

# 2021 Annual Report

## Niagara Park Public School



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## Introduction

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

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

### School contact details

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## School vision

At Niagara Park Public School we promote an enthusiastic, creative community of learners, committed to enhancing their academic, emotional and physical development. Our innovative staff are dedicated to continuously improving their pedagogical practices to provide evidence-based, future-focused and challenging experiences to ensure students reach and expand their potential and become confident lifelong learners. Through strengthened home school communication our school community empowers all students to actively participate and engage in their learning.

## School context

Niagara Park Public School is located on the picturesque Central Coast of New South Wales and is a proud member of the Valley Schools Learning Community. Our school grounds have a mix of fixed play equipment, undercover outside learning areas and a large oval for our students to utilise. The school has a highly supportive community and P&C and we work closely to ensure positive educational, social and emotional outcomes are achieved for our students. Niagara Park Public School has a longstanding reputation of excellence within the community and beyond. Our students wear their uniform with pride and are proud members of our school community. The school Values encourage all students to 'Be Safe', 'Be Responsible', 'Be Respectful' and 'Be Proud'. We currently have an enrolment of 546 students. Student enrolment includes 7% Aboriginal and Torres Strait Islander and 10% EALD. Niagara Park Public School provides an inclusive curriculum, catering for a variety of learning styles and abilities. Currently, there are 24 classes which includes three multi-categorical support classes. The school promotes cultural identity and caters to the needs of a growing multicultural demographic. It has strong connections to the Valley Schools Educational Network and provides targeted support for all students. Niagara Park Public School has a strong alliance with the Cooinda Aboriginal Education Consultative Group and works in partnership to provide personalised support for Aboriginal and Torres Strait Islander students. L3 strategies, Focus On Reading, Big Write/Seven Steps, Focused Phonics, Decoding, Pr1me Mathematics and Spelling Mastery are priority programs. The dedicated staff consists of a mixture of early career and experienced teachers who work collegially to provide students with a variety of innovative programs to enhance student learning and engagement. Niagara Park Public School is well resourced in the area of technology, and features a dual-operating platform and wireless capabilities throughout. Class sets of iPads, 90 laptops, four 3D printers and robotics programs within the school provide students with a variety of opportunities to engage in 21st Century technology assisted learning. Niagara Park Public School provides students with a variety of extra-curricular opportunities. Special group activities based on the creative arts, such as band, choir and dance, are offered. Environmental education and sporting opportunities are highly valued and encouraged.

## 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	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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To build strong foundations for success by maximising student learning outcomes in reading and numeracy through the implementation of evidence based learning programs and data driven practices.

### 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.

- Numeracy
- Reading & Comprehension

### Resources allocated to this strategic direction

**Integration funding support:** \$453,696.00

**Literacy and numeracy intervention:** \$94,193.25

**Low level adjustment for disability:** \$167,412.91

**Socio-economic background:** \$94,289.75

**English language proficiency:** \$20,111.00

### Summary of progress

#### Numeracy

In Numeracy, we consolidated the implementation of the Pr1me Maths program K-6. A Pr1me Maths team was formed to meet regularly to provide feedback on the delivery of the program in classrooms. This ensured feedback from staff across the school was received and adjustments were made to the delivery of the program based on staff feedback. Further adjustments are planned for 2022. An expert teacher was released off class to provide support to all staff through the modelling of lessons. These demonstration lessons were modelled to all teachers K-6 to build confidence and consistency within the pedagogy of the Pr1me Maths program. Staff surveys indicated that 70% of staff were confident in teaching Pr1me Maths effectively and 30% of staff indicated that they were somewhat confident. Interventionists and SLSOs were utilised to work with individual students, small groups and whole class cohorts to meet the learning needs of all students. Intervention support continued during home-based learning in Term 3 which strengthened the impact the intervention program had on student achievements.

Next year, we will provide professional learning for staff at the beginning of the year as a refresher, incorporating feedback from the Term 2 2021 survey as was originally planned. We will expand upon delivery of modelled lessons to have the following structure throughout the year: modelled, co-teaching and lesson observations, which will strengthen our approach. The effectiveness of the Pr1me Maths program will continue to be monitored, implementing adjustments as identified if required. We will implement PAT Maths to have a consistent, standardised assessment against which to assess our student progress in K-6. Finally, we will create and embed a system of data analysis to drive teacher practice.

