

2021 Annual Report

Gwandalan Public School



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Introduction

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

Gwandalan Public School

Kanangra Drive

Gwandalan, 2259

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

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

4976 1318

School vision

Gwandalan Public School is a supportive, inclusive environment where all are valued and aspire to become respectful and resilient learners.

School context

Gwandalan Public School is situated at the northern end of the Central Coast and is located on a peninsula on Lake Macquarie. It services the growing communities of Gwandalan and Summerland Point where a number of land developments are currently being finalised. The school currently has an enrolment of 407 students across 17 classrooms of which 12% are of Aboriginal or Torres Strait Islander descent.

Gwandalan Public School services a diverse community and is supported by equity funding, school contributions and community links. The school offers an innovative range of academic, creative, cultural and sporting opportunities that focuses on building the strengths and talents of students so that they can succeed. Gwandalan PS is committed towards maximising the potential of all students through a genuine connection to current educational research to drive classroom learning environments and processes.

Through our situational analysis, we have identified a need to use data driven practice and quality assessment to ensure that all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan and deliver differentiated instruction to students with additional needs including those identified as high performing. Work will take place on developing quality assessments, as well as developing greater teacher confidence in analysis and interpretation of data to drive success.

A whole school approach to Positive Behaviour for Learning (PBL) is embedded in the school culture. At Gwandalan PS **we are S.T.A.R.S.** We display Safety, encourage Teamwork, Aim High, show Respect to ourselves/others and the environment so that we can Succeed. These components underpin the quality education and flexible opportunities that the school offers within a high-expectation learning environment.

Gwandalan P.S.Public School works collaboratively with Murui Bulbi AECG, our local Lion's Club, our P&C members, our student /parents /community leaders and our local management group (Lake Munmorah HS & PS and Mannering Park PS) to ensure a shared commitment to strengthen the community around us. Teachers, support staff, learning support interventionists and clerical staff are all integrated in delivering quality educational experiences for our students, so that they can continue to thrive and grow.

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	Sustaining and Growing
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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

To provide evidence based teaching practices that are planned, explicit and sequential to allow all students to reach or exceed their potential. All staff will use data to differentiate the learning needs of individual students in order to maximise student learning outcomes.

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.

- Assessment
- Explicit Teaching
- Use of Data to Inform Practice

Resources allocated to this strategic direction

Socio-economic background: \$184,835.28

6300: \$3,000.00

Professional learning: \$6,800.00

QTSS release: \$75,455.41

COVID ILSP: \$212,399.00

Literacy and numeracy intervention: \$47,089.56

Literacy and numeracy: \$12,122.74

Low level adjustment for disability: \$100,906.20

Summary of progress

Our focus for 2021 was assessment and the use of data to inform teaching to improve explicit teaching practices. Student learning was supported through intervention, responsiveness to the data and quality assessment. Professional learning included a focus on teachers collaborating to share, model and embed the most effective teaching strategies to improve teaching, learning and student achievement.

Professional dialogue on explicit teaching strategies drawn from the evidence base was a focus in stage and executive meetings to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used data to plan and embed quality practices into their everyday teaching. Teaching and learning programs were adapted to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown some improvement. Process quality has been demonstrated in the establishment of quality assessment rubrics, differentiated numeracy groups and the expansion of intervention. This was hindered by a lack of casual teacher availability. It will be a priority in 2022 to ensure measures are in place to reduce the impact of this.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further 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
Increase the proportion of students in Year 3 and year 5 achieving in the top two bands in NAPLAN Reading towards 7.7%.	The increase in the proportion of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN Reading above baseline is 5.47%.
Increase the proportion of year 5 students achieving expected growth in NAPLAN Reading above baseline towards 5.21%.	There is a decrease in the proportion of year 5 students achieving expected growth in NAPLAN Reading of 10.79 below baseline.

Increase the proportion of students in Year 3 and year 5 achieving in the top two bands in NAPLAN Numeracy above baseline towards 8.04%.	The increase in the proportion of students in Year 3 and year 5 achieving in the top two bands in NAPLAN Numeracy above baseline is 6.71.
Increase the proportion of year 5 students achieving expected growth in NAPLAN numeracy to increase towards 10.63%.	The increase the proportion of year 5 students achieving expected growth in NAPLAN numeracy has increase 3.16 above baseline.
School self-assessment of the School Excellence Framework (SEF) element of "Assessment" indicates improvement above baseline of Delivering.	School self-assessment of the School Excellence Framework (SEF) element of "Assessment" has improved to Sustaining and Growing.
School self-assessment of the School Excellence Framework (SEF) element of "Data Skills and Use" indicates improvement above baseline of Delivering.	School self-assessment of the School Excellence Framework (SEF) element of "Data Skills and Use" has improved to Sustaining and Growing.

