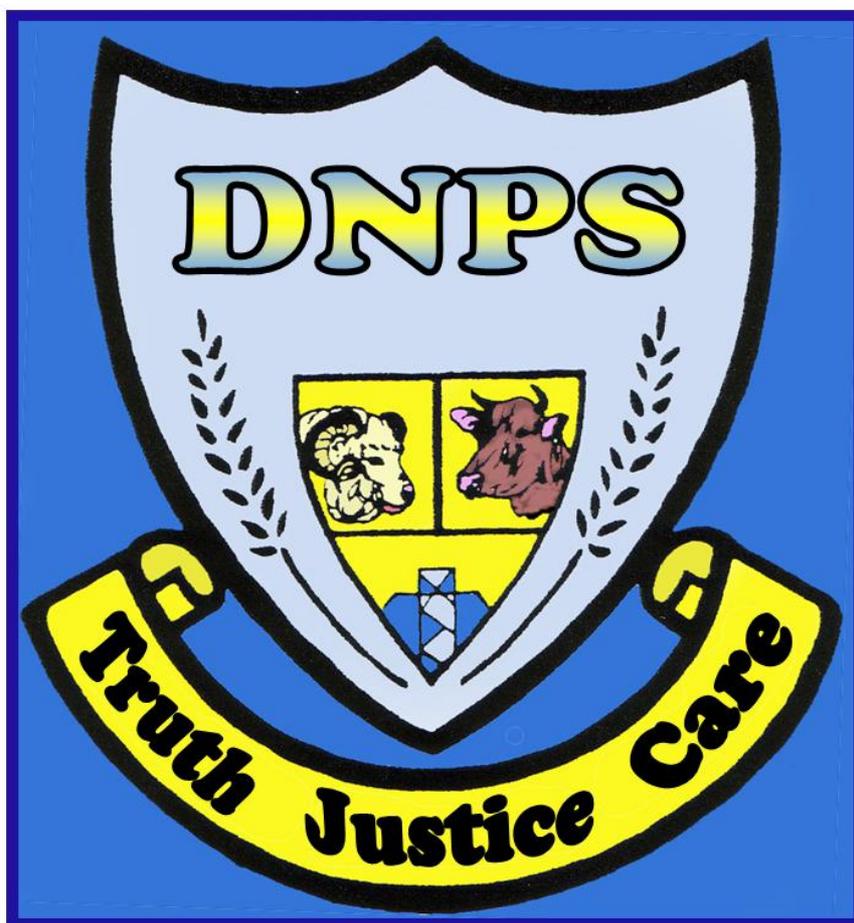


2021 Annual Report

Deniliquin North Public School



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Introduction

The Annual Report for 2021 is provided to the community of Deniliquin North 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

Deniliquin North Public School

Victoria St

Deniliquin, 2710

<https://deniliquin-p.schools.nsw.gov.au>

deniliquin-p.school@det.nsw.edu.au

03 5881 1042

School vision

At Deniliquin North PS we are committed to providing students with a high quality education driven by explicit teaching, high expectations, evidence based teaching practices and a collaborative approach which results in dynamic classrooms and engaged learners. We work together to ensure that every student is able to connect to the whole school community through meaningful, engaging and challenging personalised learning experiences. We foster successful, creative, resilient learners who are actively connected to their learning.

School context

Deniliquin North Public School is one of three public schools located in the rural town of Deniliquin, which has an approximate population of 7000. The current enrolment is 170 students. Current zoning for the school can be found at: <https://schoolfinder.education.nsw.gov.au/>

The school is supported by an active P&C supporting the Healthy School 5 star rated canteen. The P&C meets twice a term to support students through fundraising and support programs.

Students from a diverse range of backgrounds are supported by a range of funding sources. We are developing stronger relationships with local community organisations to support the rehabilitation of the local environment and increased acceptance of Indigenous culture.

The staff demonstrate their love of learning and passion for supporting students to achieve in external events including Debating, Tournament of the Minds, Energy Breakthrough challenge, and State PSSA and local sporting competitions.

A variety of wellbeing programs and activities are in place across the school setting including Smiling Mind, Beyond Blue, Day for Daniel, the school chaplaincy program and Second Step; a social/emotional support initiative. Student voice is supported through the roles of student leaders and the Student Representative Council who support students across the school with lunchtime sport and play activities, library support and care of the environment.

