

# 2021 Annual Report

## Mallawa Public School



4262

## Introduction

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

---

Mallowa Public School

Mallowa Road

MOREE, 2400

[www.mallowa-p.schools.nsw.edu.au](http://www.mallowa-p.schools.nsw.edu.au)

[mallowa-p.school@det.nsw.edu.au](mailto:mallowa-p.school@det.nsw.edu.au)

6753 9520

## School vision

At Mallawa Public School we believe that every student should be inspired and challenged to learn, meet high expectations and realise their full potential. Our staff are dedicated to providing a high quality education for our students by creating a nurturing learning environment where students are creative, reflective and independent learners.

## School context

Mallawa Public School is a small rural and remote school located 60km west of Moree. Established in 1959, the school has a long and rich tradition of excellence and continues with an enrolment of 9 students. Our school directly caters for the needs of students from Kindergarten to Year 6. Students travel to school on a school bus, with 45% of students living on surrounding farms while 55% of students living in town.

There is a strong commitment to improving literacy and numeracy for all students. Academic programs are the main focus of the school's work with teachers constantly seeking ways to enhance learning and teaching through evidence-based strategies. Differentiated learning programs reflect a clear understanding that students learn in different ways and bring different experiences to the learning environment.

Students have high levels of access to technology, each having access to their own laptop.

Current staffing includes: Teaching Principal, Part-time Classroom Teacher, Part-time School Administration Manager (SAM) and a Part-time General Assistant (GA). Allocated Teaching Staff - 1.33 (1.3 teachers). Allocated SASS - 0.946 (SAM -4 days per week and GA 1 day per week). We have a current enrolment of 9 in 2021. Our school Family Occupation and Education Index (FOEI), currently at 118.

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices, data analysis and community engagement. Personalised Learning Plans/Pathways (PLPs) will be used for each student to promote learning and wellbeing growth as well as self-directed learning.

This Plan 2021-2024 is based on rigorous self-assessment leading to three strategic directions. These are student growth and attainment, high impact professional learning and quality partnerships.

## 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

---

In order to maximise the learning outcomes for every student in literacy and numeracy, we will develop whole school data tracking systems to drive teaching practices and support the individual learning needs of all students.

### Initiatives

---

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

- Internal and External Assessment
- Personalised Learning

### Resources allocated to this strategic direction

---

**Location:** \$6,000.00

**Socio-economic background:** \$15,363.00

**Aboriginal background:** \$2,467.00

**Low level adjustment for disability:** \$13,450.76

**School support allocation (principal support):** \$13,566.00

**QTSS release:** \$2,242.36

**Literacy and numeracy:** \$160.00

**Professional learning:** \$880.00

### Summary of progress

---

#### Data Collection and Use

All staff engaged in the whole school data collection timetable creation. Writing data is collected and included into an organised system in a word document. Reading data is collected but not yet included into a whole school spreadsheet. Numeracy data is yet to be a focus and organisation of the data to be worked upon.

#### ISM Project

Since beginning the project, the direction has veered away from routinely collecting data, to implementing an effective K-2 Phonemic Awareness and Phonics program due to low reading data of K-2 students. Staff engaged with professional learning early Term 3, and continued to build an understanding of the role of decodable readers through Training 24/7 modules. The school purchased decodable readers and have utilised these and other resources to support effective reading.

#### Personalised Learning Pathways

One family has had to reschedule due to work commitments, but this will be rescheduled in the near future. Meetings were initially scheduled to be 15 minutes each. Meetings ranged between 30minutes - 60 minutes, per family. Students were engaged in the PLP process through student strengths, improvements and interests and hobbies. Parents were engaged through the parent reflection and providing additional information about what areas of need students have at home that may be coming into the school. When parents were asked 'how would you like to see the school support your child in the future?' Parents responded with

- fine for the moment, happy.
- the school is already making a huge difference compared to the last school
- we are really happy at the moment.
- child is getting a lot of support here

Parents, students and teachers created learning goals for the students in three areas - English/Literacy, Mathematics and Social/Personal. All views were taken on board and included in the student's learning goals for this term. The PLP process was explained to parents about revisiting if students have achieved their goals at the end of the term, new ones will be created.

The school has implemented target boards for the students where students and the teacher decide during lessons if they have achieved the target, they will be use a hole punch on their target. (View attachment).

#### Attendance

The school met its target and will continue to refine its procedures in line with state policy to ensure 'Attendance Matters' is communicated effectively to the Mallowa community.

