

2021 Annual Report

Koonawarra Public School



4409

Introduction

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

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

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School vision

Our vision at Koonawarra Public School is to harness and create positive learners in a safe environment who are proud to come to school and share success. Our teaching staff work collaboratively across the whole school and share ideas freely. At Koonawarra Public School we aim to develop positive future citizens who have life skills to engage in school, community and culture. All students at Koonawarra Public School are known valued and cared for by all facets of the school community.

School context

Koonawarra Public School strives to be a supportive and highly productive primary school in the Dapto Learning Community. This is achieved by emphasising the importance of fundamental skills for all students; by providing regular opportunities for students to develop and demonstrate their talents and interests in all curricula and by promoting social responsibility.

Koonawarra Public School has classes from Preschool to Year 6. Koonawarra Public School hosts 3 Special Education classes. Koonawarra Public School is situated in the Dapto area, southwest of Wollongong.

Koonawarra Public School accomodates an Austism class, IM class and a Multi-Categorical class and two IST Hearing Support Teachers. Enrolment for 2021 is 283 students. 243 K-6 Students and 40 Preschool Students. 33% of students at Koonawarra Public School are indigenous.

Koonawarra Public School values and celebrates the success of our students, staff and parents to enhance our positive school culture. Our community and student feedback demonstrate that students feel a sense of belonging at school. A majority of our students are able to identify a caring adult who they identify as a helpful and supportive role model in their life.

External data shows that we need to make changes to our teaching practice to increase literacy and numeracy rates of our students. Internal data over the past has demonstrated that it possible to improve and that our students are capable. Areas for improvement will look at the teachers' ability to collect data to closely monitor their students progress and make adjustments to teaching and learning. High quality professional learning will ensure our beginning and newly arrived teachers are teaching using evidence informed pedagogies. Student attendance will also be closely monitored to ensure students are at school to have access to this quality teaching. The area for improvement are our students whose attendance rate is between 85-90% to assist with meeting set targets.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards 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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence/informed strategies and embedded evaluative 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$10,680.00

Low level adjustment for disability: \$36,887.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve comprehension across all subject areas. Focusing on using the Spirals of Inquiry professional learning and collaborative planning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Data collected from K-6 identified students who needed targeted intervention and also lead to the differentiation of teaching and learning programs that were collaboratively developed. High impact professional learning was delivered by Jann Farmer-Hailey to executive and to stage teams during school visits. All classroom teachers were involved in data conversations and planning with their supervisor or Instructional leader. This led to planning being fluid and flexible to ensure student needs were being addressed.

Next year in this initiative we will focus more in the area of reading and having consistent school wide data processes and assessments. This will ensure continuity of learning from P-6.

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
* More than 15% (system-negotiated target baseline) of students perform in the top 2 or equivalent NAPLAN bands in reading.	NAPLAN results showed that in Year 3 18.2% of students performed in the top 2 bands in reading. In Year 5 this target was not met with no students performing in these top 2 bands in reading. The data for this Year 5 cohort will be tracked again using Check in data to see if the initiatives are making impact.
* More than 6% (system-negotiated target baseline) of students perform in the top 2 or equivalent NAPLAN bands in numeracy.	NAPLAN results showed that In Year 3 6.3% of students performed in the top 2 bands in numeracy. In Year 5 this target was not met with no students performing in these top 2 bands.
* More than 47% of students achieve expected growth in NAPLAN reading (system-negotiated target baseline). * More than 44% of students achieve expected growth in NAPLAN numeracy (system-negotiated target baseline).	Students in Year 5 had greater growth in reading than in numeracy. In reading 34.7% of students made at or above expected growth. In numeracy 21.7% achieved the expected growth.
School self-assessment - Data Skills and Use, Effective Classroom Practice	No annual progress measure for 2021

<p>PLAN 2 Data</p> <p>At least 86% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts sub element of the Literacy Progressions.</p> <p>At least 65% of students completing Year 3 will have achieved within Level 8 of the Understanding Texts sub element of the Literacy Progressions.</p> <p>At least 65% of students completing Year 5 will have achieved within Level 8 of the Understanding Texts sub element of the Literacy Progressions.</p>	<p>PLAN 2 data collection was inconsistent in 2021. The data for Kindy in Understanding Texts showed that 96% of students had achieved UnT4 or above.</p> <p>In Year 3 41% of students had achieved the expected benchmark of UnT8 or above however, 50% of students had no recorded data at this level.</p> <p>In Year 5 43% of students had achieved the expected benchmark of UnT10 or above however, 50% of students had no recorded data at this level.</p> <p>As of Term 3, 2021 PLAN 2 data was not routinely scheduled to be collected by teaching staff.</p>
<p>External Validation</p>	<p>No annual progress measure for 2021</p>

Strategic Direction 2: Thriving - Engaging Students

Purpose

At our school students will develop skills to become resilient and responsible citizens. Working in partnership with the parents and the school community we will ensure the school environment is pivotal to the growth and development of our students.. This can be achieved by connecting and building trusting and respectful relationship for students 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.

