

# 2021 Annual Report

## Chifley Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Chifley 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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Chifley Public School

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## School vision

### Chifley Public School Vision

To empower our students through opportunity and excellence in educational practice.

### Chifley Public School Mission Statement

Chifley Public School will deliver equitable, high quality educational opportunities through high level commitment in all areas of learning.

## School context

Chifley Public School is a positive, friendly and inclusive community school. Our students are known, valued and cared for by experienced, professional and dedicated staff.

Our student population reflects a broad range of cultural backgrounds:

- 38% of our students identify as Aboriginal and/or Torres Strait Islander; and
- 24% of our students possess English as an Additional Language or Dialect (EAL/D).

Student wellbeing underpins our teaching & learning framework to support our students as compassionate, resilient, confident and successful learners. Grow Your Mind provides a whole school language around wellbeing, wellbeing practices, response strategies, our social connections and positive school engagement.

Individual learning needs are targeted through evidence based teaching and learning programmes and a rigorous, relevant and engaging curriculum.

Learning technologies are prioritised to strengthen authentic learning opportunities and act as an educational amplifier to access information, build content and extend outcomes.

Stand-alone STEM (Science, Technology, Engineering, Mathematics) classes see our students coding and involved in units of work that challenge them to apply creative, critical thinking skills in design & construction, robotics, electronics, 3d engineering and virtual & augmented reality.

A rich co-curricular programme extends broad educational opportunities for all our students.

Chifley Public School is an active member of the Little Bay Community of Schools, the local Aboriginal Education Consultative Group (AECG) and enjoys a strong educational partnership with UniNSW.

## 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>

### Learning Domain

The Great Sydney lockdown resulted in 12 weeks of remote learning in Semester 2 and a staged return to face-to-face learning in Week 3, Term 4. Google Classroom and Zoom were again used as the primary delivery platforms to support continuity of learning and a single curriculum model. Home learning packs were again available as required.

Level 3 settings also meant flexibility around Kindergarten and Year 7 orientation programmes as key transition points.

Aspirational expectations and explicit classroom practices were identified through the School Excellence Cycle including the embedding of responsive and attainable challenge. Continuity of assessment practices and the triangulation of data sources ensured student engagement and performance was systematically monitored and that progress continued to be tracked longitudinally.

STEM continued to be explicitly timetabled across all classes to reinforce the soft skills students need in digital literacy, problem-solving, creativity and teamwork, and ensure all our students have access to an enriched curriculum. The ongoing resourcing of digital technologies continued to support authentic teaching & learning opportunities, access to information and provide a platform to build content.

*Grow Your Mind* and a consistent whole school language around student wellbeing continued to support a positive learning culture across the school and a strong sense of student advocacy. Student attendance was prioritised through individual attendance plans and streamlined absence procedures. Wellbeing was externally validated against the School Excellence Framework as Excelling.

### Teaching Domain

Systems of collaboration, including teaching teams and literacy & numeracy committees were prioritised with the rollout of the 2021-24 School Improvement Plan (SIP). Remote scheduling of collaborative and applied practice was required due to adjusted work arrangements and cohorting during Semester 2.

Online and blended professional learning continued to support teacher accreditation/maintenance requirements and prioritise ongoing school improvements.

Teacher Professional Development Plans (PDPs) continued to be collegially developed/reviewed and aligned against strategic school priorities and the Professional Standards. Peer observation and feedback were systematically built into the PDP structure to support professional reflection and inform future teaching practices.

Our QTSS allocation continued to support instructional continuity across the school.

The LaST continued to work collaboratively across all classrooms to support the continuum of learning and support needs, including tiered intervention and high potential & gifted programmes.



## Leading Domain

As a response to the Public Health Orders during Semester 2, learning from home and cohorting required considerable agility and again necessitated significant operational adjustments and the flexible deployment of staff.

Distributed instructional leadership continued to provide accountability, ensure NESA and DoE compliance and support ongoing school improvement, professional growth and a culture of high expectations.

