including two intellectually mild (IM), two Multi-Categorical (MC) classes and one Autism (AU) class.

Our school is supported in curriculum implementation with two Assistant Principal's Curriculum and Instruction that deliver tailored interventions in literacy and numeracy as well as focused professional learning for teachers to strengthen personalised learning for K-6.

Our school has a strong well being program underpinned by the core values of Safe, Respectful Learner. Students can participate in alternative education opportunities, an active Student Representative Council, electives and a pastoral care program.

Environmental education programs are a focus with an established poultry breeding program and sustainable gardens.

Technology is integrated throughout the school with computer hubs a mobile lab K-2, interactive whiteboards and tablets in every classroom. In 2022 we will have every student in Years 3-6 provided with a laptop that they will use over their four years in Primary.

Our school also hosts a School as a Community Center on the grounds which develops programs for children aged 0 - 8 years of age.

The school conducted a thorough Situational Analysis involving consultation with students, parents, carers, staff and the local AECG. The key findings of this analysis were that the school needs to improve students level of engagement in their learning and improve student attendance rates. Staff need to be up skilled in differentiating literacy and numeracy teaching to ensure all students make growth in their learning. The specific literacy skills that require further attention include reading comprehension and phonemic awareness. Student numeracy skills that require further attention are whole number and place value. Analysis of our schools experience during COVID -19 indicated that parents need more regular communication on the daily learning practice and families have a lack of access to technology in the home environment. These observations led to our three strategic directions of Growth and Attainment, Engagement and Wellbeing.

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

Self-assessment against the School Excellence Framework in the element of Learning shows the school currently performing at Sustaining and Growing.

Self-assessment against the School Excellence Framework in the theme of Teaching shows the school currently performing at Sustaining and Growing.

Self-assessment against the School Excellence Framework in the theme of Leading shows the school currently performing at Sustaining and Growing.

Strategic Direction 1: Student growth and attainment

Purpose

The purpose of Strategic Direction 1, Growth and Attainment is for all students to make the expected growth in Literacy and Numeracy for each year of learning. All staff will have the knowledge and skills to implement an effective teaching and learning cycle. Upon leaving Year 6, all students will have consolidated foundational numeracy and reading skills to successfully transition to a high school setting.

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.

- Literacy and Numeracy Professional Learning
- Measuring and analysing learning

Resources allocated to this strategic direction

Professional learning: \$72,583.26

COVID ILSP: \$254,682.84

Low level adjustment for disability: \$112,120.00

Early Action for Success (EaFS): \$171,512.97

Socio-economic background: \$252,801.25

English language proficiency: \$3,296.27

Literacy and numeracy: \$7,817.43

Literacy and numeracy intervention: \$58,861.95

Summary of progress

In 2021, Albion Park Rail employed the High Impact Professional Learning model to develop a Community of Practice for collective efficacy through relevant, engaging and collaborative processes. The Community of Practice hubs have promoted sharing of practical techniques and quality feedback to support Literacy, Numeracy and embedded formative assessment in professional learning across K - 6.

In 2021 collaborative literacy and professional learning (PL) was scaled down due to the focus on professional learning for behaviour to promote 'Creating Choice' theory at Albion Park Rail. This decision had implications especially with some staff on new stages.

In Semester 2, due to COVID, the delivery of professional learning was mainly through digital platforms, only PL in embedded formative assessment occurred for whole school during Term 4.

In 2022, our next steps will be to focus on mathematics through our engagement with Anita Chin's 'Inspired Mathematics' professional learning program, building the capacity of our teachers to deliver high-quality, differentiated lessons. Our literacy focus will be on the early years through the implementation of decodable readers and new curriculum. We will continue to consolidate our use of data, across a range of sources, to inform 'where to next' for our students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In Reading, increase % of students achieving top two bands beyond baseline system negotiated target.	4.96% increase from baseline data for students achieving top two bands.
In Numeracy increase % of students achieving top two bands beyond baseline system negotiated target.	6.3% decrease from baseline data for students achieving top two bands.
.	