#### Reading & Comprehension

Our focus for 2021 was to use highly effective teaching practices to improve reading and comprehension K-6. Professional learning was delivered in response to staff surveys, which identified areas for upskilling teachers in the delivery of explicit teaching practices, focusing on decoding and comprehension strategies. Teachers reported an increase in their understanding of the science of reading in a post professional learning survey, with increased teacher confidence in teaching decodable texts rising from 53.6% to 76.7%. Classroom teachers have been supported by interventionist staff and SLSOs to implement differentiated teaching to compliment class programs and ensure identified students receive point of need instruction in reading. Student outcomes have been tracked through the collection of assessment data and improvements have been achieved, as measured by both NAPLAN and internal data sources.

Next year, we will focus on expanding on the professional development of teaching staff in the delivery of reading and comprehension programs through demonstration lessons, modelling and explicit feedback. Staff will also participate in professional learning and ongoing analysis of collected data to inform future directions in teaching and learning. Interventionists will continue to support class teachers through individual and small group instruction in reading and comprehension and the new English syllabus will be explored, with adjustments to teaching and learning aligned to syllabus requirements.

## 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
<p>System-negotiated Targets</p> <p>Students in the top two bands in numeracy to exceed baseline of 30.1%</p> <p>Students in the top two bands in Reading to exceed baseline of 45%</p> <p>For Aboriginal students, increase in % of Aboriginal students achieving top 3 bands in reading and numeracy greater than similar schools and equal to or better than state averages</p>	<p>45.03% of students are now in the top two skill bands (NAPLAN) for reading and numeracy, an increase from 2019 and continuing the upward trend.</p> <p>Students in the top two bands in numeracy for Year 3 is 37.3% indicating achievement of the annual progress measure. Year 5 students in top 2 bands in numeracy are 25% indicating progress toward the annual progress measure.</p> <p>64.7% of Year 3 students and 51.3% of Year 5 students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the annual progress measure.</p> <p>The average scores of our Year 3 and Year 5 Aboriginal students in reading and numeracy are greater than similar schools and greater than state averages, achieving and in some case exceeding our annual progress measure.</p> <p>For Aboriginal students:</p> <p>Year 3 - 61% of students achieved top 3 bands in NAPLAN numeracy</p> <p>Year 3 2021 average scores: NPPS - 378.2 / Similar Schools 369.9 / State 356.8</p> <p>Year 5 - 50% of students achieved top 3 bands in NAPLAN numeracy</p> <p>Year 5 2021 Average scores: NPPS - 480.8 / Similar Schools 463.05 / State 446.76</p> <p>Year 3 - 66.6% of students achieved top 3 bands in NAPLAN reading</p> <p>Year 3 2021 average scores: NPPS - 433.6 / Similar Schools 388.96 / State 376.41</p> <p>Year 5 - 83.3% of students achieved top 3 bands in NAPLAN reading</p> <p>Year 5 2021 Average scores: NPPS - 510.5 / Similar Schools 483.7 / State 456.8</p>
<p>System-negotiated Targets</p> <p>Increase % of students achieving expected growth in numeracy to exceed baseline of 53.8%</p> <p>Increase % of students achieving expected growth in reading to exceed baseline of 63.7%%</p>	<p>Students achieving expected growth in numeracy = 50.7%.</p> <p>Students achieving expected growth in reading in NAPLAN = 74.7%</p>
<p><b>Improvement as measured by the School Excellence Framework:</b></p> <p>Student Performance Measures - Delivering</p> <p>Effective Classroom Practice - Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Student Performance Measures.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.</p>
<p>Internal School Targets</p>	<p>There is no reliable data available on student achievement as measured against grade benchmarks in Pr1me Maths due to interruptions to</p>

75% of students achieving or exceeding grade benchmarks in Pr1me Maths numeracy assessments K-6 (working at or beyond)	assessment schedules during the remote learning period, along with high student and staff absenteeism throughout the Covid-19 pandemic.
<p>Internal School Targets</p> <p><b>Kindergarten</b></p> <p>80% of students achieve Stage 4 in decodable reading assessments</p> <p>75% of students achieve independent benchmark reading Level 9</p> <p><b>Year 1</b></p> <p>78% of students achieve Stage 7.2 in decodable reading assessments</p> <p>80% of students achieve independent benchmark reading Level 16</p> <p><b>Year 2</b></p> <p>80% of students achieve independent benchmark reading Level 24 in reading</p> <p><b>Years 3-6</b></p> <p>80% students achieving grade level or above in reading comprehension assessments</p>	<p>Kindergarten-</p> <p>70% of students achieved decodable text Stage 4 or above. Predictable texts were not assessed in line with new English syllabus guidelines</p> <p>Year 1</p> <p>83% of students achieved decodable text Stage 7.2</p> <p>86% of students achieved benchmark reading level 16 on a predictable text</p> <p>Year 2</p> <p>59% of students achieved benchmark reading level 24 on a predictable text</p> <p>Years 3-6 reading comprehension assessed as % of students achieving grade level or above in Reading on 2021 Semester 2 Reports:</p> <p>Year 3 = 83.5%</p> <p>Year 4 = 85.6%</p> <p>Year 5 = 84.4%</p> <p>Year 6 = 82.1%</p>

