

2021 Annual Report

Engadine West Public School



4292

Introduction

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

School contact details

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School vision

At Engadine West Public School we provide opportunities and support for all members of our school community to engage with learning and achievement through a dynamic culture of high expectations and respect.

School context

Engadine West Public School is situated at the southern end of the Sutherland Shire close to the Royal National Park. The school prides itself in having an excellent reputation in the local community and enjoys the support of an active P&C which works in partnership with the school to support students.

Comprising 611 students and 62 staff including 4.5% beginning teachers, the school's family occupation and education index (FOEI) is 63. A small number of students are at the emerging stage of EAL/D and 6.86% students have a language background other than English. 12 students are from an Aboriginal or Torres Strait Islander (ATSI) background. Overall student enrolment has declined by an average of 5.49% over the past three years as a greater number of students are leaving Year 6 than enrolling in Kindergarten.

The wellbeing and academic needs of all students are met in a safe and caring learning environment. Students have opportunities to excel through their participation in a variety of educational and extra-curricular programs.

The situational analysis has identified a need to use improved data driven practices to ensure student learning growth. Work is planned in the area of deeper differentiation for high performing and gifted learners. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Continual monitoring of student performance data will determine areas of need and success at a class and whole school level. The involvement of all stakeholders is the key to success.

Students requiring additional support in their learning are monitored through a tiered level of support. Whole school longitudinal systems will be extended and embedded to monitor and extend student growth.

The school has clear expectations for all school community members and follows a positive behaviour for learning model. The school promotes safe, respectful, learners and celebrates achievements.

Self-assessment and school achievement

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

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

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

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

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

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

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| 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 | Excelling |

Strategic Direction 1: Student growth and attainment

Purpose

Clear targets are established to improve student outcomes in literacy 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.

- Improving reading and numeracy through personalised student learning and explicit teaching practices
- Students attend every day

Resources allocated to this strategic direction

Integration funding support: \$75,146.00

Socio-economic background: \$49,332.16

Low level adjustment for disability: \$148,934.11

Literacy and numeracy intervention: \$58,862.00

Literacy and numeracy: \$41,579.00

Aboriginal background: \$9,018.44

English language proficiency: \$12,778.60

Professional learning: \$20,000.00

Summary of progress

In 2021 the school completed research and background in the Science of Reading. Attendance was monitored through teaching and learning from home with direct phone calls, SeeSaw and Zoom contact. Individual learning plans were established and monitored, learning and support procedures were reviewed with a tiered program of support implemented. The quality of these programs can be evidenced by identified students receiving tiered 2 and 3 support achieving personal learning goals.

Are students improving in their growth and attainment in reading and numeracy? Internal school data shows tier 2 students receiving intervention through MacqLit programs improved an average of 1.23 years reading age and showed an average of 14 months' growth.

What has been the impact of enhanced practices in explicit teaching and differentiation for students and staff?

In 2021 we were at the implementation stage of new processes and practices in the teaching of literacy and numeracy. We are yet to see impact data from the new ways of working.

Priorities for 2022 include whole school assessment process and monitoring in mathematics, implementation of Dibels 8 K-Year 6, K-Year 2 implementation of InitialLit, K-Year 1 implementation of Heggerty literacy program, Years 3-6 implementation of strategies supporting Science of Reading, and students having gaps in their learning (from Dibels assessment data).

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 two bands of NAPLAN reading to be above the system-negotiated target baseline of 44.91%. | Data indicates that 38.27% of students in top 2 bands reading showing a decline from baseline data. |
| Increase the percentage of students achieving in the top two bands of NAPLAN numeracy to be above the system-negotiated target baseline of 32.11%. | Data indicates that 22.96% of students in top 2 bands numeracy showing a decline from baseline data. |