<p>DATA</p> <p>All teachers use effective school wide systems to analyse, interpret and extrapolate data This is reflected in responsive teaching and learning programs with a focus on literacy.</p>	<p>All teaching staff up-skilled in the analysis of data through ongoing collaboration days.</p>
<p>NAPLAN Expected Growth</p> <p>Increase % of students achieving expected growth beyond baseline system negotiated target in reading.</p> <p>Increase % of students achieving expected growth beyond baseline system negotiated target in numeracy.</p>	<p>In reading, an increase of 5.5% from baseline data for students achieving expected growth.</p> <p>In numeracy, a decrease of 6.6% from baseline data for students achieving expected growth.</p>
<p>Increase % of Aboriginal Students in the top three bands in NAPLAN beyond baseline system negotiated target.</p>	<p>In numeracy, an increase of 4% from baseline data for Aboriginal students achieving top three bands.</p> <p>In reading, an increase of 7% from baseline data for Aboriginal students achieving top three bands.</p>

Strategic Direction 2: Engagement

Purpose

The purpose of Strategic Direction 2 is to engage all students with an innovative curriculum that encourages students to hold high expectations for their educational outcomes. Relationships will be strengthened with all stakeholders to support a sense of belonging.

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.

- Engaging Parents
- Engaging and innovative curriculum

Resources allocated to this strategic direction

Socio-economic background: \$172,847.20

Per capita: \$97,472.74

Aboriginal background: \$14,000.00

Summary of progress

The Community and Transitions team held regular meetings to plan for student transitions P-K and Years 6-7. Due to the COVID 19 pandemic school transitions were modified and took place later in Term 4 rather than throughout the year. The Schools as Community Centre (SaCC) was able to operate remotely with ZOOM online transition sessions, sing and grow, and online playgroups. Partnerships with outside agencies continued and strengthened in the past twelve months. A positive relationship with The Smith Family has continued in order to support our families, however the homework hub which was established at the start of the year has been placed on hold until the pandemic allows visitors on school grounds again. Parents and students provided positive feedback from the Homework Hub, which provided support with homework at school.

Some of our innovative and engaging curriculum plans were placed on hold as they were face to face, this included Wakkakiri. However, students were able to engage with their teachers online and experience extra-curricular activities across key learning areas. BYOD was not widely taken up in Term 1. The technology committee identified that a lack of devices in the school and lack of interest in BYOD across Years 3-6 was an issue, so the school invested significant funds into creating whole class laptop kits. The goal for 2022 is to have all students in Year 3-6 using a laptop every day. When school was face to face, students participated in weekly STEAM lessons with a specialist teacher. Students and the teacher have reported that the technology and robotics skills of students have improved over the twelve-month period.

Our next steps in 2022 will be to find innovative ways to engage our parents, ensuring we capture genuine feedback to strengthen home and school partnerships. Opportunities for students to participate in broad-ranging extra-curricular experiences to meet the needs of diverse learners. will continue to be reviewed and enhanced.

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
At least 10% of parents are involved in school activities	Unfortunately due to the COVID-19 pandemic parents were not permitted to enter the school to participate in activities
Our students hold high expectations for their educational outcomes, supported by parents, carers, families and the broader community. with an increase of 5% of students with aspirations of attending University.	Tell Them From Me data shows 50% of students identify as having aspirations to attend university.
25% of Aboriginal students feel good	Tell Them From Me data shows 90% of our Aboriginal students feel good

about their culture by active participation in Aboriginal initiatives that promote their culture. Staff are supported to embed Aboriginal perspectives in Teaching and Learning programs. to instill a sense of pride and belonging.	about their culture. 80% agree and strongly agree that their teachers understand their culture.
Continued development and review of systems and processes for community awareness and access to support networks for families in need.	Referrals made to outside agencies, Department of Communities and Justice (DCJ), Child Wellbeing Unit (CWU), The Smith Family and other agencies as necessary.
Maintain a high advocacy at school for students with an 2.5% increase in students identifying with a positive sense of belonging.	Tell Them From Me data shows 88% of students identifying as having a high advocacy at school. 99% identify with having expectations of success and 64% identifying a positive sense of belonging.
Increase of 2% of students interested and motivated in their learning. with students identifying their learning to be challenging their skills.	Tell Them From Me data shows 67% of students identify as being interested and motivated in their learning which is an increase of 2% from 2020.

Strategic Direction 3: Wellbeing

Purpose

The purpose of Strategic Direction 3 is to position our students to thrive and live fulfilling, productive and responsible lives by providing them with the knowledge, skills and values to make positive choices .

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.

