

2021 Annual Report

Nowra East Public School



4256

Introduction

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

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School vision

Nowra East Public School believes in providing a culturally safe place with a positive, inclusive environment for learning where students are respectful and responsible citizens. We have a commitment to equity and working towards achieving the Premiers Priorities including closing the gap for Aboriginal and Torres Strait Islander students. Staff work in partnership with our community, including our Parents and Citizens (P&C) Association and the Nowra Aboriginal Education Consultative Group (AECG), to provide quality education for all.

School context

Nowra East Public School is a regional school of approximately 460 students P-6. The school has eighteen mainstream classrooms, seven support classes and a Pre-School which achieved an exceeding rating by ACECQA in 2019. 53% of our students identify as Aboriginal or Torres Strait Islander.

At Nowra East Public School, staff pride themselves on providing a wide range of educational experiences for all students. A strong emphasis is placed on literacy and numeracy. The school is very well resourced and teachers are involved in ongoing professional learning. Nowra East Public School has two Assistant Principals, Curriculum and Instruction (APCI). Assistant Principals are released from face-to-face teaching to better support staff in achieving improved educational outcomes for our students. The Leadership Team works closely with the APCIs and this is leading to improved differentiated professional learning for staff, and implementation and quality teaching where stringent data analysis provides teachers with the direction for future teaching.

Nowra East Public School provides many opportunities in all Key Learning Areas and additionally provides a range of extra-curricular activities in areas such as sport and performing arts. Our school community has embraced our values of 'Safe, Responsible, Respectful Learners' and we adhere to Positive Behaviour for Learning (PBL) which has created consistency and positive outcomes for all children, further enhancing a positive environment for learning.

A wellbeing hub, Our Mia Mia (OMM) has been established at Nowra East Public School. OMM provides a community of schools, including NEPS, access to health professionals and services to help meet family health and wellbeing needs.

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>

Strategic Direction 1: Student growth and attainment

Purpose

We will strengthen and refine teacher practices that are responsive to the needs of individual students, resulting in improved student achievement in reading and numeracy as reflected in the data and targets.

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.

- Personalised Learning
- Professional Development

Resources allocated to this strategic direction

Aboriginal background: \$629,086.11

Integration funding support: \$288,013.00

Low level adjustment for disability: \$393,477.13

Socio-economic background: \$1,126,442.78

English language proficiency: \$10,913.31

Early Action for Success (EAFS): \$205,815.56

QTSS release: \$90,142.87

Literacy and numeracy: \$10,106.74

Literacy and numeracy intervention: \$47,089.56

Professional learning: \$9,886.19

Summary of progress

Personalised Learning:

- **What did we do?** Consistent school wide approach to planning and programming for explicit teaching in literacy, use of numeracy differentiated plans and inquiry units. Data driven literacy and numeracy goals, as well as cultural goals, were set in consultation with the student, a family member and involves the Aboriginal Education Officers (AEOs). PLPs moved to electronic system.
- **How well did we do it?** All staff have been using the planning documents to program for teaching and learning. analysis of data collected informed the literacy and numeracy goals. PLPs for every student which were reviewed twice a term for K-2 and once a term for 3-6.
- **What was the impact?** Staff are confident in using electronic PLPs to drive teaching and learning. A consistent school wide approach ensures thorough planning using syllabus documents and learning progressions to inform teaching
- **Next steps** - Include learning intentions and success criteria and opportunities to achieve their personal and cultural goals.

Professional Development and Dialogue:

- **What did we do?** Instructional Leader (IL) and Assistant Principal (APs) used evidenced based teaching pedagogy to drive stage collaborative professional learning (PL) sessions focusing on reading and number identified as areas for improvement through analysis of whole school data. External expert, Jann Farmer-Hailey, Sherry Parrish's Number Talks, DoE universal resource-Talk Moves, What Matters Most in Learning, Teaching and Leading by Lynn Sharratt informed the PL.
- **How well did we do it?** Staff have implemented shared and guided reading, writing using rich texts, number talks. Data and practice analysis conversations occurred on a weekly basis, focusing on targeted students and refining teacher practice.
- **What was the impact?** Evidence from assessment data, work samples and observations show improved number sense, comprehension and vocabulary. Ongoing reflection of teaching programs and classroom implementation indicate changes as a result of PL.
- **Next steps:** Coaching conversations and developing leadership capacity of staff so that improvements can be sustained in future years.