Strategic Direction 2: Leading through collaboration

Purpose

Through collaboration between all staff we will promote and value the sharing of ideas and advice in non threatening, encouraging ways. This will lead to improved teacher quality and develop staff leadership skills to building supportive networks for all to succeed.

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.

- Collaboration and Feedback
- Leadership

Resources allocated to this strategic direction

Professional learning: \$16,600.00

Summary of progress

Our focus for 2021 was collaboration and feedback for teachers to enhance teamwork and develop a sense of responsibility as well as enable collaboration. This was supported through the establishment of "Teams and Forums" who met regularly throughout the year. Professional learning was focused on Formative Assessment Strategies, which was a community of schools initiative. This professional learning provided a target and structure for classroom observations. The implementation of regular classrooms observations to allow teacher to observe others and provide feedback to them was key to this initiative.

Evidence of impact was demonstrated in classroom practice across the school. Teachers moved from being reluctant to be involved in observations to being more comfortable and taking part in regular observations and reflections with colleagues. Our "Teams and Forums" initiative has meant 30% more staff are willing to take on leadership opportunities, which is a significant change. This is evident where more staff have nominated themselves for roles they haven't previously taken on and expressed interest in leadership on their Professional Development Plans.

Process quality has been demonstrated through the regular collaboration between teachers. There has also been increased collaboration on planning days. Staff have identified how valuable these days are on a recent google form survey and have shared roles and responsibilities on these days.

Next year in this initiative we will work with staff to further develop our "Teams and Forums" to include other important areas and provide further opportunities to develop important teaching and learning programs. The new Assistant Principal Curriculum and Instruction will play an important role. This will support further collaboration and leadership 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
School self-assessment of the School Excellence Framework (SEF) element of "Learning and Development" indicates improvement from Delivering towards Sustaining and Growing.	School self-assessment of the School Excellence Framework (SEF) element of "Learning and Development" is Sustaining and Growing.
School self-assessment of the School Excellence Framework (SEF) element of "Professional Standards" indicates improvement above baseline of Delivering to components of Sustaining and Growing.	School self-assessment of the School Excellence Framework (SEF) element of "Professional Standards" is Sustaining and Growing.

<p>School self-assessment of the School Excellence Framework (SEF) element of Effective classroom practice in the theme of "feedback" indicates improvement from baseline of Delivering to components of Sustaining and Growing.</p>	<p>School self-assessment of the School Excellence Framework (SEF) element of Effective classroom practice in the theme of "Feedback" is Delivering.</p>
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Strategic Direction 3: Supportive wellbeing partnerships

Purpose

To maximise student wellbeing outcomes we will build connections with community and partnerships with parents to celebrate success and promote our school.

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
- High Expectations

Resources allocated to this strategic direction

6300: \$12,200.00

Socio-economic background: \$23,500.00

Aboriginal background: \$58,895.00

Professional learning: \$3,000.00

Summary of progress

Our focus for 2021 was on communication and student wellbeing with processes continually changing to adapt to the changing environment in which we live. Transitions and attendance were key areas in which we have continued to develop. Positive Behaviour for Learning (PBL) has been a guiding framework throughout the year with data providing 5 weekly focuses for classroom lessons.

Evidence of impact has been demonstrated through positive feedback from parents in relation to communication strategies particularly during COVID lock down, where a phone survey was conducted to gain parent input. Parent feedback in relation to our school chaplain has also been positive. Data from teacher surveys and PBL has show that our Second Step program has not been implemented consistently and not had the desired impact.

Process quality has been demonstrated through the success of our transition programs evidenced by the continued attendance by students and student engagement. We trialed a values based program in term 4 and we are keen to continue to trial this program in 2022. Attendance will also be a high priority 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
Increase the % of students who have reported positive wellbeing from TTFM survey above baseline towards 4.5% from baseline	The % of students who have reported positive wellbeing from TTFM survey decreased 6.7% below baseline
Percentage of students attending school 90% of the time or greater increases towards 5.2%.	Percentage of students attending school 90% of the time or greater increased by 2.53%.
Average positive growth on NAPLAN Reading and Numeracy for Aboriginal and Torres Strait Islander student to have an increase towards 9.5%.	Average positive growth on NAPLAN Reading and Numeracy for Aboriginal and Torres Strait Islander student increased by 3%.
School self-assessment of the School Excellence Framework (SEF) element of "Wellbeing" in the theme of Behaviour indicates improvement from components of Delivering towards	School self-assessment of the School Excellence Framework (SEF) element of "Wellbeing" in the theme of Behaviour indicates Delivering.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$300,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Gwandalan Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Students have been supported allowing them to access the curriculum, keep themselves and others safe and engage with their peers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding will continue at a similar level to 2021 with similar activities. Additional support will be provided to kindergarten at the beginning of the year.</p>
<p>Socio-economic background</p> <p>\$318,335.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Gwandalan 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"> • Assessment • Explicit Teaching • Wellbeing • High Expectations • Use of Data to Inform Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • See Strategic Direction 1, 2 & 3. <p>The allocation of this funding has resulted in: See Strategic Direction 1 and 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: See Strategic Direction 1 and 3.</p>
<p>Aboriginal background</p> <p>\$61,895.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Gwandalan 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"> • Wellbeing

