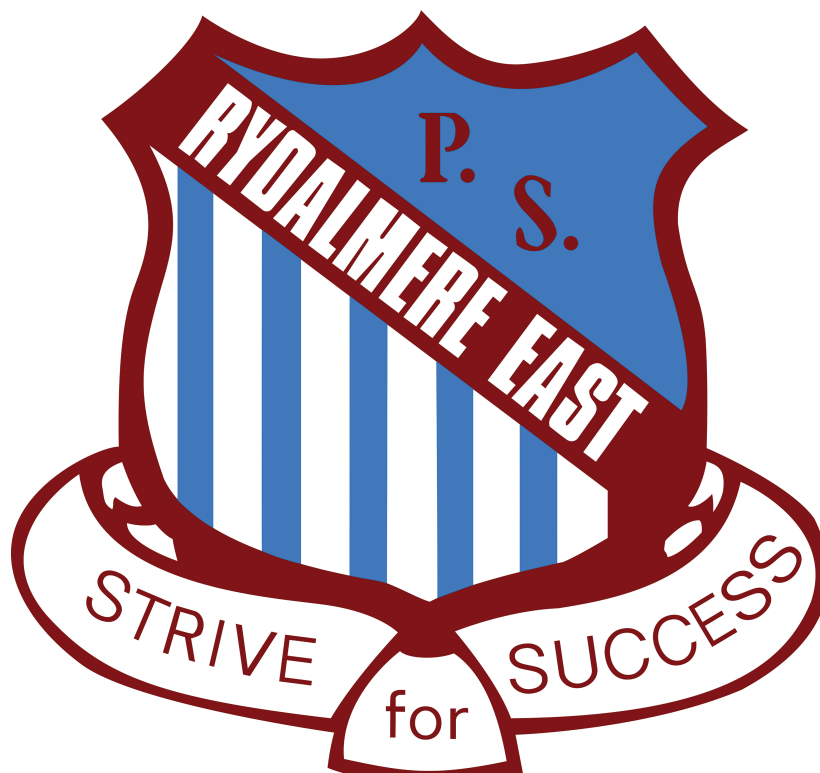


2021 Annual Report

Rydalmere East Public School



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Introduction

The Annual Report for 2021 is provided to the community of Rydalmere East 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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School vision

Rydalmere East Public School's aim is to empower all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. This will enable them to be life-long learners, to participate in and contribute to the global world and practise the core values of the school: respect, tolerance, inclusion and excellence.

School context

Rydalmere East Public School has an enrolment of 170 students, with 35% of students from language backgrounds other than English. We are a diverse community that includes a population of over 25% students from families that serve in The Australian Defence Force. We are a K-6 school with an onsite preschool and three support classes (autism and a multi-categorical) for students with additional needs. The hardworking and dedicated staff consist of a mix of early career and experienced teachers. We offer a quality education in a caring, nurturing environment. We are very proud of our learning programs, performing arts, sport programs and technology. Our school promotes equity and excellence and delivering quality programs. The dedicated staff at Rydalmere East Public school make a strong team, who work collaboratively to provide learning experiences that support each child's cognitive, physical, social and emotional wellbeing. The school is fortunate to collaborate in partnership with an active and supportive community.

Through our situational analysis, we have identified the need to embed quality teaching practices in literacy, specifically reading and numeracy. This will be achieved through the use of high impact teaching strategies. Students will utilise effective self-directed learning opportunities to develop independent practice. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning but also in all teaching and learning. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student proficiency and growth in all learning areas through the further development and refinement of data driven practices and the development of strong foundational skills in literacy and numeracy. We will implement high impact teaching strategies to ensure quality, consistency and evidence based pedagogical practice.

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.

- Whole School Approach to Mathematics
- School wide Literacy Action Plan

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Literacy and numeracy intervention: \$3,000.00

Summary of progress

Whole School Approach to Mathematics

The evidence shows that the Anita Chin presentations were extremely well received by parents and the resources around scope and sequences and processes for implementing numeracy strategies in the classroom were excellent and have been adopted by the school. Due to unforeseen circumstances we were unable to continue with Anita's program but have instead formed a relationship with the DoE Strategic Support Team. Our involvement with this team has allowed us to develop an action plan for number talks, providing resources and professional learning for the mathematics team and for all staff. The mathematics team have enrolled and completed professional learning in additive strategies, as suggested by the DoE Strategic Support Team. The mathematics team delivered a whole school professional learning on number talks and teachers have begun to use these in their classrooms.

Due to the extended lockdown, we were not able to see the the impact of our professional learning in the classroom and therefore this will need to be a focus in 2022.

School wide Literacy Action Plan

Classroom teachers have participated in two 'learning sprints' this year. With the use of data from pre and post tests, teacher capacity has increased and student results have improved.

Staff to continue to build their capacity, with professional learning led by the Instructional Leader, once face to face learning resumes.