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
<p>Increase (uplift) the percentage of students achieving in the top 2 bands in NAPLAN reading.</p> <p>Increase (uplift) the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN reading.</p>	<ul style="list-style-type: none"> • Data indicates that 10.48% of students in top 2 bands reading showing growth from baseline data 5.4%. • Data indicates 25% of Aboriginal students are in the top three bands for reading which is an increase against baseline data 17.5%.
<p>Increase (uplift) the percentage of students achieving in the top 2 bands in NAPLAN Numeracy.</p> <p>Increase (uplift) the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN Numeracy.</p>	<ul style="list-style-type: none"> • Data indicates that 9.09% of students in top 2 bands numeracy showing growth from baseline data 0.58% • 14.9% of Aboriginal students are in the top 3 bands indicating an increase against baseline data 8.85%.
<p>Increase the percentage of students achieving NAPLAN reading expected growth to 40% from system negotiated baseline data (35.7%).</p>	<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN reading is 48.4 % indicating an increase against baseline data of 35.7 %.
<p>Increase the percentage of students achieving NAPLAN numeracy expected growth to 40% from system negotiated baseline data (35.6%).</p>	<ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN numeracy is 46.6 % indicating an increase against baseline data of 35.6 %.

Strategic Direction 2: Student wellbeing and engagement

Purpose

In order to ensure students connect, succeed and thrive we will continue to strategically plan whole school wellbeing practices and processes to support learning. We aim to be an inclusive environment that continues to value diversity and work in partnership with both the school community and wider community.

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.

- Attendance
- Behaviour

Resources allocated to this strategic direction

Socio-economic background: \$30,000.00

Location: \$1,956.89

Professional learning: \$40,000.00

Summary of progress

Attendance

- **What did we do?** Analysis of attendance data identified students who needed to be supported with transport (Journey Bus) to school for an agreed period of time. Families agreed to a negotiated partnership to address existing barriers and improve the students attendance. Attendance for at risk students was monitored by APs and AEOs on a 5 weekly basis
- **How well did we do it?** The Journey bus operated on a daily basis providing transport for identified students to attend school. Daily check-in by APs and AEOs with identified students
- **What was the impact?** Attendance for the identified students has improved. Most students reached their goal.
- **Next steps** - APs and AEOs continue to monitor attendance

Student engagement in learning - The Walker Learning Approach

- **What did we do?** Executive staff undertook professional learning on the Walker Learning Approach for all students P to 6 with the aim of increasing student engagement in learning. APs then supported classroom teachers to use aspects of the approach in the classroom.
- **How well did we do it?** Teachers integrated some aspects of the Walker Learning Approach (the learning environment and open-ended learning experiences) into their daily practice
- **What was the impact?** Data indicates little or no growth in student engagement and academic growth.
- **Next steps** Evaluation of the approach determined that this was not currently suitable for the needs of the students and will be discontinued.

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 number of students attending school more than 90% or more by 10%.	2021 Decreased percentage of students attending school 90% or more of the time 39.9 %. 2018 baseline was 48.74%
Tell Them From Me Survey data indicates that students are at or above the state norm for each of the measures of social emotional outcomes and drivers of student outcomes.	Tell Them From Me Survey data indicates: <ul style="list-style-type: none">• 43% of students had scores that placed them in the desirable quadrant with high skills and high challenge. State norm is 53%• 8% of students were confident of their skills but did not find classes challenging. State norm is 26%• 41% of students found English or Maths challenging. State norm is 14%

Tell Them From Me Survey data indicates that students are at or above the state norm for each of the measures of social emotional outcomes and drivers of student outcomes.