External Validation and the 2021 Situational Analysis provided the school leadership team with explicit data around school priority areas and an opportunity to reflect & reset. The process endorsed the continued embedding of identified school initiatives as part of the 2022-25 SIP and strategic financial management ensured a clear line of sight between resource funding and school improvement.

Infrastructure upgrades continued to be rolled out during the year with the refurbishment of the Room 10, the library entrance and the completion of the Cooler Classrooms programme. The playground improvements prioritised accessibility and opening up outdoor facilities as flexible teaching & learning resources.

Online and digital technology continued to be prioritised to enhance learning and service delivery, including the migration to Compass as a reporting platform. Learning technologies continued to be authentically integrated into an information, communication and technology rich curriculum. A sixth laptop bank was purchased to ensure access and the equitable allocation of resources across all classrooms. ICT upgrades were also rolled out as part of the four year warranty cycle.

Stakeholder feedback was again sourced through a raft of Tell Them From Me (TTFM) surveys.

## Strategic Direction 1: Student growth and attainment

### Purpose

To drive student success and deliver clear and measurable progress through explicit teaching & learning, effective feedback and a culture of high expectations.

### 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.

- Learning Culture
- Classroom Practice

### Resources allocated to this strategic direction

**Aboriginal background:** \$2,083.56

**Socio-economic background:** \$16,000.00

### Summary of progress

At the commencement of Term 1, goal setting cycle established to ensure that individual and teacher negotiated goals were built around attainable expectations, systematically reviewed and that reflection and feedback was ongoing. This included the development of PLPs in partnership with parents & carers for 100% of Aboriginal students. Consistent whole school expectations around positive school engagement clearly established and reinforced through customised visual referencing across T&L spaces. Scheduled collaborative and applied practice was significantly restricted for a considerable part of Semester 2. In saying this, continuity around data informed practice was certainly observable/evident within and across teaching teams. Internal and system based SCOUT data support evidence of progress against the 2021 annual progress measures. Moving forward, learning partnerships and embedding a culture of aspirational expectations will be reinforced in the 2022-2025 SIP.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Numeracy</b> Increase the number of Year 3 and 5 in the top 2 NAPLAN bands above 2020 baseline of 24.4%.	• 30.2% of students in top 2 bands for Numeracy - within annual trajectory range
<b>Reading</b> Increase the number of Year 3 and 5 in the top 2 NAPLAN bands above 2020 baseline of 33.8%.	• 46.7% of students in top 2 bands for Reading - above Upper Bound
<b>Numeracy</b> Increase the number of Year 5 students achieving expected growth in NAPLAN above 2020 baseline of 56%.	• 42.9% of students achieving expected growth Numeracy
<b>Reading</b> Increase the number of Year 5 students achieving expected growth in NAPLAN above 2020 baseline of 76.6%.	• 71.4% of students achieving expected growth Reading
<b>School Excellence Framework -</b>	Learning Domain:

<p>Learning Domain:</p> <ul style="list-style-type: none"> <li>• Learning Culture - Sustaining and Growing</li> <li>• Wellbeing - Sustaining and Growing</li> </ul> <p><b>School Excellence Framework -</b> Teaching Domain:</p> <ul style="list-style-type: none"> <li>• Effective Teaching Practice - Sustaining and Growing</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Culture - Sustaining and Growing</li> <li>• Wellbeing - Excelling</li> </ul> <p>Teaching Domain:</p> <ul style="list-style-type: none"> <li>• Effective Teaching Practice - Sustaining and Growing</li> </ul>
<p><b>Numeracy</b></p> <p>Increase the number of Aboriginal students in the top 3 NAPLAN bands above 2020 baseline of 30.98%.</p>	<ul style="list-style-type: none"> <li>• 40% of Aboriginal students in top 3 bands for Numeracy - above Lower Bound</li> </ul>
<p><b>Reading</b></p> <p>Increase the number of Aboriginal students in the top 3 NAPLAN bands above 2020 baseline of 43.16%.</p>	<ul style="list-style-type: none"> <li>• 50% of Aboriginal students in top 3 bands for Reading - above Lower Bound</li> </ul>

## Strategic Direction 2: Systems of collaboration

### Purpose

To embed systems of collaboration and data driven 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.