Through the completion of the situational analysis we have identified the need to increase the understanding of staff in data literacy and the use of this data to inform teaching practices, professional learning and future student learning. The situational analysis highlighted the declining engagement as students progress through primary school and a school wide focus in building a culture of high expectations.

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	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student and increase the number of students achieving proficiency, we will improve our ability to analyse and interpret data that is used in determining teaching directions and reflect on teaching effectiveness in reading and 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.

- Using data to inform literacy and numeracy teaching
- Assessment practices

Resources allocated to this strategic direction

QTSS release: \$1,000.00

Professional learning: \$3,000.00

Literacy and numeracy: \$1,500.00

Summary of progress

• Using data to inform literacy and numeracy teaching

The focus throughout 2021 was to create a shared understanding across the teaching staff of the need for and use of data to inform teaching practices for student achievement. Using the LEED pilot training and What Works Best modules, school teams were able to build a common language and understanding of what can be used as data to determine individual learning needs in numeracy. This was developed through professional dialogue and a focus on professional learning during after school staff meetings. In these meetings, staff were able to work together in reviewing data and programming for student improvement. COVID restrictions prevented continuity of this program throughout semester two.

Next year in this initiative, stage teams will review the way data is used in assessing comprehension and improve the consistency of teaching protocols in literacy.

• Assessment practices

In 2021, the focus was building staff capacity in the use of student achievement data as evidence to inform future teaching practice. Focusing on NAPLAN, Check -in assessment data and school-based assessments, teachers were able to review and modify school based assessment practices in numeracy using the shared understanding taken from staff feedback relating to assessments practices from the LEED professional learning in assessment. This professional learning was led by the executive of the school and used school based assessment to provide a clearer understanding of student achievement against syllabus outcomes.

Next year the focus will be on increasing the use of formative assessment practices as points of student achievement data and providing clear and meaningful feedback on student learning.

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
An increase in the percentage of students achieving in the top two in NAPLAN Reading by 2.7%.	• NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading of 11% against baseline data.
An increase in the percentage of students achieving in the top two in NAPLAN Numeracy by 3.5%.	• NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy of 13.4% against baseline data.

Strategic Direction 2: Explicit systems for professional learning and collaboration

Purpose

To ensure that every student achieves at or above expected growth in reading and numeracy, all staff will engage in targeted high impact professional learning in evidence informed practices and professional collaboration.

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.

- Systems of collaborative practice
- Feedback to drive whole school improvement

Resources allocated to this strategic direction

QTSS release: \$3,000.00

School support allocation (principal support): \$500.00

Professional learning: \$350.00

Summary of progress

- **Systems of collaborative practice**

The focus in 2021 was on increasing the effectiveness of collaboration within stages and across the school to enhance the consistency of teacher judgement and to embed explicit systems that facilitate professional dialogue and collaboration.

A dedicated focus on planned professional learning has been crucial to the increase in professional dialogue in staff meetings. A focus on high impact professional learning has enabled the school executive team to cement a planned approach to delivering evidenced based professional learning. Different professional learning sessions have focused on using a mixture of collaborative groupings to enhance collaboration. Through the implementation of restorative practice circles in all meetings, there has been an improvement in the collaborative culture of the teaching staff. Teachers have been able to work together to develop rubrics on writing to mark student writing samples. The use of goal setting and rubrics in the marking of writing has allowed for teachers increase the use of specific process feedback.

Next year in this initiative, teachers will have further opportunities for collaborative programming in planning for literacy and numeracy teaching.

- **Feedback to drive whole school improvement**

In 2021, the focus of this initiative was to provide professional learning for staff in how to give effective feedback to students on their learning. "What Works Best" research and the engagement with Carol Dweck's work on praise and mindset was the focus of ongoing professional learning. Conversations, and resulting staff survey results, demonstrate that staff have a developed shared understanding of the importance of attitude to learning and the use of praise for student success.

Additionally, how teachers provide feedback to students and report to parents was reviewed across the school and a more consistent approach was developed and used in the development of semester two reports. This included report comments incorporating recommendations for future learning.