- Comprehensive and proactive wellbeing programs
- Staff wellbeing and professional growth

Resources allocated to this strategic direction

Low level adjustment for disability: \$121,058.70

Socio-economic background: \$205,513.00

QTSS release: \$71,755.52

Integration funding support: \$187,906.00

Aboriginal background: \$113,431.00

Summary of progress

All staff engaged in High Impact Professional Learning this year with the focus being on Formative Assessment and Creating Change through Choice Workshops.

Twice a term the Instructional Leader, Deputy Principal and Assistant Principal K-2 ran workshops on the Embedded Formative Assessment modules. Sessions were interactive, provided staff with examples and opportunities to share knowledge, understanding and current and future practice. All staff were provided with the 'Embedded Formative Assessment' book which allowed them to engage in readings. All staff completed tasks between the sessions and were required to shared their tasks with staff on a digital platform. There was strong evidence in teaching programs and classrooms of staff using Learning Intentions (LI) and Success Criteria (SC) effectively with students being able to articulate both the LI and SC. Staff have also been experimenting with different ways to gain an understanding of how the students are progressing with their learning.

Each term, all staff, including teaching and non-teaching, staff were involved in twilight Teacher Professional Learning (TPL) sessions with 3C Consultancy. The focus for the sessions was on developing an understanding of the brain, the impact that trauma has on the brain and behaviour, regulation activities, and needs profiling of students. Learning also centered on aspects of choice theory and reality therapy. Each team, teaching and non-teaching staff met for half a day to complete more individualised learning that centered around supporting the students in their classes. Pre and post survey results have indicated the benefits of this professional learning and the impact it has had on teachers' understanding of the brain, trauma and how to best support all students to become regulated learners.

Our next steps in 2022 will be to provide additional, targeted professional learning to enhance the school's trauma-informed practices. Specialist programs will be identified to support our most complex learners. Positive Behaviour for Learning will support our revised processes and complement the implementation of the Inclusive, Engaging and Respectful Schools reform.

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
More than 30% of students will be able to identify a staff member who they can confidently turn to for advice and assistance.	In discussions with students, most are able to identify a staff member who they can confidently turn to for advice and assistance.
All staff monitor students and make timely referrals to the Learning and	Weekly Learning Support Team (LST) meetings occurred with all teachers regularly making referrals to the LST.

Support Team for any student at risk academically, socially, emotionally or behaviourally.	
The needs of almost all students are explicitly addressed in teaching and learning programs.	The staff are still working towards addressing all student needs in their teaching and learning programs.
Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.	Staff recognise that student wellbeing and engagement are conditions for learning.
20% of students have an individual profile.	We have less than 20% of students with individual profiles.
Increase the proportion of students attending 90% of the time from the baseline system-generated baseline (67.23%)	The number of students attending greater than 90% or more of the time is 53.69%.
Increase the number of staff who complete the People Matters Survey	This year all teaching and non teaching staff were encouraged to complete the TTFM. Time was given in Professional Learning Time for all staff to complete the People Matters Survey. This saw an increase in the number of participants from last year.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$187,906.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Albion Park Rail 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"> • Comprehensive and proactive wellbeing programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: all students being supported in their learning and behaviour with human and physical resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to embed supportive programs, maximising the use of funding, to ensure all students' individual needs are met.</p>
<p>Socio-economic background</p> <p>\$631,161.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Albion Park Rail 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"> • Engaging Parents • Literacy and Numeracy Professional Learning • Comprehensive and proactive wellbeing programs • Engaging and innovative curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement specialist programs to support identified students with additional needs • professional development of staff to support student learning • employment of additional staff to support program implementation. <p>The allocation of this funding has resulted in: individualised literacy and numeracy support, including learning goals for students with targeted teaching and learning programs in place. A supportive class structure with reduced class sizes has further ensured intervention and effective planning and resourcing across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide quality literacy and numeracy support and targeted intervention, with needs-based whole school planning and resourcing of teaching staff and programs.</p>
<p>Aboriginal background</p> <p>\$127,431.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Albion Park Rail 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"> • Comprehensive and proactive wellbeing programs