- Collaborative Practice
- Professional Learning

### Resources allocated to this strategic direction

QTSS release: \$27,000.00

Socio-economic background: \$4,011.78

### Summary of progress

With the release of the 2021-2024 SIP, deliberate systems of collaboration and professional learning were mapped out against literacy and numeracy priorities and ongoing school improvement initiatives. During Semester 2, there was an absence of authentic opportunities to collaborate due to the Greater Sydney lockdown, flexible work arrangements and onsite restrictions around collaborative and applied practice. Professional learning opportunities were accommodated through remote PL and online delivery platforms, including CARS & STARS, Seven Steps to Writing Workshop Two: Putting It All Together and the draft curriculum review. Moving forward into the 2022-2025 SIP, there will be a continued emphasis on embedding collaborative practice and the alignment of high impact professional learning against school improvement initiatives.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>School Excellence Framework - Learning Domain:</b> <ul style="list-style-type: none"><li>• Assessment - Sustaining and Growing</li><li>• Student Performance Measures - Sustaining and Growing</li></ul>	Learning Domain: <ul style="list-style-type: none"><li>• Assessment - Sustaining and Growing</li><li>• Student Performance Measures - Sustaining and Growing</li></ul>
<b>School Excellence Framework - Teaching Domain:</b> <ul style="list-style-type: none"><li>• Data Skills and Use - Sustaining and Growing</li><li>• Professional Standards - Sustaining and Growing</li><li>• Learning and Development - Sustaining and Growing</li></ul>	Teaching Domain: <ul style="list-style-type: none"><li>• Data Skills and Use - Sustaining and Growing</li><li>• Professional Standards - Sustaining and Growing</li><li>• Learning and Development - Sustaining and Growing</li></ul>
<b>School Excellence Framework - Leading Domain:</b> <ul style="list-style-type: none"><li>• Educational Leadership - Sustaining and Growing</li><li>• School Planning, Implementation and Reporting - Sustaining and Growing</li></ul>	Leading Domain: <ul style="list-style-type: none"><li>• Educational Leadership - Sustaining and Growing</li><li>• School Planning, Implementation and Reporting - Sustaining and Growing</li></ul>



## Strategic Direction 3: A community of learners

### Purpose

To enable students to *connect, succeed* and *thrive* as a community of learners.

### 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.

- Wellbeing and Engagement
- Attendance

### Resources allocated to this strategic direction

**Professional learning:** \$600.00

**Socio-economic background:** \$6,000.00

### Summary of progress

From Term 1, student attendance was streamlined and monitored through the Learning Support Team. Attendance procedures were reviewed and Personal Attendance Plans established. 2021 attendance data was unreliable as a result of remote learning and flexible student attendance for much of Semester 2. Grow Your Mind continued to be implemented K-6 and professionally supported through digital resourcing. Visual wellbeing reminders updated across the school. Tell Them From Me (TTFM) survey data identified 91.75% of students indicating positive wellbeing. Wellbeing initiatives will continue to be reinforced as part of the 2022-25 SIP.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Wellbeing</b> Increase the wellbeing measure above 2020 baseline of 84.5%.	91.75% of students indicated positive wellbeing.
<b>Attendance</b> Increase attendance 2020 baseline of 69.5%.	74.69% attendance 90% of the time or more.
<b>School Excellence Framework - Learning Domain:</b> <ul style="list-style-type: none"><li>• Learning Culture (Attendance) - Sustaining and Growing</li><li>• Wellbeing - Sustaining and Growing</li></ul>	Learning Domain: <ul style="list-style-type: none"><li>• Learning Culture (Attendance) - Sustaining and Growing</li><li>• Wellbeing - Sustaining and Growing</li></ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$455,619.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Chifley Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with learning and support needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Responsive teaching &amp; learning adjustments and support provisions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Embedding centralised systems of whole school support.</p>
<p>Socio-economic background</p> <p>\$26,011.78</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Chifley Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Engagement</li> <li>• Collaborative Practice</li> <li>• Professional Learning</li> <li>• Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning and collaborative &amp; applied practice</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The consolidation of consistent teaching &amp; learning programmes and collaboration around the use of data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review of assessment schedule.</p>
<p>Aboriginal background</p> <p>\$2,083.56</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Chifley Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> PLPs developed in partnership with parents &amp; carers.</p>