## Strategic Direction 2: Improved Teacher Practice

### Purpose

Quality teaching underpins student achievement leading to improved student outcomes. We will focus on developing and refining explicit, data driven teaching practices that are responsive to the learning needs of individual students.

### 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.

- Performance & Development
- Collaborative Practices

### Resources allocated to this strategic direction

**QTSS release:** \$113,236.00

**Professional learning:** \$967.20

### Summary of progress

#### Collaborative Practices

Due to Covid-19 restrictions and changed circumstances during Term 3, 2021 a planned staff survey on assessment practices in literacy and numeracy was not conducted, and will be a focus in 2022 to assist in determining which assessments are most valuable in driving and informing teaching and learning. The PAT Reading and Maths Assessments were purchased this year and will be introduced in 2022 as an integral part of tracking student progress across grades. These will be incorporated into updated assessment schedules in literacy and numeracy K-6.

Throughout the remote learning period in Term 3 and the beginning of Term 4, teachers were unable to accurately assess student progress to inform next steps for learning. A student survey to establish the percentage of students who know their learning goals in reading/comprehension and numeracy specifically was not conducted in 2021, and will be a focus moving forward into 2022, however teaching walls and displays in classrooms provide some evidence that learning goals in literacy and numeracy are developed and shared with students in some classrooms.

Most staff members had an opportunity to deliver a lesson in either Pr1me Maths or in literacy through formal observation and received explicit feedback on their practices throughout Semester 1. Feedback reflected individual PDP professional goals to support improvement in targeted areas, with a high percentage of staff demonstrating developing skills in literacy and numeracy program implementation. Demonstration lessons were delivered by interventionist staff prior to observations of practice and individual staff members have requested and received ongoing support. All staff have been provided with professional learning and opportunities for additional support, discussion and advice on program implementation throughout the year, however time constraints due to limited time for face to face teaching in Terms 3 and 4 resulted in most staff having no opportunity to participate in a second formal observation of their practices in 2021. Due to Covid-19 restrictions and changed circumstances during Terms 3 and 4, a staff survey on the impact of intervention on teaching practices in literacy and numeracy was not conducted and will be a focus in 2022.

#### Performance and Development

All staff developed digital teaching and learning programs reflecting DoE syllabus and curriculum requirements. School-based programming requirements were discussed and distributed at the beginning of the year, along with supervision schedules. Explicit feedback on program documentation was provided to all teachers via supervision checklists and discussion in Terms 1 and 2. Knowledge of curriculum across key learning areas, explicit teaching practices and differentiation of content and delivery were evident in most teaching learning programs. Assessment data was recorded and collected across all stages according to the assessment schedules. In Term 3 and at the beginning of Term 4, students engaged in remote learning. This required a shift in planning and programming for learning to adequately cater for all students, whether participating in face to face or online learning. Learning packages were developed weekly, incorporating all key learning areas, however assessment of student progress throughout this time was difficult. When face to face learning resumed in Term 4, teachers assessed student learning in literacy and numeracy and were able to continue normal planning and programming practices to differentiate teaching and learning for students in their class.

All staff developed a PDP in consultation with stage supervisors at the beginning of the year. It was suggested that professional goals align with the Strategic Directions in the school plan and reflect the Australian Professional Standards for Teachers (APST). Teachers discussed the relevance of their professional goals with supervisors to ensure that the goals developed were relevant to their role within the school and their own professional learning needs, with a particular



focus on the implementation of key literacy and/or numeracy programs. PDPs were re-visited by supervisors and teachers as an integral part of program supervision. All teachers completed a mid-year review on their PDPs, with some staff adjusting their professional learning focus for Semester 2. During the remote learning period in Term 3 and the changed circumstances due to Covid-19, access and opportunity to engage in targeted professional learning aligned to PDP goals was limited, with the focus changing to the delivery of professional learning to enable all staff to access the necessary technology and resources to deliver high quality teaching and learning remotely. Staff had little opportunity to discuss their PDPs with supervisors during this time. Staff assessed their progress toward their professional goals on their annual PDP review. Supervisors will have an opportunity to meet with team members early in 2022 and discuss options for carrying 2021 professional goals into 2022, where appropriate. There is also an identified need for whole staff professional learning on performance and development processes, including development of PDPs.