The implementation of this initiative was stifled somewhat by the non-regular reporting procedures for 2021 and the inability to have face to face parent interviews due to the restrictions imposed by COVID-19.

Next year in this initiative the school will increase the opportunities for teachers to provide process feedback to colleagues in teaching literacy and numeracy. A focus on improving structures for classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers will enable improvement in teaching practice across the school.

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
An increase in the percentage of students achieving at or above expected growth in NAPLAN Reading by at least 2%.	<ul style="list-style-type: none"> The percentage of students achieving expected growth in reading decreased by 20.03% indicating progress yet to be seen toward the lower bound target.
An increase in the percentage of students achieving at or above expected growth in NAPLAN Numeracy by at least 2%.	<ul style="list-style-type: none"> The percentage of students achieving expected growth in numeracy increased by 25.24% indicating achievement of the upper bound target.

Strategic Direction 3: Culture of high expectations

Purpose

To develop a whole school community that has aspirational expectations in the pursuit of excellence, we will create systems that ensure all students are challenged and engaged through differentiation and effective strategies for engagement.

Initiatives

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

- A school wide culture of high expectations
- Building student connection and engagement

Resources allocated to this strategic direction

School support allocation (principal support): \$2,000.00

Socio-economic background: \$3,200.00

Professional learning: \$14,275.00

Summary of progress

• A school wide culture of high expectations

The focus for improvement in this initiative during 2021 was to start the development of a culture of high expectations across the school. Teachers worked collaboratively with students to create challenging and engaging learning goals in numeracy. The completion of training in evidenced based practices and the implementation of student learning goals in numeracy resulted in students working towards set goals at their individual level.

Progress in this initiative was inhibited by the necessity for teachers to complete training via zoom, and interruptions to student attendance at school due to home learning.

Next year in this initiative the school will continue to expand the use of student learning goals across literacy and numeracy.

• Building student connection and engagement

In 2021, the focus was to adopt a whole school approach to building positive learning environments, focused on respectful teacher-student relationships. The whole school staff completed Restorative Practice training, and collaboration with Deniliquin High School, led to the sharing of protocols in restoration conversations. The use of yarning circles in all classes across the school, has led to an improvement in student engagement.

Disruptions to school attendance due to COVID 19 and the reduced ability to connect with school and peers during home learning limited progress in this initiative.

Next year in this initiative, staff, parents and students will continue with ongoing conversations and training in Restorative Practices which will continue to guide the school community in building student engagement and connections. The school will develop a physical space in the school for yarning circles to be held across the school community.

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 reporting Expectations for Success, Advocacy, and Sense of Belonging at School by 2% toward the lower bound system-negotiated target.	Tell Them From Me data shows an improvement of 7.17% of reported positive wellbeing, including a 12.69% increase in advocacy at school, 1.97% decrease in sense of belonging and 1.44% increase in expectations of success.
Increase the percentage of students	The percentage of students attending 90% of the time or more, has

attending greater than 90% of the time by 2% or above the system negotiated target.

increased by 10.07%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$102,829.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Deniliquin North 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"> • employment of staff to provide additional support for students who have high-level learning needs through the use of a wellbeing room • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: the use of SLSO support for targeted students to support in class learning and playground supervision leading to improved student outcomes. All eligible students demonstrated progress towards their personalised learning goals. All PLSPs were responsive to student learning needs and progress, ensured eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: the continuation of support for identified students across literacy and numeracy learning. Students will still require social skills support in the playground environment.</p>
<p>Socio-economic background</p> <p>\$63,742.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Deniliquin North 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"> • A school wide culture of high expectations • Building student connection and engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement the wellbeing room to support identified students with additional needs • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support the Chaplaincy program implementation. <p>The allocation of this funding has resulted in: increased engagement of targeted students and access to supportive extra curricular programs. More students have been able to engage in school based activities, including during learning from home, on the same basis as other students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets and the successful implementation of the K-2 English syllabus.</p>

<p>Aboriginal background</p> <p>\$10,053.77</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Deniliquin North 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 include:</p> <ul style="list-style-type: none"> • 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: an increase in Aboriginal families engaging in the PLP process with teaching staff and AEO. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$66,182.32</p>	<p>Low level adjustment for disability equity loading provides support for students at Deniliquin North 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 specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <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 impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$10,347.41</p>	<p>The location funding allocation is provided to Deniliquin North 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>