## Future Directions

Due to COVID and Learning from Home, data analysis discussions could not be completed and will be an initiative 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
<b>Reading</b> <ul style="list-style-type: none"> <li>Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 30%.</li> <li>30% of students achieve in the top 2 bands for Reading.</li> </ul> <b>Numeracy</b> <ul style="list-style-type: none"> <li>Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 30%.</li> <li>30% of students achieve in the top 2 bands for Numeracy.</li> </ul>	<b>Reading</b> <p>100% of students have achieved expected growth.</p> <p>The school has achieved its expected minimum target of 33% of student achieving in the top two bands.</p> <b>Numeracy</b> <p>The school is working towards achieving expected growth in numeracy.</p> <p>The school is working towards its expected minimum target of 33% of students achieving in the top two bands.</p>
<b>Personalised Learning Pathway</b> <p>100% of students have a Personalised Learning Pathway (PLP) addressing student learning goals.</p>	<b>Personalised Learning Pathways</b> <p>100% of families participated a three-way interview (PLP) with staff members.</p>
<b>Reading</b> <ul style="list-style-type: none"> <li>Increased (uplift) percentage of students achieving expected growth NAPLAN reading 10%</li> </ul> <b>Numeracy</b> <ul style="list-style-type: none"> <li>Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 10%</li> </ul>	<p>Reading uplift has been achieved.</p> <p>Numeracy uplift was not achieved.</p>
<b>Attendance</b> <p>A minimum of 70% of students attend &gt;90% of the time.</p>	<p>In 2021, 61% of students attended &gt;90% of the time. The school met its target.</p>

## Strategic Direction 2: High Impact Professional Learning

### Purpose

The school uses and engages in evidence-based professional learning which continuously builds teacher capacity and in turn supports learning outcomes for all students.

### Initiatives

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

- High Impact Professional Learning

### Resources allocated to this strategic direction

**Professional learning:** \$2,040.00

**Literacy and numeracy:** \$770.30

### Summary of progress

Regular professional development has been organised each term to build the capacity of teachers to improve student outcomes. Assessment Data collection has been a priority and has become embedded practice. Staff conversations have developed where teachers are referring to data to inform their teaching practices. COVID restrictions and learning from home impacted numerous attempts to combine with our Professional Learning Community.

### Assessment Data and Internal Assessments

From the data, we found it was important to build reading capability of all students within K-2. InitialLit reading assessment was completed. PAT Assessments were completed and professional learning in 2022 is to be undertaken by staff to allow for data analyses to inform teaching practice.

### External Validation (School Excellence Framework) Future Directions

Undertake professional learning around the mathematics syllabus and explicitly teaching mathematics - additive strategies, multiplicative strategies. Develop a professional learning plan with a numeracy focus to upskill staff and implement IPMs. This PL will be delivered over the course of the year.

### 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
Assessment data collated and analysed to determine areas of need for student learning. Evidence-based Literacy program (InitialLit) investigated and implemented.  Internal assessments (PAT, PM benchmark) show an improvement from pre- to post-assessment. External assessments (Check-in) provide baseline data of student achievement.  PLAN2 data shows an increased (uplift) percentage of K-6 students achieving relevant levels in Understanding texts and Additive Strategies.	<b>Assessment Data and Internal Assessments</b>  Assessment data was used to inform effective teaching and learning as part of the normal programming cycle.  <b>PLAN2</b>  The school demonstrated an uplift against expected levels in understanding texts and additive strategies.
<b>School Excellence Framework:</b>	As a result of the school's External Validation process in 2021, the school was assessed at:

<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Curriculum- moving from Delivering to Sustaining and Growing</li> <li>• Assessment - moving from Delivering to Sustaining and Growing</li> <li>• Student Performance Measures - moving from Delivering to Sustaining and Growing</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Learning and Development - moving from Delivering to Sustaining and Growing</li> </ul>	<p>Curriculum: Delivering</p> <p>Assessment: Delivering</p> <p>Student Performance Measures : Delivering</p> <p>Learning and Development: Delivering</p>
--	--



## Strategic Direction 3: Quality Partnerships

### Purpose

To improve student learning outcomes and teacher capabilities, we will develop a strong culture in which collaborative planning, reflection and peer coaching are embedded into everyday school life. Teachers are supported, and support one another, to continuously develop their skills and knowledge for the benefit of student learning.

### Initiatives

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

- Quality Partnerships

### Resources allocated to this strategic direction

**Location:** \$300.00

**Professional learning:** \$750.00

### Summary of progress

#### Quality Teaching Rounds

Due to COVID restrictions in 2021 QTR was postponed. The school hopes to engage all staff in the QTR process throughout the coming years.

#### Tell Them From Me

Staff, Parents and Student engaged with an adapted TTFM small schools survey and due to COVID, collaboration with parents has been minimal. Going forward the school aims to involve students in decision making to ensure their voices are being heard. We will maintain the life long learning practice which is already established at MPS and continue to support a high expectation and positive learning culture within the school.

#### External Validation (School Excellence Framework) Future Directions

Collaborate with Professional Learning Community to observe and support each other to drive ongoing school-wide improvements in teaching practice.