At present, there are no staff members working towards accreditation at Highly Accomplished or Lead. There are many factors for consideration as to why this is the case, including limited opportunity for coaching and mentoring due to Covid-19 restrictions, the cost, the task requirements and time demands. All staff are aware that they will be supported if they wish to pursue higher accreditation and there are opportunities for staff to relieve in executive positions, where they are mentored and gain on the job experience in executive roles.

## 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
<p><b>Teaching Learning Programs</b></p> <p>There is evidence in program supervision documentation that 70% of teaching learning programs demonstrate a deep understanding of syllabus, curriculum, explicit teaching practices and ongoing assessment.</p> <p><b>PDPs</b></p> <p>There is evidence in 70% of PDP supervision documentation of professional goal setting aligned to professional learning and professional practices, along with collaborative engagement in authentic feedback and discussion on professional growth between teachers and supervisors.</p>	<p><b>Performance &amp; Development</b></p> <p><b>Teaching Learning Programs</b></p> <p>All staff developed digital teaching learning programs, with most aligning program content to the supervision checklist. Supervisors provided written feedback to teachers on programming practices in Terms 1 and 2. Programming practices across the school were generally sound, with evidence of syllabus and curriculum knowledge, differentiation and assessment of learning in most programs. Registration of content taught and reflection were areas identified for improvement. There was little opportunity to address programming practices in Terms 3 &amp; 4. A review of supervision checklists and programming practices in general will be a future focus.</p> <p><b>PDPs</b></p> <p>All teaching and non-teaching staff developed PDPs in Term 1. Guidance and direction was provided around the development of professional goals aligned to the school plan and to the APST. All staff reviewed their PDPs at mid-year, however many were unable to engage in the required PL necessary to meet their goals by the end of 2021. There is an identified need for additional PL on the performance and development processes so that staff understand that they have a responsibility towards self-improvement and develop a greater sense of ownership around their own professional development. There is also a need to ensure that time is allocated for explicit feedback and discussion on practice with supervisors on a regular basis.</p> <p><b>Accreditation</b></p> <p>At present, there are no staff members working towards accreditation at Highly Accomplished or Lead and this has not been an area of focus in 2021.</p>
<p><b>Staff Surveys</b></p> <p>80% of staff indicate a high degree of satisfaction with professional learning models and interventionist support underpinning program implementation and professional development.</p>	<p><b>Collaborative Practices</b></p> <p><b>Staff Surveys</b></p> <p>In the area of Collaboration, 2021 Teacher TTFM surveys showed us with an average score of 88%, above the NSW Govt Norm of 78%.</p>

<p><b>Student Surveys</b></p> <p>70% of students understand and can articulate their learning goals in reading /comprehension and numeracy.</p> <p><b>Observations of Practice</b></p> <p>Feedback on observations of practice in lesson delivery indicate that 70% of teachers are demonstrating developing skills in the delivery of Pr1me Maths and targeted literacy programs as measured against the Australian Professional Standards for Teachers.</p>	<p>In the area of Data Informs Practice, 2021 TTFM surveys showed us with an average score of 81%, above the NSW Govt Norm of 78%.</p> <p><b>Student Surveys</b></p> <p>Students understand and can articulate their learning goals in reading comprehension and numeracy. 216 students in Years 4-6 participated in the TTFM student survey, 72% agreed that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.</p> <p><b>Observations of Practice</b></p> <p>Anecdotal evidence suggests that most members of staff are demonstrating developing skills in the delivery of the Pr1me Maths program and also in the implementation of targeted literacy programs. Timetables have been established for demonstration lessons in Pr1me Maths, with some teachers taking advantage of the opportunity to improve their practice. Again, Covid-19 impacted on the planned lesson observations and feedback sessions in Semester 2.</p>
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## Strategic Direction 3: Engagement

### Purpose

To promote student engagement through strengthened home school communication, innovative and creative learning opportunities and authentic documented processes leading to increased student participation and improved attendance.