| | |
|---|---|
| <p>Increase the percentage of students achieving expected growth in NAPLAN reading from 57.43% in 2019 to at or above the lower bound target of 62.10% (upper bound 67.10%).</p> <p>Uplift 4.57%</p> | <p>The percentage of students achieving expected growth in reading decreased to 50% indicating progress yet to be seen towards the lower bound target.</p> |
| <p>Increase the percentage of students achieving expected growth in NAPLAN numeracy from 57.14% in 2019 to at or above the lower bound target of 61.80% (upper bound 66.80%).</p> <p>Uplift 4.66%</p> | <p>The percentage of students achieving expected growth in numeracy decreased to 42.71% indicating progress yet to be seen towards the lower bound target.</p> |
| <p>Establish the baseline of the percentage of students achieving attendance goals.</p> | <p>The number of students attending greater than 90% of the time or more has increased by 4.16% from baseline.</p> |
| <p>Increase the percentage of Aboriginal students achieving in the top two bands of NAPLAN reading and numeracy to be above the system-negotiated target baseline.</p> | <p>50% of Aboriginal students achieved in the top 2 bands in reading and numeracy. This is a small cohort.</p> |
| <p>Tell Them from Me wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target baseline of 89.7%</p> | <p>Tell Them From Me data indicates 87.76% of students report a positive sense of wellbeing (expectations for success, advocacy, and sense of belonging at school).</p> |

Strategic Direction 2: Evidence and research drive teaching and learning.

Purpose

All teachers are committed to the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

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.

- Differentiated teaching practices to meet the needs of all learners
- Teacher professional practice and standards

Resources allocated to this strategic direction

Beginning teacher support: \$8,000.00

Professional learning: \$7,000.00

QTSS release: \$122,544.97

Summary of progress

In 2021 the school initiated training and trial of HPaGE teaching strategies in K-6 classrooms; all teachers completed the AITSL self-assessment teaching survey and aligned the outcome of the assessment with their performance and development plans (PDPs); curriculum monitoring in HSIE was undertaken.

The quality of these initiatives can be seen in enhanced programming and assessment and enhanced practice in the classroom based on feedback from teachers.

What has been the impact of enhanced collaborative practices to improve teaching and learning? During teaching and learning from home teachers collaborated on developing units of work to align with curriculum expectations and the context in which students were learning.

Do teaching and learning programs show evidence of adjustments ensuring all students are challenged? This initiative has started and programs are beginning to reflect more explicit differentiation, particularly for students identifying as HPaGE.

Is there an increased proportion of teachers pursuing higher levels of accreditation? This program has been held over due to COVID-19 interruptions, although an end of year survey indicated 11 teachers were interested in finding out more about higher levels of accreditation. This will be pursued 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 |
|---|---|
| Delivering in the theme of differentiation in the element curriculum. | Differentiation of curriculum delivery within classrooms occurs for many students with particular identified needs by providing adjustments. The parents of impacted students are advised about adjustments made. Curriculum-differentiation - delivering |
| The school monitors and reviews its curriculum provision to meet changing requirements of the students and ensures NESA requirements are met. | The school monitors and reviews its curriculum provision to meet changing requirements of the students. Curriculum monitoring in HSIE is being undertaken in 2021. Curriculum-curriculum provision - delivering |
| Sustaining and growing in the theme of improvement of practice in the element professional standards. | Teacher's Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths |

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|--|---|
| <p>Sustaining and growing in the theme of improvement of practice in the element professional standards.</p> | <p>and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.</p> <p>Professional standards-improvement of practice - sustaining and growing</p> |
|--|---|

Strategic Direction 3: School-wide systems and processes underpin ongoing student improvement.

Purpose

Student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.

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 teaching and learning through data enhanced practices
- School Planning, Implementation and Reporting