<p>Aboriginal background</p> <p>\$127,431.00</p>	<ul style="list-style-type: none"> • Engaging and innovative curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • strengthen relationships with OOHC agencies and carers by holding annual review meetings • providing families with links to outside agencies to gain support for students both at school and at home • use of Itinerant expertise to support staff and students in the school setting • continue links with the Smith Family in providing opportunities for students and their families to gain additional support, involvement in programs and establishing a Homework Hub for our students to access • parent workshops on topics of interest that support students and their families • ongoing support for our Aboriginal and Torres Strait Islander enrolments <p>The allocation of this funding has resulted in: Aboriginal students being supported through the PLP process and individual intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to implement PLP time so that our Aboriginal students' goals are monitored, reviewed and reset.</p>
<p>English language proficiency</p> <p>\$3,296.27</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Albion Park Rail 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"> • Literacy and Numeracy Professional Learning <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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: students being supported through small group intervention or in class support.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing small group intervention to support individual learning needs.</p>
<p>Low level adjustment for disability</p> <p>\$233,178.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Albion Park Rail 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"> • Literacy and Numeracy Professional Learning • Comprehensive and proactive wellbeing programs

<p>Low level adjustment for disability</p> <p>\$233,178.70</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Learning and support teachers working across Years 2 - 6 with major focus on literacy developing skills in fluency, assisting with gaps in phonic knowledge and word recognition and vocabulary. • 5 week targeted teaching programs based on individual learning goals. • Additional teaching staff to reduce class sizes <p>The allocation of this funding has resulted in: individualised learning and small group intervention for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued individual and small-group support for identified students.</p>
<p>Literacy and numeracy</p> <p>\$7,817.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Albion Park Rail 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"> • Measuring and analysing learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: students supported to work at stage-appropriate outcomes through differentiated teacher instruction, informed by data.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to analyse data with the support of the Assistant Principal's Curriculum and Instruction.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Albion Park Rail Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation

<p>Early Action for Success (EAfS)</p> <p>\$171,512.97</p>	<p>The allocation of this funding has resulted in: supported students in literacy and numeracy through small group and individual intervention and built the capacity of staff to deliver high-quality, explicit teaching. sequences.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue intervention and learning support with both in class and small group support, and models of professional support to teachers.</p>
<p>QTSS release</p> <p>\$71,755.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Albion Park Rail 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"> • Comprehensive and proactive wellbeing programs <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 • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: supported students and staff. Individual student profiles to guide learning and support goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to implement and refine AP Wellbeing role to support student behaviour.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Albion Park Rail 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"> • Measuring and analysing learning <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 • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: point in time teaching as staff know exactly where there students are due to ongoing assessment and analysis of data.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued data and progress meetings with staff to continually analyse</p>

<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>student data so point in time teaching can occur.</p>
<p>COVID ILSP</p> <p>\$254,682.84</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"> • Literacy and Numeracy Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students who were impacted by the Covid disruption. <p>The allocation of this funding has resulted in: students receiving additional support and improvement in literacy and numeracy outcomes, with a focus on Year s 2 - 6.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide small group tuition reflective of the data identified needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	189	197	191	199
Girls	167	167	170	179

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.6	90.8	93.5	92.4
1	90.6	92.4	92.2	90.8
2	88.4	89.7	94.1	88.7
3	92.8	88.9	89.4	89.6
4	91.8	90.9	91.2	85.9
5	90.9	91.3	92.2	85.4
6	92.7	89.5	91.2	85.7
All Years	91.2	90.5	92	88.2
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)	19.25
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.82

*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	536,821
Revenue	6,165,012
Appropriation	6,077,480
Sale of Goods and Services	3,722
Grants and contributions	83,613
Investment income	197
Expenses	-6,278,416
Employee related	-5,305,801
Operating expenses	-972,615
Surplus / deficit for the year	-113,404
Closing Balance	423,417

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	187,906
Equity Total	995,067
Equity - Aboriginal	127,431
Equity - Socio-economic	631,161
Equity - Language	3,296
Equity - Disability	233,179
Base Total	3,542,608
Base - Per Capita	97,473
Base - Location	0
Base - Other	3,445,135
Other Total	920,085
Grand Total	5,645,666

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

In the 2021 Tell Them from Me survey results, 87% of students reported High Advocacy and High Expectations which was both higher than the SSSG and State.

In the 2021 TTFM survey results, 64% of students reported High Belonging and High Expectations which was both higher than the SSSG and State.

In the 2021 People Matters survey 87% of teachers indicated positive job satisfaction and 86% of teachers indicated positive job purpose and enrichment.

Due to restrictions with not allowing parents on site, very few parents completed the survey. Due to this, it is difficult to report on any findings for the survey.

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.