

2021 Annual Report

Normanhurst West Public School



4275

Introduction

The Annual Report for 2021 is provided to the community of Normanhurst West Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Normanhurst West Public School we instill the values of trust, honesty, responsibility and respect. We foster diversity in a supportive environment that embraces inclusion and a sustained sense of belonging for all students, staff and parents.

Our learning community prides itself in the collaborative development of evidence-based teaching and learning programs which inspire our students to authentically engage with curriculum. These teaching and learning opportunities drive continued academic growth whilst fostering a deep love of learning. We continue to enable all learners to "Aim High" and achieve their personal best.

School context

Normanhurst West Public School is a large metropolitan school located within the high socio-economic region of Northern Sydney. The school has remained as a focal point of the community for the past 60 years and enjoys the ongoing support of an educated and engaged parent community. NWPS has 32 teaching staff with a current student enrolment of 497. A valuable asset to the school is our Early Intervention Unit which provides outstanding support to students and their families. Set within open leafy grounds, the school hosts a large OOSH Centre and community preschool. NWPS has a proud history in providing outstanding extracurricular opportunities across a number of fields.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. This builds upon the work already undertaken within the previous planning cycle around quality learning environments, formative assessment and effective curriculum differentiation.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

After analysing a number of student outcome measures it has become more apparent that a high percentage of our students continue to achieve excellent results in literacy and numeracy within the top two bands. The school continues to be on track to meet the annual agreed targets. These results are historically on par or above statistically similar schools. Other measures such as progressive assessments have helped triangulate this data.

Although student results are reaching set targets it has become more apparent that expected growth, especially in reading, and our value add between Years 3 and 5 is an area for continued focus and improvement.

Our whole school will apply the evidence base outlined in the "What Works Best 2020 update" document to systematically collect and analyse student data in order to inform the teaching and learning cycle. High impact teaching strategies will be utilised especially targeting the effective teaching of reading. High expectations of continued student growth in numeracy will remain a priority for our school. Teachers will access and analyse targeted student assessments that will enable the explicit differentiated teaching of numeracy.

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.

- A culture of continued learning.
- Data driven evidence-based teaching strategies.

Resources allocated to this strategic direction

Literacy and numeracy: \$15,823.37

Literacy and numeracy intervention: \$44,847.00

Professional learning: \$2,254.05

Summary of progress

Our school has made substantial progress in meeting the annual progress measures within strategic direction one - student growth and attainment. Our school remains focused on expertly utilising student performance measures to determine the expected growth of each student. Internal progress and achievement data and standardised test outcomes have confirmed significant gains in student growth with a very high percentage of our students achieving within the top two bands in NAPLAN literacy and numeracy. Data driven formative and summative assessment practices are expected as an integral part of daily instruction within our classrooms. Restraints regarding covid safe measures, meeting face to face and learning from home have inhibited opportunities for high impact professional learning in data literacy. In 2022, further gap analysis and data use within stage teams will be required in order to ensure that our school targets areas of identified academic improvement and the consolidation of areas of academic growth. Next year in this strategic direction, we will embed data driven formative assessments practices that enhance the explicit teaching of reading across all of our classrooms.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 60.73%.	In 2021 the percentage of students achieving in the top 2 bands of NAPLAN numeracy has increased to 65.56%. These results indicate an improvement of 4.83 percentage points when compared to the system-negotiated baseline data.
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 62.64%.	In 2021 the percentage of students achieving in the top 2 bands of NAPLAN reading has increased to 75.50%. These results indicate an improvement of 12.86 percentage points when compared to the system-negotiated baseline data.

Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 65.05%.	In 2021 the percentage of students achieving their expected growth in NAPLAN reading has increased to 75.00%. These results indicate an improvement of 9.95 percentage points when compared to the system-negotiated baseline data.
Increase the proportion of students attending more than 90% of the time above the baseline target of 90.96%.	In 2021 the proportion of students attending our school more than 90% of the time fell below our baseline target to 85.77%. Learning from home, self isolation periods and covid safe student cohorting measures have contributed to this small decline in attendance figures.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be above the system-negotiated target baseline of 57.12%.	In 2021 the percentage of students achieving their expected growth in NAPLAN numeracy has increased to 75.00%. These results indicate an improvement of 17.88 percentage points when compared to the system-negotiated baseline data.

Strategic Direction 2: Explicit systems for collaboration and feedback.

Purpose

Collaboration and feedback were identified as an area of focus following the 2020 SEF S-aS. Staff surveys have demonstrated that although staff feel confident in their ability to effectively differentiate curriculum, they find it difficult to efficiently evaluate teaching/learning programs and provide timely feedback to others. Our staff have adapted considerably over the past three years with new syllabus documents and working from home having an impact upon curriculum delivery.

Our situational analysis has indicated that a renewed focus upon staff collaboration is needed. The school excellence framework clearly outlines a number of key indicators that the school should utilise in order to enhance staff collaboration and the effective use of resources both physical and human. As a result, the school will look to ensure that there are explicit systems for ongoing collaboration and feedback thus sustaining quality teaching 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.