Resources allocated to this strategic direction

Professional learning: \$2,500.00

Summary of progress

- In 2021 the leadership team was trained in GROWTH coaching and trialled coaching each other.
- What has been the impact on our enhanced assessment data use processes to improve teaching and learning? Decisions were made to use Dibels 8 to track student progress in literacy and to implement the suite of MacqLit programs. Student impact data is yet to be realised due to impact of COVID-19 and will carry over to 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 |
|--|---|
| Delivering in the theme of data literacy in the element data skills and use. | Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Data skills and use-data literacy - delivering |
| All teachers review student assessment data and compare results with stage team members through the implementation on learning progressions. | The school analyses assessment data to identify learning progress (learning progressions) of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. Assessment-whole school monitoring of assessment - sustaining and growing |
| School assessment schedules are monitored for alignment to curriculum. | Assessment is planned, aligned to curriculum and undertaken regularly in all classes and data is systematically collected. Assessment-summative assessment - delivering |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$75,146.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Engadine 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Further support for funded students, compilation of individual learning plans. Tier 3 students identified using semester reports. Stage 1 tier 2 students were identified using the Burt Word Reading Test and tracked on learning progressions. The Burt Word Reading Test was used as an exit assessment for students accessing tier 2 support. Stage 2 and 3 tier 2 students were identified using the Burt Word Reading Test, the Whedell Assessment of Reading Passages (WARP) and were tracked on the learning progressions. Student growth data is available on internal assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of program of tiered student support through the provision of an extra LaST and SLSOs.</p> |
| <p>Socio-economic background</p> <p>\$49,332.16</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Engadine 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement tiered student support to support identified students with additional needs • professional development of staff through LaST program to support student learning <p>The allocation of this funding has resulted in: Tier 3 students identified using semester reports. Stage 1 tier 2 students were identified using the Burt Word Reading Test and tracked on learning progressions. The Burt Word Reading Test was used as an exit assessment for students accessing tier 2 support. Stage 2 and 3 tier 2 students were identified using the Burt Word Reading Test, the Whedell Assessment of Reading Passages (WARP) and were tracked on the learning progressions. Both of these assessments were used as exit assessments for Stage 2 and 3 students accessing tier 2 support.</p> <p>After evaluation, the next steps to support our students with this</p> |

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| <p>Socio-economic background</p> <p>\$49,332.16</p> | <p>funding will be: This program will continue in 2022.</p> |
| <p>Aboriginal background</p> <p>\$9,018.44</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Engadine 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: All Aboriginal students have personalised learning plans. The Djurawalinjang group was embedded into school programming and timetabling for students to engage further with culture and community.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the Aboriginal SLSO will facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</p> |
| <p>English language proficiency</p> <p>\$12,778.60</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Engadine 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: EAL/D students are being better supported in classrooms with a targeted approach to identifying needs of individual students. EAL/D teacher collaborates with classroom teachers on literacy programs for identified EAL/D students. The EAL/D teacher maintained regular contact with identified students throughout teaching and learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue in 2022.</p> |
| <p>Low level adjustment for disability</p> <p>\$148,934.11</p> | <p>Low level adjustment for disability equity loading provides support for students at Engadine 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</p> |

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| <p>Low level adjustment for disability</p> <p>\$148,934.11</p> | <p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Second LaST funded to support identified students <p>The allocation of this funding has resulted in: LaST teacher supported tier 2 students through the implementation of Mini and MacqLit programs. Data from these programs shows increased student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue to be funded in 2022 and extended.</p> |
| <p>Literacy and numeracy</p> <p>\$41,579.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Engadine 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"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Online decodable texts were implemented, the Dibels 8 assessment tool was investigated and trialled in one class, and the MultiLit programs were extended. The online resources supported students learning from home K-3.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implement, track and monitor, Dibels 8 assessment tool K-6. Implement InitialLit K-2. Initiate Heggerty literacy program K-1. Further professional learning in the science of reading to support programs being implemented will occur in 2022.</p> |
| <p>QTSS release</p> <p>\$122,544.97</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Engadine 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"> • Teacher professional practice and standards <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 • 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: QTSS allowed for teachers to collaborate with their direct supervisors to develop meaningful PDP goals directly related to the school improvement plan and improved student outcomes. PDP goals were a result of the AITSL</p> |