### 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.

- Engaging Aboriginal students and families
- Attendance

### Resources allocated to this strategic direction

**Aboriginal background:** \$39,687.34

**Literacy and numeracy:** \$15,509.00

**Professional learning:** \$200.00

### Summary of progress

#### Engaging Aboriginal students and families

Our focus for 2021 was to support our Aboriginal students with their learning in order to improve student outcomes. Our Aboriginal education coordinator worked in classrooms with our students K-6 to support them with the curriculum. During remote learning, she was able to connect with our families to offer support and guidance where required. Furthermore, we aimed to engage with our Aboriginal families in order to have our families more actively involved in school activities, student learning and feeling welcomed within the school. In Term 2 we held our first ever Yarn Up, bringing our families together to discuss future cultural plans for our students. Unfortunately due to remote learning and Covid restrictions, it was not possible to implement some of these ideas, however we were able to run some cultural groups with our students learning some traditional games.

Next year, we will continue to focus on building connections between home and school for our Aboriginal families through regular contact and opportunities for our families to be involved within the school. Stage based cultural groups will commence in order to build a sense of identity and cultural pride amongst our Aboriginal students. The first initiative will be to develop an understanding of why we do Acknowledgement of Country and introduce daily acknowledgements into classrooms.

#### Attendance

During Term 1, whole class attendance monitoring charts were introduced into classrooms with students monitoring their daily attendance. Attendance charts were linked to the current school reward system. In order to raise the overall attendance rate of our students we instigated an initiative in Term 2 targeting students with 85-90% attendance in order to shift them into the >90% attendance zone. We identified targeted students and met with them to outline our plan. Parents were notified of the initiative and asked to support the school by valuing attendance. Targeted student attendance rate was monitored and attendance was celebrated. Attendance was promoted regularly in the newsletter and discussed at stage assemblies. Due to the remote learning during Term 3 and the beginning of Term 4, we were unable to continue this initiative and the focus for Term 4 became ensuring all students returned to school.

Next year, we will evaluate the effectiveness of the whole class monitoring chart as feedback received indicated many classes may not have used it. Students with 85-90% attendance rates will continue to be the focus to get initial shift. We will work closely with outside agencies and the HSLO to assist us to develop strategies to support those students with <50% attendance.

### 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
PLPs	64.3% of Aboriginal parents indicated that they were involved in the