- High performance culture.
- Systematic and reliable assessment.

Resources allocated to this strategic direction

QTSS release: \$97,623.96

Professional learning: \$7,212.96

Summary of progress

Throughout 2021, the teaching faculty demonstrated continued flexibility and resilience when adapting to meet the needs of the learner. Our students engaged in both face to face and learning from home whilst adapting to covid safe guidelines and procedures. In order to meet these needs, our staff embraced the technology partnerships within the DoE to hold online and self paced teaching and learning experiences. Collaborative practices enabled our staff to respond to demands, create engaging content and individualise learning plans as required. The lessons learned from our response to the shifting educational delivery methods has enabled our staff to affirm the necessary skills required for authentic collaboration. In 2022 our school will ensure that systems and processes that facilitate professional dialogue in order to promote a high performance collaborative culture across the whole school. Next year, in this strategic direction, we will review our student assessment schedule in order to ensure that systematic and measurable student achievement data is obtained and analysed, allowing the school to respond to efficiently to identified trends.

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
School Excellence Framework - Learning: <i>Learning Culture</i> on-balance in school judgement of sustaining and growing. <i>Assessment</i> school on-balance in school judgement of sustaining and growing.	Utilising the School Excellence Framework, the on-balance in school judgement for both learning culture and assessment has remained at sustaining and growing.
School Excellence Framework Teaching: <i>Learning and development</i> in school	Utilising the School Excellence Framework, the on-balance in school judgement for learning and development has remained at sustaining and growing.

on-balance judgement of sustaining and growing.	
School Excellence Framework Leading: <i>School planning, implementation and reporting</i> in school on-balance judgement of sustaining and growing.	Utilising the School Excellence Framework, the on-balance in school judgement for school planning, implementation and reporting has remained at sustaining and growing.

Strategic Direction 3: A planned and measurable approach to wellbeing.

Purpose

School wellbeing metrics have been analysed and it is evident that student sense of belonging is an area for renewed focus. Tell Them from Me data outlines that the student responses have shown a sharp decline in this domain over the past three surveys. The school sits 9 percentage points below state average. Our reflection upon this data is consistent with supporting literature. Although our students are very well behaved, there is much to be done to improve student wellbeing and as such it will form a vital part of our Strategic Improvement Plan.

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 relationships that foster recognition and respect.
- An adaptive and supportive environment that allows all students to thrive.

Resources allocated to this strategic direction

6100 Ed Delivery - Teaching and Learning: \$40,000.00

Summary of progress

Throughout 2021 a number of both physical and human resources were flexibly allocated in order to meet the needs of students both individually and collectively. Staff, including key personnel within the Learning and Support Team, were integral in assisting students when learning from both the home and school environments. Upgrades to the physical environment including large scale playground resurfacing, sub-floor ventilation under the Library and an enormous two storey mural on both A and D Blocks have helped to ensure that the physical environment is a safe and healthy place to be. Next year, in this strategic direction, we will continue to analyse essential data and monitor the wellbeing of our members. Our school will determine the next steps required in order to foster a greater sense of connectedness and feelings of belonging. Our staff will participate in a number of wellbeing professional learning opportunities that foster positive relationships, recognition and respect.

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
School Excellence Framework - Learning: <i>Wellbeing</i> in school on-balance judgement maintained at sustaining and growing. Leading: <i>Management practices and processes</i> in school on-balance judgement maintained at sustaining and growing.	Utilising the School Excellence Framework, the on-balance in school judgement for both wellbeing and management practices and processes has remained at sustaining and growing.
Tell them from Me: <i>Sense of belonging</i> survey data indicates improved results above 73%.	In 2021 the Tell them From Me Sense of belonging data improved 3 percentage points to 76%. This result is 3 percentage points above statistically similar schools and 5 percentage points above the median state comparable.
The percentage of students with positive wellbeing is greater than the system negotiated baseline of 87.2%.	In 2021 the percentage of students with positive wellbeing is 86.70%, just half a percentage point below the system negotiated baseline.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$168,260.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Normanhurst West 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 <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 ensure that all eligible students receive flexible support in both the classroom and playground as determined by the personalised learning and support plans. Continued review and reflection of this personalised support will be a mandated agenda item in all learning and support team meetings.</p>
<p>Socio-economic background</p> <p>\$8,900.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Normanhurst West 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: equitable access to all school programs and events. Community requests are always treated in the strictest of confidence.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide ongoing student assistance for families experiencing financial hardship. Monitor the need for non-perishable food rations for students who may require it.</p>
<p>Aboriginal background</p> <p>\$1,352.43</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Normanhurst West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$1,352.43</p>	<p>include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: in all Aboriginal families engaging in the PLP process.</p> <p>After evaluation, the next steps to support our students with this funding will be: to enable an early transition and sharing of information regarding the PLP between staff members as students move through the primary years. Early identification and review of the PLP is vital in order to ensure that our indigenous students feel like their culture is valued at school as measured through Tell Them From Me surveys.</p>
<p>English language proficiency</p> <p>\$29,911.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Normanhurst West 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"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: all eleven identified students achieving their expected growth on the EAL/D progressions. Classroom observations and work samples indicate that students are taking risks in their language use and developing more confidence when engaging in whole class settings.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide additional assistance where required and capitalise on student growth across the whole curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$100,974.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Normanhurst West 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the support offered by our learning and support team whilst improving communication between the learning and support team , classroom teachers, support staff (SLSOs) and families.</p>