- Attendance
- Developing a culture of engagement
- Continuity of learning

Resources allocated to this strategic direction

Socio-economic background: \$302,558.00

Summary of progress

In 2021 we introduced various measures to assist in improving attendance at Koonawarra Public School. Each week attendance was tallied per grade and the winning grade was rewarded with a treat e.g extra play, iceblock, special lunch etc. We found that the students responded well to this initiative and we did see a minor increase in attendance rates. Off class Assistant Principals monitored attendance and liaised with families to get students back into school. In 2022 the focus will be on streamlining the attendance process and creating a protocol for all staff for consistency.

Socio-economic funding was utilised to provide extra support in the classrooms to help in developing students sense of belonging. Additional SLSOs were employed to assist in classroom learning, playground transitions, engaging safely with play and supporting small group activities in the classroom. A Youth worker was employed 3 days a week to run targeted groups with disengaged students. These groups focused on hands-on activities while talking through ways to self-regulate behaviour and respond to situations. Funding was also used to have APs off class to work on student and family wellbeing. The APs developed plans, met with families and external agencies and assisted teachers in implementing strategies for students. They worked closely with students to develop their sense of belonging. Berry Street training did not occur due to COVID. Trauma informed practice will be a focus for PL in 2022.

Transition activities were minimal due to COVID. Our preschool were unable to visit the Kindergarten classrooms as regularly as in previous years and other students enrolling in 2022 did not have as many opportunities to attend face to face sessions. Zoom transition sessions were attended by a few families and supported by two local preschools. Transition to high school was also impacted by COVID. Kanahooka High school provided online sessions for the incoming students and they had a whole day session at the High School. The whole school had a transition session where students moved to a different classroom. This was well received by students and we will look to extend this program in 2022. Students from the support classes were provided with extra transition which led to a smooth start to Year 7.

A speech therapist was employed to assess students in Preschool and Kindergarten and to develop programs that trained SLSOs could deliver daily to the students.

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
To increase the number of students attending at least 90% of the time to exceed 60%.	The school is working towards their target. 2021 data showed that 51.8% of students had an attendance rate of >=90% Attendance: remained at delivering in the SEF-SaS
The wellbeing of our students increases as evidenced from data from Tell Them	The school is working towards their target. Wellbeing- <i>the sense of belonging</i> - increased from 46% to 75%. In the area of <i>advocacy</i> the mean

<p>From Me survey in the area of sense of belonging, advocacy and high expectations to exceed 84.5%</p>	<p>increased from 7.3 in 2020 to 8.4 in 2021. <i>High expectations</i> saw another increase over the year from a mean of 7.9 in 2020 to 8.2 in 2021.</p>
<p>10% reduction in referrals for negative behaviours, including out of class. Baseline 2020 - 2630 referrals</p>	<p>The referrals in 2021 decreased by over 1500 entries - we are mindful that this includes the portion of the school year where students were participating in Learning From Home so the data set is not robust. Staff professional learning led to the adoption of additional behaviour strategies to support students experiencing trauma.</p>

Purpose

Highly effective teaching is the key to improving student learning. Teachers take shared responsibility with support staff for student improvements and contribute to a student centered, evidence-based learning culture where students succeed in their learning by striving toward and achieving meaningful goals.

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.

- Visible Learning and Differentiation

Resources allocated to this strategic direction

Summary of progress

Our focus for 2021 was on embedding learning goals, learning intentions and success criteria into our teaching practice with a focus on English. During Spirals of Inquiry and collaborative planning, teachers used data to guide programs and to create student learning goals. During the planning cycles teams worked on adding learning intentions to the work. This work begun but was not fully implemented and achieved in 2021 and will become a goal for 2022.

Plans were written for students - PLPs, IEPs, Behaviour Plans. Throughout the year these were adapted and changed to suit the needs of the students.

In 2022 and beyond we will focus on delivering PL to staff on writing succinct plans using SMART goals.