<p>At least 70% of Aboriginal parents/carers have actively engaged in the development of student PLPs</p> <p><b>Aboriginal Parent Survey</b></p> <p>Parents are welcomed &amp; valued to exceed 80%</p> <p>Parents are kept well informed of events, activities and initiatives to exceed 80%</p> <p>Teachers &amp; school executive are approachable &amp; willing to listen increase to exceed 80%</p> <p>Aboriginal perspectives are embedded into learning to increase from 71.7% to 80%</p> <p><b>TTFM Student Survey</b></p> <p>I feel good about my culture when I am at school increase from 77% to 83%</p> <p>My teachers have a good understanding of my culture increase from 58% to 70%</p>	<p><i>consultation process for the development of PLPs and PLP goals this year , falling short of our 70% target for 2021. This will be a focus for 2022.</i></p> <p>92.8% of our Aboriginal parents surveys indicated that parents feel welcomed and valued, exceeding our target for 2021 of 80%. 92.8% also indicated they are kept well informed of events, activities and initiatives, exceeding our target for 2021 of 80%</p> <p>100% of our Aboriginal parents who completed the survey (14 responses) indicating that they felt teachers &amp; school executive are approachable &amp; willing to listen.</p> <p>50% of parents were unsure whether Aboriginal perspectives are embedded into learning across the curriculum. This falls short of our target for 2021 of an increase from a 2020 baseline of 71.7% to 80% of parents indicating knowledge of Aboriginal perspectives embedded into learning.</p> <p>Students 2021 TTFM surveys indicated that in the area of 'I feel good about my culture when I am at school', 78% of Aboriginal students either agreed or strongly agreed, with a further 15% neither agreeing or disagreeing. Although a marginal increase from 2020, we did not meet our 2021 target of an increase from 77% to 83% of students feeling good about their culture.</p> <p>In the area of 'My teachers have a good understanding of my culture', 2021 TTFM Student surveys showed 60% either agreed or strongly agreed that their teachers have a good understanding of their culture, with 32% neither agreeing or disagreeing. Although a marginal increase from 2020, we did not meet our 2021 target of an increase from 58% to 70%.</p>
<p>System-negotiated Target</p> <p><b>Attendance</b></p> <p>Baseline 79.4% of students attend school 90% or more of the time</p>	<p>80.1% of students attended school 90% or more of the time during Semester 2, 2021. These rates were affected by home learning and may not be a true indication of attendance over the duration of the school plan.</p>
<p><b>TTFM data-Parent Survey:</b></p> <p>School reports are useful and clearly indicate academic performance increase from 80.6% to 85%</p> <p>Students and parents are kept informed of their academic progress increase from 79.2% to 83%</p> <p>Students are challenged in their learning increase from 77.6% to 80%</p> <p><b>TTFM Student Survey:</b></p> <p>Students are interested and motivated in their learning to increase from 50% to 60% or above</p>	<p>2021 TTFM Parent Surveys showed that 84% of parents (from 96 responses) agreed that school reports are useful and clearly indicate academic performance. This falls slightly below our target for 2021 of 80%, however it represents an increase from our 2020 baseline of 80.6% and therefore a movement towards our school-based progress measure. 76% of parents agreed that students and parents are kept informed of their academic progress. This falls below our target for 2021 of 80% and below our 2020 baseline of 79.2%. 84.3% of parents agreed that students are challenged in their learning. This exceeds our target for 2021 of 80%.</p> <p>2021 TTFM Parent Survey showed that 94.7% of parents agree or strongly agree that they have a high level of satisfaction with NPPS. 99% of parents would recommend the school to new families moving into the area &amp; 95.8% of parents either agree or strongly agree that the school provides essential skills in literacy and numeracy.</p> <p>2021 TTFM Student surveys showed that 64% of students (from a total of 216 who completed the survey) indicated that they were interested and motivated in their learning. This was below the NSW Govt norm of 78%, however it is an increase on 2020 results and exceeds our target of 60% or above in 2021. In 2021, Covid-19 restrictions and the remote learning period had a huge negative impact on student motivation and continuity of learning. A focus for 2022 will be on implementing strategies to support positive student wellbeing and student engagement K-6.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$453,696.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Niagara Park 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>• Numeracy</li> <li>• Reading &amp; Comprehension</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 additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLaSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Additional support was provided during the learning from home period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To formalise meetings to incorporate 3 meetings per year: one as a goal setting meeting in Term 1, a review meeting at the commencement of Term 3 and review meeting at the end of Term 4. Ensure the learning and support team continues to regularly review funding use and it is adjusted throughout the year in response to student PLaSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$94,289.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Niagara Park 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>• Numeracy</li> <li>• Reading &amp; Comprehension</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 intervention program implementation, supplementing the COVID ILSP allocation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Supplementation to the Covid ILSP groups to ensure all students received support where required. This interventionist worked with students K-2, with a strong focus on reading and comprehension through intensive, small group tuition. This resulted in the overwhelming majority of the students achieving significant progress towards their learning goals.</p> <p>In Kindergarten:</p> <ul style="list-style-type: none"> <li>- Students moved an average 1.5 decodable reading levels and improved 16% in the DoE Phonics Assessment.</li> </ul> <p>In Stage 1:</p> <ul style="list-style-type: none"> <li>- Year 1 students moved an average 4.5 decodable reading levels and showed 17% growth in the DoE Phonics Assessment.</li> <li>- Year 2 students' comprehension results showed 28% growth from the pre to post test and had a 14% increase in the DoE Phonics Assessment.</li> </ul>

<p>Socio-economic background</p> <p>\$94,289.75</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to engage interventionists to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$39,687.34</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Niagara Park 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>• Engaging Aboriginal students and families</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 deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of a staff member to connect with our Aboriginal families to engage them with the school</li> <li>• commencement of cultural activities for our students to instil a sense of cultural pride</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All Aboriginal families receiving phone calls and offers of support from the school and, more importantly, conversations became more authentic. These conversations were particularly important during the 14 weeks of learning from home. Our first ever Yarn Up was held with 11 families attending and engaging in conversations and making suggestions as a result of the welcoming and informal setting. Tell Them From Me data indicated 78% of Aboriginal students feel good about their culture when they are at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to focus on building connections between home and school for our Aboriginal families through regular contact and opportunities for our families to be involved within the school. Stage based cultural groups will commence in order to build a sense of identify and cultural pride amongst our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$20,111.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Niagara Park 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>• Reading &amp; Comprehension</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>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Our EALD student progress showed high growth on the EAL/D learning progressions, with 82% of EAL/D students achieving expected or above expected growth.</p>