<p>Aboriginal background</p> <p>\$2,083.56</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review PLPs and face-to-face and/or remote delivery.</p>
<p>English language proficiency</p> <p>\$42,585.78</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Chifley Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional staffing for in-class EAL/D support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Maintain effective student/teacher ratios for targeted support.</p>
<p>Low level adjustment for disability</p> <p>\$109,085.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Chifley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Learning and support centrally coordinated.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Embed tiered intervention through LaST.</p>
<p>Literacy and numeracy</p> <p>\$4,108.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Chifley Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional literacy and numeracy resourcing including the renewal of home readers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing review and upgrade of literacy and numeracy resources.</p>
<p>QTSS release</p> <p>\$27,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Chifley Public School.</p>

<p>QTSS release</p> <p>\$27,000.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Explicit systems of collaboration scheduled to drive teaching and learning across the school..</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To support programming compliance.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Chifley Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional staffing to support literacy and numeracy needs across K-2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Prioitise early literacy and numeracy intervention.</p>
<p>COVID ILSP</p> <p>\$188,210.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing/releasing staff to coordinate the program</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Tier 2 reading intervention (4x1 hour per week) - MiniLit and MacqLit and Tier 2 Math's intervention.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing tracking of performance and progress.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	88	80	85	92
Girls	81	86	91	104

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	89.3	90.7	89.7
1	94.1	90.7	91.4	92.2
2	91	90.2	91.4	92.1
3	92.1	92.2	91.9	88.8
4	92.3	89.7	90.6	94.2
5	90.5	90.2	87.4	91.7
6	92.3	87.7	87.2	88.8
All Years	92.1	90	90.1	91.1
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

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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)	6.94
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	1.97

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

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

	2021 Actual (\$)
<b>Opening Balance</b>	516,025
<b>Revenue</b>	2,786,337
Appropriation	2,697,914
Sale of Goods and Services	1,488
Grants and contributions	86,351
Investment income	584
<b>Expenses</b>	-2,865,155
Employee related	-2,519,878
Operating expenses	-345,276
<b>Surplus / deficit for the year</b>	-78,817
<b>Closing Balance</b>	437,207

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	346,441
<b>Equity Total</b>	317,598
Equity - Aboriginal	124,191
Equity - Socio-economic	43,697
Equity - Language	42,586
Equity - Disability	107,124
<b>Base Total</b>	1,573,680
Base - Per Capita	43,387
Base - Location	0
Base - Other	1,530,293
<b>Other Total</b>	228,837
<b>Grand Total</b>	2,466,556

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

## School performance - NAPLAN

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

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

# Parent/caregiver, student, teacher satisfaction

## Student Survey

The "Tell them From Me" student survey was completed by 65 students from Year 4-6.

The "Tell Them From Me" student survey was complete straight after 16 weeks of remote learning requiring a degree of caution interpreting the results.

## Parent Survey

The "Tell Them From Me" parent survey did not provide statistically reliable data due to the low completion rate.

The parent survey was advertised extensively through school newsletters and notifications.

## Teacher Survey

The "Tell Them From Me" teacher survey was completed by 83% of teachers. Teacher surveys continued to indicate a significant level of satisfaction with all of the eight drivers of student learning, in particular:

- instructional leadership and collaborative & applied practices;
- an inclusive learning culture underpinned by high expectations, data informed practice and student feedback;
- the use of learning technologies to authentically access information and build content; and
- home/school partnerships.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.