<p>Location</p> <p>\$10,347.41</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions and swimming programs to enable all students to participate • subsidising incursion expenses <p>The allocation of this funding has resulted in: increased opportunities and participation for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to subsidise student activities to improve engagement and supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$6,553.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Deniliquin North 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"> • Using data to inform literacy and numeracy teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy • literacy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: increased achievement of students and growth in the early years in reading.</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>QTSS release</p> <p>\$35,505.16</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Deniliquin North 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"> • Using data to inform literacy and numeracy teaching • Systems of collaborative practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs in numeracy assessment <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>QTSS release</p> <p>\$35,505.16</p>	<p>funding will be: for the Assistant Principal, Curriculum and Instruction to work collaboratively during QTSS/collaboration time with Assistant Principals to lead improvement in literacy to improve student achievement and growth.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Deniliquin North 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy using the Minilit program and numeracy <p>The allocation of this funding has resulted in: increased literacy and phonic knowledge leading to increased reading achievement.</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>\$96,366.48</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"> • providing targeted, explicit instruction for student groups in reading and numeracy • releasing staff to analyse school and student data to identify students for small group tuition <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 and achievement in external testing.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	79	91	94	95
Girls	77	81	74	74

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.4	92.4	94.7	94.4
1	94.4	92.2	95.4	91.1
2	94.3	94.5	96.7	93.1
3	89.8	92.4	94.3	94.1
4	90.3	90.2	96	93.7
5	93.5	89.8	92.3	91.8
6	93.2	94.6	95.2	88.2
All Years	92.7	92.5	95	92.6
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)	2
Classroom Teacher(s)	7.78
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	2.07

*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	315,808
Revenue	2,413,335
Appropriation	2,386,686
Sale of Goods and Services	1,859
Grants and contributions	24,626
Investment income	163
Expenses	-2,338,542
Employee related	-2,125,447
Operating expenses	-213,095
Surplus / deficit for the year	74,793
Closing Balance	390,600

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	102,829
Equity Total	136,779
Equity - Aboriginal	10,054
Equity - Socio-economic	60,543
Equity - Language	0
Equity - Disability	66,182
Base Total	1,462,716
Base - Per Capita	41,415
Base - Location	10,347
Base - Other	1,410,954
Other Total	503,926
Grand Total	2,206,250

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

Parents and students were surveyed in 2021 using the Tell Them from Me surveys. Although the number of parents responses was low in the TTFM survey, the use of social media to communicate with the community has increased in both reach and engagement. Focus group conversations about school communications has been positive during COVID. In this group 100% of parents asked for an increase in opportunities to reconnect with the school due to limitations that have been in place during 2021. Increased opportunities with social media applications has been highlighted by parents as an area for improvement.

Student surveys continued to show high levels of advocacy and expectations for success. Students showed lower levels in the belonging domain in year 6 compared to students in years 4 and 5. Students in years 4-6 were above state average with positive relationships while the sense of belonging was below the state average. Tell Them From Me data shows an improvement of 7.17% of reported positive wellbeing, including a 12.69% increase in advocacy at school, 1.97% decrease in sense of belonging and 1.44% increase in expectations of success.

Staff completed surveys during 2021 using the Tell Them Form Me platform, People Matters Employee Survey and school based surveys relating to professional learning and technology. Results in the People Matters Employee Survey indicate that the work that has started around collaboration will need to continue. People Matters Employee Survey showed that 100% of staff felt student needs were considered by the school when decisions were made and staff are encouraged to keep improving their work. Collaboration is an area of opportunity with 30% of staff believing there is good cooperation across the organisation and 33% believing they have time to do their job well. The Tell Them From Me teacher survey showed above state norm results in leadership and being an inclusive school. In the area of collaboration compared to the PMES results showed a 0.2 difference to the NSW government school norm. This included the "I discuss my assessment strategies with other teachers" which has been a focus in Strategic Direction 2. The lowest rating was in the area of technology. This was highlighted by the questions having students tracking goals using technology and will be a focus in the 2022 -2025 School 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.