<p>Literacy and numeracy</p> <p>\$15,823.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Normanhurst West 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"> • A culture of continued learning. • Data driven evidence-based teaching strategies. <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 • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: A full suite of decodable readers have been purchased to support readers in Kindergarten. A decline in the number of students requiring intervention support through MiniLit. Stage 2 Sound Waves trial has been initiated.</p> <p>After evaluation, the next steps to support our students with this funding will be: further roll out of synthetic phonics resources and program across the whole of K-2 including updating decodable home reading resources. The expansion of the sound waves program and continued trial into 2022. Further stocktake of concrete materials required to assist in the teaching of Measurement and Geography.</p>
<p>QTSS release</p> <p>\$97,623.96</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Normanhurst West 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"> • High performance culture. <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: increased staff collaboration with a strong focus on embedded formative assessment. Planning days have strengthened curriculum provision with consistent professional reviews and collaborative lesson planning resulting in targeted reflections and improvements in line with a culture of lifelong learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensuring sufficient allocation of time is afforded to teams in order to enable effective collaboration. Teaching Sprints methodology to be expanded across all stage teams</p>
<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Normanhurst West 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>

<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<ul style="list-style-type: none"> • A culture of continued learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. Targeted support has seen a marked improvement as evidenced through both formative and summative assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Student growth and value add results to be closely monitored over the following 3 years in order to ascertain improvement measures against standardised testing i.e Best Start and NAPLAN.</p>
<p>COVID ILSP</p> <p>\$33,433.27</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 reading. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals. All students involved in the MacqLit program have exceeded their expected growth within the Reading component of NAPLAN.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue the implementation of small group tuition (MacqLit) using data sources to identify specific student need. The school learning and support processes will involve regular monitoring of student progress and effective reporting to parents. Providing additional in-class support for some students to continue to meet their personal learning goals will also be enabled.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	277	276	273	252
Girls	237	243	234	228

Student attendance profile

School				
Year	2018	2019	2020	2021
K	97	94	97	95
1	96.3	95.4	95.6	96.1
2	96.5	95.6	96.4	94.9
3	96.3	95.6	96.5	95.3
4	96.2	95.8	95.7	95.5
5	95.7	95.2	95.9	91.6
6	93.9	94.7	94.8	94.1
All Years	96	95.3	95.9	94.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.47
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.28

*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	696,480
Revenue	4,718,479
Appropriation	4,426,623
Sale of Goods and Services	45,852
Grants and contributions	234,841
Investment income	1,163
Other revenue	10,000
Expenses	-4,831,261
Employee related	-4,095,470
Operating expenses	-735,791
Surplus / deficit for the year	-112,781
Closing Balance	583,699

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	168,260
Equity Total	141,258
Equity - Aboriginal	1,404
Equity - Socio-economic	8,967
Equity - Language	29,911
Equity - Disability	100,975
Base Total	3,592,480
Base - Per Capita	124,984
Base - Location	0
Base - Other	3,467,496
Other Total	375,063
Grand Total	4,277,061

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2021 the school sought the opinions of students, staff and parents/carers about various aspects of the school. 'Tell Them from Me' online surveys were utilised to canvas student, teacher and parent opinions on a wide range of school activities.

Students - Overall, students feel that they enjoy going to school each day and they have access to excellent resources and an interesting learning environment.. They enjoy the range of opportunities available within the school and many favourable comments were made about their teachers. However, it is evident that student sense of belonging is an area for continued focus for the school. TTFM data outlines that the student responses continue to be below what staff and community expect them to be.. The school sits below state average. Improving student wellbeing is a major part of the Strategic Improvement Plan.

Teachers- Although 2021 was a year of constant change and challenges faced by all due to Covid, teachers continued to feel that they are supported by their colleagues and the school executive and the school is a harmonious working environment. They feel that the school is well resourced and that they felt supported by students and parents during the online period of learning during 2021. Even though the students are consistently very well behaved, teachers do feel that behaviour expectations still need to be supported consistently across the school. Staff moral and wellbeing will be a continued focus moving forward in the Strategic Improvement Plan.

Parents/Caregivers - Despite the challenges faced in 2021, parents/caregivers continue to feel that the school is a safe and inclusive school for their children. They also felt welcomed and more informed by the school as well as feeling that they were supporting their child's learning at home.. This was especially important due to the circumstances of more online learning during the year. The overall majority of parents thought that staff strongly supported them during the online learning period.. They also respected and followed all decisions made by the school in regards to restrictions put in place to keep everyone safe and well.

The support of the parents, students and teachers in our community continues to be excellent.

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.