Assessment Data

School wide assessments are implemented from K-6, with a focus on collecting and interpreting data to inform and drive teaching and learning programs. All teachers engage with Consistent Teacher Judgement led by a member of the executive team, through team meetings to ensure accuracy in assessment. The evaluation of assessment data is integral to the development of future teaching and learning programs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Improvement in the percentage of students achieving in the top two bands for Reading with an uplift of 5%.	32% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
• Improvement in the percentage of the	The percentage of students achieving expected growth in reading

students making expected growth in reading.	decreased 17% indicating progress yet to be seen toward the lower bound.
NAPLAN Top 2 bands in Numeracy: Improvement in the percentage of students achieving in the top two bands for Numeracy with an uplift by 5%.	22% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
Improvement in the percentage of the students making expected growth in numeracy with an uplift of 5%	53% of students are at or achieving expected growth in numeracy from 2019 to 2021, indicating progress toward lower-bound target is still required.
50% of student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions.	Data collected by the Learning and Support Team reflects that 50% of student assessment data is used to identify student learning and progress.

Strategic Direction 2: Collaboration and connection

Purpose

Build a culture of high expectations and inclusion through authentic engagement.

Initiatives

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

- Positive Partnerships
- Personalised Learning

Resources allocated to this strategic direction

Aboriginal background: \$17,731.00

Low level adjustment for disability: \$1,000.00

Professional learning: \$4,000.00

Socio-economic background: \$100.00

Summary of progress

Positive Partnerships

Staff engaged in professional learning with the AP L&S and our Learning and Support Teacher on individual learning plans. This was followed up with individual meetings going through the different parts of the plan and expectations. This has led to an increase in confidence with staff writing in consultation with parents explicit learning plans. Throughout term 3, the Learning and Support Team developed a guide to writing plans, training for our early career teachers and support in how to write effective learning plans occurred throughout the year.

Due to restrictions in place due to the COVID-19 lockdown and other schools with conflicting priorities, the work of the Cumberland Community (CCC) of Schools in 2022 has been delayed. It is envisaged that the CCC will be back operational once restrictions are lifted.

Personalised Learning

Students are achieving their initial learning goals that are set at the beginning of each year. Consistent tracking of student individual learning goals will be enhanced through teachers co-designing new goals with students each term.

As a result of our External Validation, the executive team developed a survey based on the current reports and all staff completed the survey. Analysis of the survey indicated that 90% of staff responses displayed that the current reports could further enhance student goal progress. A new report format has been devised for trial and implementation in 2022. Moving into 2022 teachers would benefit from further training in formative assessment focusing on explicit feedback.

Learning Goals

Teacher professional learning occurred initially at the beginning of the year for all staff in setting up learning goals for each student and the importance of reviewing and resetting of goals. Learning goals and progress are shared with parents during parent teacher interviews in terms 1 & 3.

Community Events

Community events to engage the community and develop positive relationships started strong with high attendance of parents at the Easter Hat Parade and Colour Fun Run. Community feedback on the day indicated they appreciated the organisation.

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
Percentage of parents completing the Tell Them From Me Survey for Parent Participation is improving.	The parent TTFM survey in 2021 had 12 responses, with 9% of families completing the TTFM survey.
Percentage of P-2 parents utilising Seesaw is moving towards the school identified target of 100%.	96% of families have signed up to Seesaw across the school due to the period of home learning. Seesaw became the main tool for communication with parents, teachers setting daily work tasks and assessment monitoring.
Percentage of students who articulate their learning goals is moving towards the school identified target of 100%.	Every teacher worked with every student to develop their learning goal - meeting this identified target.
Percentage of parents and caregivers who attend a school event during the year is moving towards the school identified target of 100%.	Due to COVID-19, community members were not able to come onsite, so data around parent attendance was not collected in this area. In 2022, we intend to welcome our parents/carers back to events.

Purpose

To maximise student learning the school will implement a positive practical approach to wellbeing that increases engagement for all students including those with complex learning needs and develop students' self-regulation, growth and academic 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.

- Wellbeing and engagement

Resources allocated to this strategic direction

Summary of progress

Wellbeing and engagement

Analysis of our wellbeing initiatives at the beginning of 2021 demonstrated a need for staff training relating to the implementation of social emotional learning programs and trauma-informed practice within the classroom. Professional learning for all staff in the Berry Street Education Model (BSEM) and PAX Good Behaviour Game (PAX GBG) was implemented in 2021. All staff were trained in the first three domains of the Berry Street Education Model and worked collaboratively over the home learning period to reflect upon their knowledge and understanding of the program and how it is to be implemented. Early career teachers were given the opportunity to refresh their knowledge at the end of term 3. Evidence at the beginning of term 4 demonstrated 75% of staff felt confident in running BSEM lessons in their classroom. All staff were given the opportunity to attend PAX GBG professional learning in Semester 2, with all classrooms completing classroom setup lessons, when students returned from face-to-face teaching.

Examination of our practices demonstrated that staff ensure that every student belongs and feels supported at Rydalmere East Public School. In Semester 2, we implemented a school wide collective approach to student-teacher relationships to ensure all staff members share the responsibility for student wellbeing and develop meaningful relationships across the school.

Due to restrictions in place due to the COVID-19 lockdown and other school priorities, the implementation of all wellbeing programs has been delayed.