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
English teaching and learning programs have clear learning intentions and differentiation is evident.	The school is working towards their target. Most English programs had learning intentions and success criteria evident. Teams were working on creating rubrics and use explicit modelling to ensure students knew the expectations of the task. Some students were able to articulate what they were learning and why.
<p>100% of Aboriginal and Torres Strait Islander students have, and regularly engage with, a Personalised Learning Plan developed with the Aboriginal Education Officer, Classroom Teacher, Student and Parent/Carer.</p> <p>100% of students in Special Education Units have, and regularly engage with, an Individual Education Plan developed with the Assistant Principal-Support, Classroom Teacher, Student and Parent/Carer.</p> <p>100% of students in that are working in English and mathematics at a limited level have, and regularly engage with, an Individual Education Plan developed with the Assistant Principal, Classroom Teacher, Student and Parent/Carer.</p>	<p>All Aboriginal and Torres Strait Islander students had plans written at the beginning of the year in consultation with AEO, student and teacher. Plans were discussed with families during parent teacher interview. In 2022 we would like to refine this process to include more input from parents/carers. We would also like to streamline the plans so they can be regularly engaged with and the goals can be changed and adjusted throughout the year.</p> <p>All students in the support classes had an IEP and these were develop by the teacher and discussed with the AP, SLSO working in the room and with parents at parent teacher interviews. Moving forward we would like to make these plans more succinct, implement SMART goals and ensure that these goals are regularly reviewed with the student and by looking at relevant data. Formalised review meetings will also be implemented to ensure that parents are part of the learning process.</p> <p>Most students working at a limited level had an IEP. As discussed above we will be changing the process of developing a plan, including achievable goals, monitoring the data closely and working with teachers, students, parents and support staff in the classroom to ensure that student needs are being met.</p>

100% of Aboriginal and Torres Strait Islander students have, and regularly engage with, a Personalised Learning Plan developed with the Aboriginal Education Officer, Classroom Teacher, Student and Parent/Carer.

100% of students in Special Education Units have, and regularly engage with, an Individual Education Plan developed with the Assistant Principal-Support, Classroom Teacher, Student and Parent/Carer.

100% of students in that are working in English and mathematics at a limited level have, and regularly engage with, an Individual Education Plan developed with the Assistant Principal, Classroom Teacher, Student and Parent/Carer.

Throughout 2021 we changed the format for behaviour plans so that they can be easily understood and followed and accessible to all staff. Behaviour plans are now communicated to all school staff to ensure consistency. Moving forward we will create a student friendly version of the plan.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$128,947.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Koonawarra 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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <p>Improved outcomes and success in accessing the curriculum for students with highly complex needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued implementation of individual support plans to support student outcomes in literacy and numeracy. Providing additional professional learning for SLSO's and classroom teachers. Updating personalised learning plans. Convening interagency conferences.</p>
<p>Socio-economic background</p> <p>\$609,966.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Koonawarra 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"> • Developing a culture of engagement • 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 support reading mastery program implementation. • employment of external providers to support students with additional learning needs • professional development of staff through trauma informed care to support student learning <p>The allocation of this funding has resulted in:</p> <p>Improved outcomes for students as the school works towards achieving our targets in NAPLAN Reading and Numeracy. Wellbeing of students and community is being considered with every decision made.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuing the additional staffing to support teachers in their analysis of works samples and planning the next steps for the next teaching / learning cycle. Engaging a Deputy Principal (above establishment to school staffing) to support teachers.</p>
<p>Aboriginal background</p> <p>\$160,447.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Koonawarra Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$160,447.00</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • engaging an Aboriginal Education Officer (AEO) and extra 2 days a week to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • staffing release to support development and implementation of Personalised Learning Plans alongside the AEO and families • employment of specialist additional staff (SLSO) to support Aboriginal students school wide <p>The allocation of this funding has resulted in: Incorporated First Nation education into classroom units of work supported by additional resources. Supported First nation students through the funding of additional staff, experiential programs and wellbeing programs such as the Gumaraa Language and Arts program in preschool.</p> <p>After evaluation, the next steps to support our students with this funding will be: Writing additional teaching / learning units with an emphasis on Aboriginal culture and histories. Procuring additional resources to support first nation education. Development of sustainable school team who will oversee the Aboriginal Education school wide and deliver professional learning to KPS staff.</p>
<p>English language proficiency</p> <p>\$4,621.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Koonawarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Improved outcomes for students in literacy- beginning letter sounds.</p> <p>After evaluation, the next steps to support our students with this funding will be: It is anticipated that there will be no funding in this category for 2022</p>
<p>Low level adjustment for disability</p> <p>\$225,052.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Koonawarra 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"> • Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$225,052.00</p>	<p>include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in their Individual Learning Plans • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: School Learning Support Officers supporting classroom teachers and students with autism, learning difficulties, physical and emotional disabilities. Personalised learning plans written and implemented for all students identified under the National Consistent Collection of Data for Students with Disabilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increasing the expertise in the Learning and Support Team. Liaising with paraprofessional and other external agencies to develop a team based approach to support.</p>
<p>Literacy and numeracy</p> <p>\$6,075.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Koonawarra 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Improved outcomes for students in beginning letter sounds.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued implementation of decodable and mastery learning practices to support students outcomes in literacy.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Koonawarra Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Ongoing professional learning and mentoring of K-2 teachers in Literacy and Numeracy. Analysis of work samples and other data to assist teachers in the planning of the next steps for learning. Students working towards K-2 targets in Literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Early Access for Success is finishing up at the end of 2021. Two APCI</p>