<p>English language proficiency</p> <p>\$20,111.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to offer students support within the classroom, working with teachers to ensure their confidence in catering for their students.</p>
<p>Low level adjustment for disability</p> <p>\$201,012.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Niagara Park 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>• Numeracy</li> <li>• Reading &amp; Comprehension</li> <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 an interventionist teacher</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support to allow for a more consistent approach K-6 to student learning support and interventions with a range of evidence based literacy and numeracy intervention programs being implemented across the school to support all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To consistently monitor data to assess impact of intervention, adjusting where necessary. Introduce data discussions between interventionists and teachers to ensure ownership of student data.</p>
<p>Professional learning</p> <p>\$35,567.20</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 Niagara Park 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>• Collaborative Practices</li> <li>• Engaging Aboriginal students and families</li> <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>• sending staff to professional learning courses to support the school plan.</li> <li>• engaging Royal Life Saving to train all staff in CPR and Anaphylaxis.</li> <li>• provide release for staff to work collaboratively to review &amp; discuss program implementation, analyse data to inform planning and programming, review reporting outcomes for mid-year student reports &amp; engage in PL on identified professional learning needs to establish consistency for teaching staff in assessment processes, data collection and analysis.</li> <li>• sending the Aboriginal Education teacher to a 2 day professional learning course on Aboriginal Perspectives.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased capacity of all teachers to ensure consistency of teacher judgement, resulting in improved practices across the school. Staff compliance has been ensured and staff trained in PL specific to their role.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Personalised and targeted professional learning as identified through PDP process. Professional learning may be through attending external</p>



Professional learning \$35,567.20	professional learning courses or in the form of mentoring and co-teaching.
School support allocation (principal support) \$28,259.00	<p>School support allocation funding is provided to support the principal at Niagara Park Public School with administrative duties and reduce the administrative workload.</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 additional SAO to assist with WHS compliance and other activities as identified throughout the year.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased focus on the compliance side of WHS and freeing up of Principal time to focus on the core issues of leading and managing the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ additional SAOs to continue with supporting the administration side of the Principal role.</p>
Literacy and numeracy \$15,509.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Niagara Park 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>• Engaging Aboriginal students and families</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 interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Differentiated teaching through targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued engagement of additional teaching staff using this and other flexible funding to continue intensive small group reading intervention programs and expand to numeracy interventions.</p>
QTSS release \$113,236.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Niagara Park 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>• Collaborative Practices</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Interventionists support teachers with program implementation in literacy and numeracy through modelled/demonstration lessons, team teaching</p>



<p>QTSS release</p> <p>\$113,236.00</p>	<p>opportunities, observations with feedback and additional in-class support focused on the development of high quality teaching practices and strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy</p>
<p>Literacy and numeracy intervention</p> <p>\$94,193.25</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Niagara Park 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>• Numeracy</li> <li>• Reading &amp; Comprehension</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 interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Engagement of additional teaching staff using other flexible funding to continue intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$178,472.00</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>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> <li>• employing staff to provide online tuition to student groups in literacy</li> <li>• releasing teaching staff to support the administration of the program</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students K-6 who needed support in Literacy, with a strong focus on reading and comprehension accessed intensive, small group tuition. This resulted in the overwhelming majority of the students achieving significant progress towards their learning goals. In Kindergarten: - Students moved an average 1.5 decodable reading levels and improved 16% in the DoE Phonics Assessment. In Stage 1: - Year 1 students moved an average 4.5 decodable reading levels and showed 17% growth in the DoE Phonics Assessment. - Year 2 students' comprehension results showed 28% growth from the pre to post test and had a 14% increase in the DoE Phonics Assessment.</p>