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| <p>QTSS release</p> <p>\$122,544.97</p> | <p>teacher self assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: AITSL self assessment to be undertaken to monitor PDP growth. Targeted professional learning will be aligned to PDP goals and differentiated as appropriate in line with the school improvement plan.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$58,862.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Engadine 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> <ul style="list-style-type: none"> • Improving reading and numeracy through personalised student learning and explicit teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Online decodable texts were implemented and the Dibels 8 assessment tool was investigated and trialled in one class, and MultiLit programs were extended. The online resources supported students learning from home K-3.</p> <p>After evaluation, the next steps to support our students with this funding will be: Implement, track and monitor, Dibels 8 assessment tool K-6. Implement InitialLit K-2. Initiate Heggerty literacy program K-1. Further professional learning in the science of reading to support programs being implemented will occur in 2022.</p> |
| <p>COVID ILSP</p> <p>\$134,224.74</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 literacy/numeracy - InitialLit and MacqLit programs • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy/numeracy <p>The allocation of this funding has resulted in: The COVID ILSP teacher saw 50 students in the 2021 school year, including providing online support during remote teaching and learning. Internal school data shows tier 2 students receiving intervention through MacqLit programs improved an average of 1.23 years reading age and showed an average of 14 months' growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: In addition to the Burt Word Reading Test and the Whedell Assessments of Reading Passages (WARP), Dibels 8 data will be used to determine student</p> |

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| COVID ILSP \$134,224.74 | involvement in the COVID ILSP program in 2022. If funding drops below 1.0 FTE for COVID ILSP in 2022 the school will supplement the program to ensure a maximum number of students have access to the MacqLit suite of programs. |
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Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 348 | 324 | 320 | 301 |
| Girls | 376 | 360 | 336 | 310 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 96.2 | 94 | 96.3 | 95.2 |
| 1 | 95 | 94.2 | 95.2 | 95.2 |
| 2 | 94.7 | 94.5 | 96 | 93.8 |
| 3 | 94.2 | 95.2 | 96.3 | 94.5 |
| 4 | 94.2 | 94.3 | 94.4 | 94.2 |
| 5 | 93.9 | 94.7 | 94.4 | 93.2 |
| 6 | 91.5 | 93.3 | 93.5 | 92.8 |
| All Years | 94.2 | 94.3 | 95 | 94.1 |
| 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) | 2 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 22.19 |
| Literacy and Numeracy Intervention | 0.53 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 1.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 4.06 |

*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 | 399,014 |
| Revenue | 5,532,960 |
| Appropriation | 5,302,387 |
| Sale of Goods and Services | 8,821 |
| Grants and contributions | 220,920 |
| Investment income | 433 |
| Other revenue | 400 |
| Expenses | -5,643,986 |
| Employee related | -4,884,369 |
| Operating expenses | -759,617 |
| Surplus / deficit for the year | -111,026 |
| Closing Balance | 287,988 |

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 | 55,193 |
| Equity Total | 220,064 |
| Equity - Aboriginal | 9,018 |
| Equity - Socio-economic | 49,332 |
| Equity - Language | 12,779 |
| Equity - Disability | 148,935 |
| Base Total | 4,389,184 |
| Base - Per Capita | 161,715 |
| Base - Location | 0 |
| Base - Other | 4,227,469 |
| Other Total | 435,620 |
| Grand Total | 5,100,061 |

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, 208 students in Years 4 to Year 6 were surveyed on a number of areas relating to their experiences at school.

88% of students had positive relationships with other students and 84% participated in school sport. 92% valued the outcomes they were working towards at school and 93% believed they have positive behaviour at school. 42% of students displayed positive behaviours towards homework. 61% of students said they were interested and motivated in their learning, and 88% said they tried hard to succeed in their learning.

In 2021, 76 parents were surveyed on a number of areas relating to their experiences at school.

99% of parents felt the communication from school was useful which included formal interviews, informal meetings, emails, phone calls and school reports. 79% of parents had two or more individual discussions with their child's class teacher throughout the year, with 87% attending various parent meetings at the school (including phone calls and Zoom meetings). 99% of parents found the physical environment of the school welcoming, and 99% found the school easy to access and move around.

In 2021, 25 teachers were surveyed on a number of areas relating to their experiences at school.

100% of teachers believed the school was a welcoming and culturally safe place for all students. 92% of teachers were confident in their capacity to meet the needs of Aboriginal students, and 88% believed they had the knowledge required to engage with students on Aboriginal culture and histories. 92% of teachers believed that students at the school retain what they have learnt after they have been tested on it. 92% of teachers said that teachers share and implement ideas about ways to help students retain what they are learning.

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.