<p>Early Action for Success (EAfS)</p> <p>\$137,210.00</p>	<p>positions will replace the DPIL position in 2022.</p>
<p>QTSS release</p> <p>\$51,462.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Koonawarra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in:</p> <p>The engagement of a specialist literacy teacher and to continue the school's literacy program with targeted students using QTSS funding. The provision of support by Assistant Principals to beginning teachers via mentoring and demonstration lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Mentoring of teachers and participation in literacy masterclasses. Providing additional support time for beginning teachers to self reflect on their practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Koonawarra Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • 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:</p> <p>Improved outcomes for 40 students in the areas of reading, writing, number, place value and additive strategies</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued implementation of small group targeted intervention practices to support student outcomes in reading and number.</p>
<p>COVID ILSP</p> <p>\$240,900.00</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>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

COVID ILSP

\$240,900.00

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
- development of resources and planning of small group tuition

The allocation of this funding has resulted in:

Improved outcomes for 104 students in the areas of number and reading comprehension.

After evaluation, the next steps to support our students with this funding will be:

Continued implementation of differentiation and explicit teaching practices to support student outcomes in literacy and numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	108	99	98	106
Girls	122	121	138	130

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.2	90.8	93.7	88.9
1	88.9	92.3	93.5	88.9
2	91.2	88.5	91.9	88.6
3	91.2	92.6	91.5	88.4
4	89	88.8	92.2	84
5	87.8	85.1	88.5	87.3
6	87.8	85.5	87.7	85.9
All Years	89.7	88.8	91.4	87.4
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)	4
Classroom Teacher(s)	12.72
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	7.47

*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	576,226
Revenue	4,826,479
Appropriation	4,756,821
Sale of Goods and Services	9,257
Grants and contributions	49,144
Investment income	80
Other revenue	11,176
Expenses	-4,817,756
Employee related	-4,311,728
Operating expenses	-506,028
Surplus / deficit for the year	8,723
Closing Balance	584,949

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	128,947
Equity Total	963,199
Equity - Aboriginal	160,447
Equity - Socio-economic	609,966
Equity - Language	4,621
Equity - Disability	188,165
Base Total	2,492,141
Base - Per Capita	66,518
Base - Location	0
Base - Other	2,425,623
Other Total	741,963
Grand Total	4,326,249

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, students in Years 4-6 had the opportunity to participate in the Tell them From Me Survey. The data showed that 80% of students indicated that they try hard to succeed in learning school and had at least a friend who helped them make positive choices. Students indicated that schooling is useful in their everyday lives and prepares them for the future. The survey showed that students had a positive sense of belonging and this was up by 27% on the previous year. Students value the positive teacher-student relationships and also a positive learning climate. 76% of our Aboriginal students agree or strongly agree that they feel good about their culture and 88% of these students agree or strongly agree that teachers understand their culture.

Staff indicated from surveys that they set learning goals with students and can see their students making progress. All staff gave feedback to students from assessment tasks and appreciated the time to develop personalised learning plans. While many staff members valued the opportunity for collaborative programming and planning, they indicated that there was not enough time built in the school timetable to allow for this practice to be even more beneficial.

Parents focus groups indicated that the administration staff were helpful and the school executive were open to having learning and wellbeing conversations about their children. The majority of parents indicated that issues are resolved quickly but some parents said that the school could enhance the students' social skills and values. Many parents indicated their appreciation of the school staff during lockdown, especially those that received food and technology support via the school. Parents commented favourably about the ongoing improvements in the school's facilities.

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.