- 8% of students did not feel they were challenged. State norm is 7%

Strategic Direction 3: Community Connection

Purpose

To strengthen educational and wellbeing outcomes for all students we will build and strengthen connections with families and the wider community. Cultural awareness will be at the forefront of practices at Nowra East Public School.

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.

- Cultural Awareness
- Connecting to Learning

Resources allocated to this strategic direction

Summary of progress

Professional Development

- **What did we do?** All teaching and non-teaching staff participated in 'Welcome to and Acknowledgement of Country', 'Aboriginal Histories and Culture' and 'Turning Policy into Action' professional development.
- **How well did we do it?** Regional staff conducted the training for staff
- **What was the impact?** Staff more confident in sharing an Acknowledgement of Country and embedding Aboriginal histories and Culture with planning and programming.
- **Next steps:** Continue to embed implementation into daily practice

Cultural Awareness

- **What did we do?** Language program, Koori dance, Tidda Girls, Clontarf, Strong Foundations, teachers directly and regularly engaging with parents
- **How well did we do it?** Developed strong relationships with community knowledge holders to support closing the gap for Aboriginal students. Reporting to parents has been enhanced in response to feedback received.
- **What was the impact?** Improved understanding of student learning, culture and strengthened student outcomes.
- **Next steps:** Introduce Little Tiddas to K-2, Gadhungal Murring group working with all students P-6 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
Increase / maintain the number of students who strongly agree with the following statements in the TTFM surveys: 'I feel good about my culture when I am at school and my teachers have a good understanding of my culture.' In 2020 TTFM results indicated 58% of Aboriginal students strongly agreed with the statement 'I feel good about my culture when I am at school'. 31% agree.	TTFM surveys indicate that 45% of Aboriginal students strongly agree with the statement 'I feel good about my culture when I am at school'. 39% agree.
In 2020 TTFM results indicated that 31% of Aboriginal students strongly agreed with the statement 'my teachers have a good understanding of my culture'. 42% agreed.	34% of Aboriginal students strongly agree with the statement 'My teachers have a good understanding of my culture'. 46% agree.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,156,442.78</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nowra 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"> • Personalised Learning • Professional Development • Attendance • Behaviour <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement curriculum and behaviour programs to support identified students with additional needs • professional development of staff to support student learning • employment of additional staff to support professional learning program implementation. • equitable access to specialist resources • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <p>Improved Personalised Learning Plan (PLP) processes in place. Teachers meeting weekly with supervisors to analyse data to inform planning for student learning, including interventions. Also reflecting on professional learning and applying the pedagogy to practice. Learning Support Team processes that are identified as strong practice within and outside of the school. Professional development for teachers focusing on number, vocabulary and comprehension was delivered and practices implemented in the classroom. Attendance being supported and tracked on a fortnightly basis and individualised strategies implemented to address attendance concerns. The Journey Bus intervention addresses critical attendance and has resulted in improved attendance for targeted students. Whole school attendance strategies developed and implemented consistently. Executive staff participated in Professional Learning focussing on the Walker Learning Approach and supported teacher implementation of this pedagogy at the classroom level. Ongoing professional learning and mentoring of staff in behaviour management practices and student engagement.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to refine PLP processes. Continue Professional Learning to ensure PLPs are authentically embedded into teaching and learning and reviewed on a regular basis. Ongoing professional learning required focussing on number, vocabulary and comprehension to further strengthen teaching pedagogy and practices. Ongoing refinement of whole school attendance strategies and strengthening of whole school processes as a continued focus. Continued exploration of behaviour management strategies including the Berry Street Education Model to support students with complex needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. Evaluation of the trial of the Walker Learning Approach determined this was not currently suitable for the needs of the students and has been discontinued.</p>
<p>Aboriginal background</p> <p>\$629,086.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nowra East 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</p>