<p>Aboriginal background</p> <p>\$61,895.00</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"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: See Strategic Direction 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: See Strategic Direction 3.</p>
<p>Low level adjustment for disability</p> <p>\$162,559.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Gwandalan 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"> • Use of Data to Inform Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes <p>The allocation of this funding has resulted in: See Strategic Direction 1.</p> <p>After evaluation, the next steps to support our students with this funding will be: See Strategic Direction 1.</p>
<p>Professional learning</p> <p>\$26,400.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Gwandalan 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"> • Explicit Teaching • Collaboration and Feedback • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • See Strategic Direction 1, 2 & 3. <p>The allocation of this funding has resulted in: See Strategic Direction 1,2 and 3.</p> <p>After evaluation, the next steps to support our students with this funding will be: See Strategic Direction 1,2 and 3.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$12,122.74</p>	<p>literacy and numeracy learning needs of students at Gwandalan 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"> • Use of Data to Inform Practice <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 <p>The allocation of this funding has resulted in: See Strategic Direction 1.</p> <p>After evaluation, the next steps to support our students with this funding will be: See Strategic Direction 1.</p>
<p>QTSS release</p> <p>\$75,455.41</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Gwandalan 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funds used to employ instructional leader. <p>The allocation of this funding has resulted in: See Strategic Direction 1.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 funds will be used for executive teacher support.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Gwandalan 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"> • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: See Strategic Direction 1.</p> <p>After evaluation, the next steps to support our students with this funding will be: See Strategic Direction 1.</p>
<p>COVID ILSP</p> <p>\$212,399.00</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>COVID ILSP</p> <p>\$212,399.00</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"> • Use of Data to Inform Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: See Strategic Direction 1.</p> <p>After evaluation, the next steps to support our students with this funding will be: See Strategic Direction 1.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	181	179	179	180
Girls	194	213	227	211

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	94.6	93	93.1
1	92.4	93.4	92.5	93.5
2	91.9	92.8	90.6	93.6
3	92	92	92	92.8
4	91.3	90.1	90.7	91.6
5	90.8	91.1	90.7	92.1
6	92.4	91.9	89.2	88.3
All Years	92.2	92.4	91.3	92.2
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)	3
Classroom Teacher(s)	15.05
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*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	315,273
Revenue	4,323,720
Appropriation	4,187,927
Sale of Goods and Services	69,578
Grants and contributions	66,032
Investment income	183
Expenses	-4,377,748
Employee related	-3,889,244
Operating expenses	-488,504
Surplus / deficit for the year	-54,028
Closing Balance	261,246

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	332,533
Equity Total	543,103
Equity - Aboriginal	61,909
Equity - Socio-economic	318,633
Equity - Language	0
Equity - Disability	162,561
Base Total	2,856,940
Base - Per Capita	100,086
Base - Location	0
Base - Other	2,756,854
Other Total	218,155
Grand Total	3,950,731

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

Our Partners in Learning Parent survey indicates improvement this year in "Parents Supporting Learning at Home", which is not surprising considering the amount of home based learning students have engaged in over the past 2 years. It has been challenging to engage parents at normal levels with COVID 19 restrictions in place. While this is not surprising we were particularly concerned by parents reporting about how well they were informed which scored 5.5 in spite of increased levels of communication through many new means. We have develop a new communication strategy to try to improve this. We were also concerned by a score of 5.5 for "Inclusive School" where a large amount of school fund we're spent and a great deal of work has been done. We believe there is a wide difference between what parents perceive is happening and what is actually happening. We will endeavour to continue to improve communication in this area in 2022.

Students Tell Them From Me surveys indicate some concerning results. Most positive results included 85% of students have "Positive Relationships" at school compared for 85% for state, and believe they have an advocate at school. 90% "Value School" compared with 87% last year. Most concerning is the result of only 43% who are "Interested and Motivated" compared to state at 78% and only 55% of students having a "Positive Sense of Belonging" as compared to the state norm of 81%. This will be our focus for 2022.

The Focus on Learning Teacher Survey indicated improvement this year in "Inclusive School" increasing to 8.3 compared to state at 8.2. Both "Technology and "Teaching Strategies" improved. Technology was the most notable improvement at 7.6 compared to 6.7 for state. Teaching strategies was 8 compared to 7.9 for state. Our focus area of "Collaboration" fell from 8.1 to 7.7 compared to state at 7.8 which was disappointing considering the work being done in this area.

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.