<p>COVID ILSP</p> <p>\$178,472.00</p>	<p>In Stage 2:</p> <ul style="list-style-type: none"> <li>- Year 3 students focusing on comprehension skills showed an improvement of 18% in answering literal questions and 25% in answering inferential questions. As well, they showed a 26% increase in their fluency when reading a RR level 28.</li> <li>- Year 4 students focusing on comprehension skills showed an improvement of 10% in their post assessment</li> <li>- During remote learning Stage 2 comprehension groups were formed and their results showed a 19% improvement in test scores.</li> </ul> <p>In Stage 3:</p> <ul style="list-style-type: none"> <li>- Year 5 students focusing on comprehension skills showed an improvement of 26% in their post assessment</li> <li>- Year 6 students focusing on comprehension skills showed an improvement of 12% in their post assessment</li> </ul> <p>Combined Stage 2 and 3 groups that focused on decoding and encoding in Term 1 achieved results of 22% growth in reading CCVCC/CCCVC words, a 13% growth in reading vowel digraphs and 68% growth in reading multi-syllabic words (multi-syllabic words were only assessed with 12 of the 20 students). The growth results from Term 4 Stage 2/3 groups are: triple blends 21%, Split digraphs 39%, Vowel digraphs 16% and multi syllable words 13%.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluating the success of the programs put in place this year with COVID ILSP funding, we have made the decision to continue the decoding/encoding groups for K-2 into 2022. The targeted comprehension groups in Yr3-Yr6 for our Tier 2 students will continue as well. We have used COVID ILSP teachers employed this year to deliver PL and provide training to upskill other teachers, who will be employed as the COVID ILSP teachers next year. This will ensure the success we experienced in 2021 to continue to 2022.</p> <p>Through a systematic approach to assessment and data collation, we have begun to identify students who would be ideal candidates for the continuation of this COVID ILSP program next year. When evaluating some Tier 3 students who participated in groups this year we have identified that some of these students will need to move from COVID ILSP tuition to programs overseen by the school's LaST.</p> <p>Further improvements will be made next year to how we collate data and how we can better communicate with teachers about the achievements of the groups and individual students. Clearly identifying student and program goals will also ensure a targeted approach to improving student outcomes</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	283	277	280	275
Girls	272	278	284	273

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	93.3	94.2	91.7
1	95.1	94.7	91.7	93.4
2	94	94.1	93.5	92.3
3	94.3	94.2	92.7	93.5
4	93.2	92.7	91.8	93.2
5	93.3	93.2	91.9	91.3
6	91.6	93.1	90.9	90.5
All Years	93.7	93.6	92.4	92.3
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.09
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	6.96

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	978,050
<b>Revenue</b>	5,955,352
Appropriation	5,885,960
Sale of Goods and Services	1,610
Grants and contributions	53,205
Investment income	1,448
Other revenue	13,129
<b>Expenses</b>	-5,885,668
Employee related	-5,516,847
Operating expenses	-368,821
<b>Surplus / deficit for the year</b>	69,684
<b>Closing Balance</b>	1,047,734

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>	453,703
<b>Equity Total</b>	355,135
Equity - Aboriginal	39,687
Equity - Socio-economic	94,290
Equity - Language	20,111
Equity - Disability	201,047
<b>Base Total</b>	4,480,053
Base - Per Capita	143,488
Base - Location	0
Base - Other	4,336,566
<b>Other Total</b>	359,208
<b>Grand Total</b>	5,648,098

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

Each year, schools are required to seek the opinions of parents, students and teachers about the school. During 2021 students and staff completed the Tell Them From Me surveys and parents completed a school developed Satisfaction Survey, indicating levels of community satisfaction with the school.

Student surveys indicated that the number of students who felt they are recognised for positive behaviour at school was above state average and the number of students who felt they were victims of bullying was well below state average. Areas for improvement where students' responses were significantly lower than state average were: positive homework behaviours, student participation in school sports and students with a positive sense of belonging. Advocacy at school and positive teacher student relations were comparable to state average.

The Parent Survey showed that 94.7% of parents agree or strongly agree that they have a high level of satisfaction with the school. 99% of parents would recommend the school to new families moving into the area and 95.8% of parents either agree or strongly agree that the school provides essential skills in literacy and numeracy. Other responses that were positive include: parents feel welcome and valued and teachers and school executive are approachable and willing to listen. Areas requiring an improvement include: students and parents are informed about academic progress, school reports clearly indicate academic performance and Aboriginal perspectives are embedded into learning. Responses from Aboriginal parents indicated that less than 64.3% of parents were involved in the consultation process to develop Personalised Learning Plans for their child or children. This will be an area for improvement in 2022.

Teacher responses to the Tell Them From Me survey were above state in the eight drivers of student learning: leadership, collaboration, inclusion, data informs practice, teaching strategies, technology, inclusive school and parent involvement. Teacher responses were also above state in the four dimensions of classroom and school practices: challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning. 86% of staff indicated that school leaders lead improvement and change.

# 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.