As a result of our analysis, there will need to be ongoing professional learning for wellbeing initiatives 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
Attendance Percentage of students attending school more than 90% of the time to be moving towards the school's lower bound system-negotiated target of 80.6%	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased by 0.02%.
Wellbeing Self-assessment against the School Excellence Framework shows the school moving towards excelling in the element of A Planned Approach to Wellbeing.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school performing at excelling in the element of A Planned Approach to Wellbeing.

Wellbeing

Self-assessment against the School Excellence Framework shows the school moving towards excelling in the element of Individual Learning Needs.

- Self-assessment against the School Excellence Framework shows the school performing at excelling in the element of Individual Learning Needs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$154,476.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rydalmere East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$34,148.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rydalmere East 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"> • Positive Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: students being able to participate in school excursions and incursions. Support was given to families who needed to purchase uniforms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide assistance to our families to enable full participation of the students in learning experiences. The possibility of a Breakfast club has been discussed and resources for this initiatives would come from this area.</p>
<p>Aboriginal background</p> <p>\$35,362.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rydalmere East Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$35,362.00</p>	<p>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"> • Positive Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: an increase of 20% in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. The SLSO was able to work with our Aboriginal students using their PLPs to assist with the area of need. We saw an increase of student engagement when the SLSO was working specifically with a student.</p> <p>After evaluation, the next steps to support our students with this funding will be: engage more with our local AECG to build connections and cultural identity within the school . Further learning in The 8 Ways of learning, engaging someone to lead PL in this area.</p>
<p>English language proficiency</p> <p>\$43,186.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rydalmere East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • 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: student progress showing high growth on the EAL/D learning progressions, EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning led by a network specialist will assist teachers to identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$96,072.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Rydalmere East 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</p>

<p>Low level adjustment for disability</p> <p>\$96,072.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals. Numeracy intervention groups were established and students showed an increased level of understanding.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning and support team, the school will provide additional support for identified students through the learning and support teacher. This will then enable development of programs targeting specific students and their learning needs.</p>
<p>Literacy and numeracy</p> <p>\$7,244.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rydalmere East 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • teacher release to engage staff in [program name] <p>The allocation of this funding has resulted in: Increased capacity of teachers to explicitly teach literacy and numeracy through the establishment of an Instructional Leadership role working with teachers in the areas of literacy and numeracy which led to improved student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide support through the Instructional Leader utilising team teaching, development of a strong reading program and purchasing text appropriate readers for the Stage 3 students.</p>
<p>QTSS release</p> <p>\$49,780.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rydalmere East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice through teachers being</p>

<p>QTSS release</p> <p>\$49,780.00</p>	<p>supported by the executive with team teaching occurring in classrooms. increased capacity of teachers to implement the Berry St program leading to improving student behaviour.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$38,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Rydalmere East 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"> • School wide Literacy Action Plan • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: The allocation of an Instructional Leader who worked with all teachers in classrooms and mentoring sessions this has seen improved staff confidence and teaching practice. Increased capacity of teachers to explicitly teach literacy and numeracy leading to improved levels of students attainment.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Instructional Leader within the school to focus on reading comprehension K - 6.</p>
<p>COVID ILSP</p> <p>\$98,333.14</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: the majority of students in the program achieving progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	110	113	107	86
Girls	85	87	74	58

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.7	92.2	90.2	92.4
1	92.7	89.6	90.1	88.2
2	93.1	91.7	91	94.6
3	94.8	89.6	89	91.2
4	91.6	92.2	87.2	93
5	93.9	92	90.4	91.8
6	93.3	91.2	92.3	90.8
All Years	92.9	91.2	90.1	91.7
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

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)	3
Classroom Teacher(s)	8.37
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	6.21

*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	51,829
Revenue	2,852,637
Appropriation	2,760,851
Sale of Goods and Services	14,091
Grants and contributions	76,744
Investment income	50
Other revenue	900
Expenses	-2,606,208
Employee related	-2,362,747
Operating expenses	-243,461
Surplus / deficit for the year	246,429
Closing Balance	298,258

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	90,607
Equity Total	189,938
Equity - Aboriginal	17,631
Equity - Socio-economic	34,048
Equity - Language	43,186
Equity - Disability	95,072
Base Total	1,961,524
Base - Per Capita	51,031
Base - Location	0
Base - Other	1,910,493
Other Total	357,244
Grand Total	2,599,312

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.

2021 Tell Them From Me Parent Survey Results

Two Way Communication

- Our parents are above NSW Government average in three areas
 - o Parents are informed
 - o Parents support learning at home
 - o Safety at school
- Our parents feel they can speak easily with their child's teachers - 8.4
 - o (7.4 NSW Govt. Average)
- Our parents feel welcome when they enter the school - 7.9
 - o (7.4 NSW Govt. Average)
- Our parents scored well above the average in Reports on my child's progress are written in terms I understand - 8.6
 - o (6.6 NSW Govt. Average)

Parents Participation at School

- 50% of parents have communicated with their child's teacher more than three times regarding learning or behaviour.

*Due to the COVID-19 pandemic and lockdown, student and teacher surveys did not occur in 2021. In 2022, surveys from all stakeholders in the community will be obtained.

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.