<p>Aboriginal background</p> <p>\$629,086.11</p>	<p>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"> • Personalised 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 deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <p>PLP process implemented and student goals set and monitored regularly. Resources allocated in alignment with student needs for example, School Learning Support Officers assisting students with learning. Another example includes the employment of additional teaching staff to upskill and support classroom teachers through providing professional learning that is responsive to student data and goals.</p> <p>Staff were provided with weekly professional learning release to allow for teachers to collaboratively analyse student data and plan in response to the data.</p> <p>Aboriginal Education Officers (AEOs) are employed to assist students, support staff in embedding Aboriginal Perspectives in the curriculum and liaising with families and community.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued strategic provision of resources in alignment with student needs including SLSO support and additional teaching staff.</p> <p>Continued strategic allocation of teacher release in alignment with professional learning needs focussing on data analysis and quality teaching practice.</p> <p>Further refinement of PLP processes, documentation and implementation required.</p>
<p>English language proficiency</p> <p>\$10,913.31</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nowra 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in:</p> <p>Provision of weekly teacher release to build capacity of staff to analyse student data to plan, deliver and evaluate teaching and learning programs in alignment with student individual learning plans.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued strategic allocation of resources to allow for teacher release. to plan, modify and deliver lessons to meet the learning strengths and needs of</p>

<p>English language proficiency</p> <p>\$10,913.31</p>	<p>students.</p>
<p>Low level adjustment for disability</p> <p>\$393,477.13</p>	<p>Low level adjustment for disability equity loading provides support for students at Nowra 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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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:</p> <p>Personalised Learning Plans implemented and student goals set and monitored regularly.</p> <p>Resources allocated in alignment with student needs for example, School Learning Support Officers assisting students with learning. Another example includes the employment of additional teaching staff to upskill and support classroom teachers through providing Professional Learning that is responsive to student data and goals.</p> <p>Staff were provided with weekly professional learning release to allow for teachers to collaboratively analyse student data and plan in response to identified needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued strategic provision of resources in alignment with student needs including SLSO support and additional teaching staff.</p> <p>Continued strategic professional learning to allow staff to implement evidence based practice.</p>
<p>Location</p> <p>\$1,956.89</p>	<p>The location funding allocation is provided to Nowra East Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Attendance data analysed and communication with families allow identification of students who may need to be supported with transport (Journey Bus) to school for an agreed period of time. Families agree to a negotiated partnership to address existing barriers and improve the students attendance. <p>The allocation of this funding has resulted in:</p> <p>The journey bus has been successful in increasing the attendance of some of the identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued support with transport to school will advantage students who have identified barriers to attend school on a regular basis.</p>

<p>Literacy and numeracy</p> <p>\$10,106.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nowra 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"> • Personalised 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 • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Purchase of spelling and reading resources including subscriptions to Reading Eggs, National Geographic for Kids, as supplementary resources to increase reading mileage, vocabulary and word study instruction Purchase of numeracy resources and materials to support the conceptual understanding of mathematical concepts</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022.</p>
<p>Early Action for Success (EaFS)</p> <p>\$205,815.56</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Nowra East 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • lead professional learning opportunities available through the Numeracy Strategy • strategic allocation of resources to allow for teacher release to co-plan, co-teach and co-assess with Instructional Leader <p>The allocation of this funding has resulted in: A substantial growth in student learning results, continually apparent in school-based assessments and confirmed by Year 4 and Year 6 Check In and Year 3 and Year 5 NAPLAN data. School Learning and Support Officers supported student engagement in their learning Additional teaching staff upskilled and supported classroom teachers to differentiate the curriculum and develop appropriate classroom resources and engaging learning tasks</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022 with the cessation of the EaFS strategy.</p>
<p>QTSS release</p> <p>\$90,142.87</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nowra 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$90,142.87</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Additional staffing to support collaboration in the implementation of high quality instruction, including professional dialogue, classroom observation, modelling of effective practice and providing timely feedback Staff released to align professional learning to the School Improvement Plan has developed the capacity of staff</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued strategic provision of release for all staff to engage in professional learning and collaboration to implement evidence based practice aligned to the school Strategic Improvement Plan</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Nowra 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: Interventionist support in the delivery of evidence based literacy and numeracy programs and data driven practices Implementation of strategies supported targeted intervention for students at point of need in line with identified targets outlined in the School Improvement Plan</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$367,765.95</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 • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: Employing expert teachers to provide intensive small group tuition for identified students who were 'at risk' or 'critical' in literacy and numeracy</p>