### 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>Tell Them From Me (TTFM) teacher survey data in the 'Collaboration', 'Teaching Strategies' and 'Learning Culture' drives student learning and become baseline data.</p> <p>50% of staff have participated in Quality Teaching Rounds (QTR) in PLC. Teachers who have participated in QTR in 2021, collaboratively develop teaching and learning programs incorporating Quality Teaching Framework (QTF).</p> <p>QTR fidelity checklist is utilised to provide baseline data.</p>	<p><b>Tell Them From Me</b></p> <p>100% Staff, Parents and 87.5% student completed an adapted TTFM Survey for small schools.</p> <p><b>Quality Teaching Rounds</b></p> <p>In 2021, 50% of staff participated in professional learning QTR. QTR fidelity checklists were used in 2021 to identify staff needs.</p>
<b>School Excellence Framework:</b>	As a result of the school's External Validation process in 2021, the school

<ul style="list-style-type: none"> <li>• Curriculum - moving from Delivering to Sustaining and Growing</li> <li>• Effective Classroom Practice - moving from Delivering to Sustaining and Growing</li> <li>• Learning and Development - moving from Delivering to Sustaining and Growing</li> <li>• School Resources - moving from Delivering to Sustaining and Growing</li> </ul>	<p>was assessed at:</p> <p>Curriculum: Delivering</p> <p>Effective Classroom Practice: Delivering</p> <p>Learning and Development : Delivering</p> <p>School Resources: Delivering</p>
--	--

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$15,363.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mallowa Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal and External Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement individualised support to students in the uplift of literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Yearly data collection implemented, Students results in reading show growth, numeracy growth is not as strong.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Focusing on Numeracy to use data to identify areas for improvement and explicitly teaching maths concepts. Teachers engaging in maths professional learning focusing on number sense and additive strategies.</p>
<p>Aboriginal background</p> <p>\$2,467.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mallowa Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal and External Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> K-2 and 3-6 specific learning in literacy and numeracy and programs tailored to specific ability levels. Students results in reading show growth, numeracy growth is not as strong.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Focusing on Numeracy to use data to identify areas for improvement and explicitly teaching maths concepts. Teachers engaging in maths professional learning focusing on number sense and additive strategies.</p>
<p>Low level adjustment for disability</p> <p>\$13,450.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Mallowa Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal and External Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to differentiate the curriculum and develop</li> </ul>

<p>Low level adjustment for disability</p> <p>\$13,450.76</p>	<p>resources and classroom activities resulting in improvement for students.</p> <p><b>The allocation of this funding has resulted in:</b> Yearly data collection implemented, Students results in reading show growth, numeracy growth is not as strong.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Professional Learning to support explicit teaching of mathematics and embedding data analysis to inform explicit teaching.</p>
<p>Literacy and numeracy</p> <p>\$930.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mallawa Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal and External Assessment</li> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> PAT Maths and Reading (Comprehension) were completed, teachers analysed data to identify areas to target during Semester 1, 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Teachers will need more professional learning to deeply analyse the data found in PAT online assessments.</p>
<p>QTSS release</p> <p>\$2,242.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mallawa Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal and External Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Yearly data collection implemented, Students results in reading show growth, numeracy growth is not as strong.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Professional Learning to support Quality Teaching Rounds and the further implementation of the Quality Teaching Framework.</p>
<p>COVID ILSP</p> <p>\$11,799.98</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>COVID ILSP</p> <p>\$11,799.98</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of educators to deliver small group tuition in MultiLit and MiniLit.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> SLSO employed to deliver MultiLit and MiniLit to identified students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> COVID interruptions and learning from home impacted on the number of days that the SLSO could deliver these programs.</p>
<p>Location</p> <p>\$6,300.00</p>	<p>The location funding allocation is provided to Mallowa Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Internal and External Assessment</li> <li>• Quality Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Data collection system designed and implemented.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All staff engaged in the whole school data collection timetable creation. Writing and Reading data is collected and recorded on individual data spreadsheets. Data analysis discussions occurred each term.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will continue to collect data across K-6 in writing, reading and numeracy in 2022 following the whole school assessment data collection timetable as close as possible. We will continue to have data analysis discussions at the beginning and end of each term to determine teaching focuses and student growth. We will need to collate reading and numeracy data more effectively.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	1	4	5	3
Girls	4	7	7	5

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.8	95.2	99.4	85.6
1	90.6	98.5	90	90.7
2	91.7		100	77.5
3		92.8		96.9
4	80.6	95.6	95.8	91.3
5		97.9	97.8	92.5
6			100	67.5
All Years	88.7	95	96.3	85.4
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		92	92.6
3		93		92.7
4	93.4	92.9	92	92.5
5		92.8	92	92.1
6			91.8	91.5
All Years	93.5	92.9	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
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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



## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	126,041
<b>Revenue</b>	411,366
Appropriation	408,414
Sale of Goods and Services	91
Grants and contributions	2,738
Investment income	123
<b>Expenses</b>	-376,507
Employee related	-318,099
Operating expenses	-58,408
<b>Surplus / deficit for the year</b>	34,859
<b>Closing Balance</b>	160,900

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	31,355
Equity - Aboriginal	2,525
Equity - Socio-economic	15,363
Equity - Language	0
Equity - Disability	13,467
<b>Base Total</b>	319,235
Base - Per Capita	2,958
Base - Location	12,587
Base - Other	303,690
<b>Other Total</b>	37,497
<b>Grand Total</b>	388,087

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

In 2021 the whole school community participated in the Tell Them From Me Small Schools Survey with a focus on collaboration, teaching strategies and learning culture.

Engaging our parents meaningfully in the life of the school is an ongoing process and included in Strategic Direction 3 of the 2021-2024 Strategic Improvement Plan.

# 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.