<p>COVID ILSP</p> <p>\$367,765.95</p>	<p>Employing a staff member to coordinate the program ensured that data was used to inform planning, identify interventions and modify teaching practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued allocation of resources to support small group intervention tuition for identified students who are 'at risk' or 'critical' in literacy and numeracy</p>
<p>Integration funding support</p> <p>\$288,013.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nowra 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"> • Personalised Learning <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Classroom teachers have been released to liaise with carers and stakeholders to develop and conduct reviews of students' personalised learning and support plans Employment of School Learning and Support Officers (SLSOs) supported eligible students in mainstream classes who require moderate to high levels of adjustments to their learning Targeted programs implemented to differentiate teaching and learning, with lessons adjusted or paced to students' skills and knowledge</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued strategic provision of resources in alignment with student needs, including SLSO support and additional teaching staff. Continued strategic professional learning to allow staff to develop their expertise and evidence based practice to support students with additional needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	164	172	219	225
Girls	175	187	207	206

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.9	87.1	82.2	85.2
1	87.4	85.4	82	86
2	85.1	84.7	80.7	85.2
3	84.8	82.3	80	86.7
4	86	81.7	81.3	83.1
5	83.4	87	80	83.8
6	82.3	87.8	78.3	83.4
All Years	85.4	85.2	80.8	84.8
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)	5
Classroom Teacher(s)	24.51
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	2.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	12.37

*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	593,243
Revenue	9,260,379
Appropriation	9,023,305
Sale of Goods and Services	71,591
Grants and contributions	165,061
Investment income	322
Other revenue	100
Expenses	-9,231,364
Employee related	-8,126,092
Operating expenses	-1,105,273
Surplus / deficit for the year	29,015
Closing Balance	622,258

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	288,013
Equity Total	2,189,919
Equity - Aboriginal	629,086
Equity - Socio-economic	1,156,443
Equity - Language	10,913
Equity - Disability	393,477
Base Total	4,181,843
Base - Per Capita	116,031
Base - Location	1,957
Base - Other	4,063,856
Other Total	1,157,027
Grand Total	7,816,803

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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 2021 students from Year 4-6 participated in the Tell Them From Me Survey. The results indicated 93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 80% of Aboriginal students thought teachers have a good understanding of their culture while 16% neither agreed or disagreed with the statement. 83% of students were proud of the school, 21% neither agreed or disagreed with the statement. 79% of students identified that they know where to seek help if they are bullied. 75% of students believe teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (75% is also the state average).

Nowra East PS staff completed the People's Matters Survey. Staff scored very highly in the following aspects; I understand what is expected for me to do my job well; There are people at work who care about me; I am comfortable notifying my manager if I become aware of any risks at work; My job gives me opportunities to use a variety of skills; My workgroup considers customer needs when planning our work; I feel a strong personal attachment to my organisation; Senior managers support the career advancement of women; I have the time to do my job well; My manager supports flexible working in my team; I can keep my stress at an acceptable level.

During 2021 our parents/ caregivers communication with teachers using Class Dojo increased significantly. P&C Meetings were a combination of face to face and zoom meetings. Parent forums allowed staff to seek feedback about specific areas and individual meetings allowed parents the opportunity to discuss individual needs of their children. No formal surveys were undertaken.

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.